



Pinellas County Schools / Achievement Gap Goals and Strategies

District Strategic Plan / Equity and Excellence for All

Pinellas County Schools is committed to ensuring equity and excellence for all learners with the ambitious goal of eliminating or greatly narrowing the achievement gap between minority and non-minority learners. The district and School Board aspire to lead the state and nation in closing the achievement gap and are dedicating all of the necessary resources and innovative solutions to meet the aspirational targets outlined in this plan.

The district's **Bridging the Gap (BTG) Plan** has been updated and revised to include some bold new initiatives to affect substantive change in the way we engage, enrich and empower our teachers, children and families to meet high expectations for learning. This plan will be reviewed annually and updated accordingly.

Some of our key strategies include:

- ➡ A personalized learning plan to best meet the needs of individual students.
- ➡ A new, online program that connects a student's personalized plan to key skills and standards they need to stay on track.
- ➡ A district commitment to culturally relevant curriculum, materials and training in support of rigorous, engaging instruction in all classrooms.
- ➡ A district commitment to positive behavior supports and interventions and fair and equitable disciplinary practices for all students.
- ➡ A district commitment to restorative disciplinary practices, including alternatives to suspension and a new reintegration plan for students who receive a suspension to provide them skills to successfully return to the classroom.
- ➡ A targeted plan to empower families to better understand their child's academic data, their strengths and weaknesses and the resources available to improve learning in school, after school and at home.
- ➡ A targeted plan to recruit and hire a diverse teaching staff through focused and innovative strategies, including a new Grow Your Own program that identifies and supports current minority high school students who want to be teachers in our schools.

The district initiatives listed with each goal were originally gathered through a community think tank held at the St. Petersburg College Collaborative Labs in October 2013 and were presented for community review again through a series of feedback sessions during the fall of 2016. An additional goal around minority hiring was added at that time. This plan will be regularly monitored with direct oversight by the district's Minority Achievement Officer. The district will provide regular progress reports to the School Board and community.





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Pinellas County Schools / Summary of Key Strategies / High Impact Initiatives

Graduation Rate	Student Achievement	Advanced Coursework
<p>Key Strategy: Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement and improve minority pass rates and grade point averages (GPAs).</p>	<p>Key Strategy: 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.</p>	<p>Key Strategy: Implement universal screening for gifted identification for all 2nd graders and for all students in the Transformation Zone schools to expand the number of black students served within the talent development groups or identified as gifted learners.</p>
<p>Key Strategy: Provide side-by-side coaching as needed to high school principals on using their school Graduation Status Reports to focus support for black students and review personalized plans for students who are not on track to graduate.</p>	<p>Key Strategy: Develop a learner profile and personalized learning plan for all minority students who are at risk or not on track to graduate.</p>	<p>Key Strategy: Ensure equity by providing easy access for all minority students to on-site, college readiness testing in every high school (ACT, SAT, PERT).</p>
<p>Key Strategy: Provide each school the specific standards from district assessments in English, Mathematics, Biology, and US History 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.</p>	<p>Key Strategy: Establish an online, Open Access Extended Learning Program to support students who need to re-learn key skills and standards (a Restorative Academic Practices Program - RAPP).</p>	<p>Key Strategy: Provide training to all school counselor teams in the use of data from the SAT Suite of Assessments to support students in selecting the appropriate accelerated course option that matches their strengths.</p>
<p>Key Strategy: Ensure black students who are not on track to graduate participate in "in-school" classes to recover failed core courses and raise grade point averages to meet graduation requirements.</p>	<p>Key Strategy: Ensure that schools with high-minority enrollments provide additional, strategically-focused time during and after school to support academic interventions and flexible instructional delivery.</p>	<p>Key Strategy: Ensure that all black students who show potential to succeed in an AP or dual enrollment course are scheduled into an appropriate course.</p>
<p>Key Strategy: Empower families by hosting a graduation awareness event for incoming 9th grade families to discuss graduation requirements and credits and provide tools to support their children.</p>	<p>Key Strategy: Ensure that black students are participating in extended learning opportunities before and after school and in the extended school year program (Summer Bridge) through recruitment and targeted resources.</p>	<p>Key Strategy: Identify and invite the top 20% of black 7th grade students in each middle school to participate in the PCS Talent Identification Program which includes taking the SAT and/or attending the summer STEM camp.</p>
<p>Key Strategy: Provide parent workshops in high minority schools that are "linked to student learning" in collaboration with Dr. Karen Mapp / Harvard. Empower parents by providing a deeper understanding of student data, resources available and personalized learning plans.</p>	<p>Key Strategy: Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement.</p>	<p>Key Strategy: Invite families of black students to a graduation / scholarship evening specific to black students. Pull data specific to black learners and match to graduation status and scholarship opportunities.</p>
<p>Key Strategy: Invite families of black students to a graduation / scholarship evening specific to black students. Pull data specific to black learners and match to graduation status and scholarship opportunities.</p>	<p>Key Strategy: Ensure teachers have access to real-time data specific to black students with personalized plans in order to have effective data chats.</p>	<p>Key Strategy: Ensure an equitable representation of black learners in Advanced Studies recognition ceremonies (such as PRIDE, AVID Pinning and the Honors Breakfast).</p>

 **Pinellas County Schools / Summary of Key Strategies / High Impact Initiatives**

Student Discipline	ESE Identification	Minority Hiring
<p>Key Strategy: Develop and implement in all schools 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>	<p>Key Strategy: Provide intensive supports to minority students to ensure interventions for those students who received evaluation consent at the end of the prior school year and intensive and intentional early intervening ESE services prior to Emotional Behavior Disability (EBD) identification.</p>	<p>Key Strategy: Hire a minority recruitment specialist to focus on recruiting a highly qualified, diverse workforce.</p>
<p>Key Strategy: Implement a re-integration process for all middle and high school students returning from an OSS for more than one school day and for any OSS for elementary school students.</p>	<p>Key Strategy: Provide intensive supports from district personnel to ensure interventions are being implemented for black students who received evaluation consent at the end of the prior school year.</p>	<p>Key Strategy: Establish strong relationships with historically black colleges and universities (HBCUs) to locate strong minority applicants.</p>
<p>Key Strategy: Provide school leadership teams with strategies on Social and Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies that have been linked to positive outcomes. SEL is the explicit teaching of pro-social, emotional intelligence building, and empathic skills.</p>	<p>Key Strategy: Provide professional development to behavior specialists in high minority schools that includes cultural components in student's positive behavior intervention plans (PBIP).</p>	<p>Key Strategy: Identify future minority educators among current PCS high school students as part of a Grow Your Own program and connect them with teaching academies in the schools, with Take Stock in Children scholarships and with the promise of future job placement in the district (ex. Teachers of Tomorrow).</p>
<p>Key Strategy: Train all school administrators in the use of culturally responsive disciplinary practices and ensure strong implementation in schools with high minority enrollments.</p>	<p>Key Strategy: Pilot a model for collaborative problem solving at one elementary school.</p>	<p>Key Strategy: Provide substantial recruitment and retention bonuses in Transformation Zone schools to attract and retain highly effective teachers in neediest schools.</p>
<p>Key Strategy: 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.</p>	<p>Key Strategy: Provide a district Coordinated Early Intervening Services (CEIS) Behavior Specialist to provide intensive support to students with a focus in high minority schools.</p>	<p>Key Strategy: Partner with the Urban Schools Human Capital Academy to provide a comprehensive review of the district's processes for hiring and supporting a more diverse workforce.</p>
<p>Key Strategy: Implement an Alternative Placement Program (APP) for suspension for middle and high schools as an alternative setting for students to serve a suspension, with support for classroom tasks.</p>	<p>Key Strategy: Provide a district ESE Behavior Specialist to provide intensive support to ESE students with a focus in high minority schools.</p>	<p>Key Strategy: Establish a summer, cultural awareness training program for teachers who are hired into high minority schools.</p>

Graduation Rate

#, % Graduating / Graduation Rate

#, % On track / 2.0 GPA or above

#, % On track / Required Credits

#, % Level 3 or above / FSA ELA

#, % Algebra 1 credit / passing

Data Connections to Bradley ADR (primary): Student Achievement: 1.d; 1.e; 1.f; 2.e; 2.f; 2.g; 2.i.

Advanced Coursework

#, % Gifted, Talented Enrollment

#, % Honors Enrollment / MS, HS

#, % A, B grades / 3.0 GPA / MS, HS

#, % AP / Dual Enroll Participation

#, % AP / Dual Enroll Performance

Data Connections to Bradley ADR (primary): Student Achievement: 1.g; 1.h; 2.f; 2.g; 2.h. Assignment to Classes, Programs: 1.a; 1.b; 1.c; 2.a; 2.b.

ESE Identification

#, % ESE Eligibilities

#, % EBD Placements

Data Connections to Bradley ADR (primary): Assignment to Classes, Programs: 1.c; 2.c.

Student Achievement

#, % Proficient / State Assessments (FSA)

#, % Proficient / National Assessments

#, % on track / grades, GPA / promotion

Data Connections to Bradley ADR (primary): Student Achievement: 1.a; 1.b; 1.c; 1.d; 1.g; 1.h; 2.a; 2.b; 2.c; 2.d; 2.h; Faculty: 2.e.

Student Discipline

Disciplinary Referrals

Suspensions (ISS, OSS)

% of Incidences / Risk Ratio

Data Connections to Bradley ADR (primary): Student Discipline: 1.a; 1.b; 1.c; 1.d; 2.a; 2.b; 2.c; 2.d.

Minority Hiring

#, % New Hires by Race (Instructional)

#, % Total Hires by Race (Instructional)

#, % Retention by Race (Instructional)

#, % Promotions by Race

Data Connections to Bradley ADR (primary): Faculty: 1.a; 1.b; 1.c; 1.d; 1.e; 1.f; 2.a; 2.b; 2.c; 2.d; 2.e; 2.f; 2.g; 2.h.


Pinellas County Schools / Bridging the Gap / Summary of Quarterly and Annual Measures

Goal Area	Progress Measures (Quarterly)	Outcome Measures (Annually)
Graduation Rate	# and % of students on track with required courses / credits	# and % on track to graduate / federal graduation rate
	# and % of students on track with a 2.0 GPA or higher	
	# and % of students with required Level 3 or above on FSA ELA	
	# and % of students with required Algebra 1 passing score, credit	
Student Achievement	# and % of students scoring "proficient" or "near proficient" on district progress assessments	# and % of students with Level 3 or above / FSA ELA (Reading) # and % of students with Level 3 or above / FSA Math
	# and % of students on track for grade level promotion (grades, GPA)	# and % of students scoring proficient on national norm referenced tests (ex. SAT, ACT)
Advanced Coursework	# and % of students on Honor Roll / A,B average / 3.0 GPA	# and % of middle school students enrolled in an advanced (honors) or high school course
	# and % of students screened for Gifted services	# and % of students screened for Gifted services
	# and % of students enrolled in an advanced course (middle school), or accelerated course (ex: Dual Enrollment, AP) (high school)	# and % high school students enrolled in an accelerated course (ex: Dual Enrollment or AP) and # and % students earning college credit
	# and % of student enrolled in a career, technical education course (middle and high school)	# and % of students completing an industry certification
Student Discipline	# and % of students with an office disciplinary referral	# and % of students with an office disciplinary referral
	# and % of students with a suspension (ISS, OSS)	# and % of students with a suspension (OSS)
		Disparity rates / risk ratios / OSS and Referrals
ESE Identification	# and % of students found eligible for ESE services	# and % of students found eligible for ESE services
	# and % of students found eligible for Emotional Behavioral Disability (EBD) identification	# and % of students found eligible for Emotional Behavioral Disability (EBD) identification
		Disparity rates / risk ratios / ESE and EBD
Minority Hiring, Retention	# and % of new hires / instructional / by race	# and % of total instructional positions / teachers / by race
	# and % of total instructional positions / teachers / by race	# and % of total administrative positions / promotions / by race

Goal 1: Graduation Rate

Graduation Rate	Goal Manager: Rita Vasquez Executive Director of High School Education	Goal 1: Eliminate the gap between the graduation rates for black and non-black students.			
Current Condition:	Pinellas County Schools has a current graduation rate for all students of 78.3% and a rate for black students of 64.6%, a gap of 13.7 percentage points. The district has seen a 17.5 percentage point increase in graduation rate among black students since 2011, with an improvement among all students of 13.1 percentage points.				
Aspirational Goal:	Pinellas County Schools will increase its graduation rate for black students by 2% each year, with a target graduation rate for black students of at least 80%. This target is much higher than the state’s current graduation rate for black students of 67.9%.				
Focus Areas	Action Steps	Progress Status (of action step)	Progress Measure	Outcomes Measure	Research Questions (Impact)
ACADEMIC RIGOR / STANDARDS-BASED INSTRUCTION	Focus for All Students				
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Classroom Rigor # and % of classrooms observed % of classrooms evident	Student Performance State FSA tests (ELA and Math)	
	Focus for Minority Students				
	Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement and improve minority pass rates and grade point averages (GPAs).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Student Engagement % leaders trained % teachers trained Training calendar	Student grades / GPAs % making A,Bs (3.0 GPA), % on track (2.0 GPA), % with at least one F	Did the district's targeted professional development for teachers and principals in the use of culturally responsive teaching strategies lead to a change in teacher practice? Did the use of culturally responsive strategies impact student learning in high minority schools or classrooms?
	Implement culturally responsive instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to improve minority pass rates and grade point averages (GPAs).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Culturally Responsive Strategies # of classrooms targeted % classrooms observed % classrooms evident		

	Provide each school the specific standards from district assessments in English, Mathematics, Biology, and US History 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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Standards-Based Instruction / Review	# and % of schools provided key standards that need re-teaching	% of black students performing at or near proficiency on district cycle assessments	
Early Warning Systems, EFFECTIVE MONITORING SYSTEMS	Focus for All Students					
	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 include GPA, credits earned, scores on state Graduation assessments (the 10th Grade FSA ELA and ALG 1 EOC), ACT, SAT and PERT test scores.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of leaders trained Training calendar Ex of Graduation Status Report	% of students on track / August / disaggregated by race % of students on track / January / disaggregated by race % of students on track / May / disaggregated by race		
	Focus for Minority Students					
	Develop a learner profile and personalized learning plan for all minority students who are not on track to graduate.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% of black students who are not on track who have personalized plans / by school	% of black students with a personalized plan of support. % of students on track / August / disaggregated by race	Did the intentional use of early warning data and training of school leaders result in a personalized plan for minority learners and increased minority achievement?	
	Provide side-by-side coaching as needed to high school principals on using their school Graduation Status Reports to focus support for black students and review personalized learning plans for students who are not on track to graduate.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of school principals targeted / high minority schools # of coaching sessions completed	% of students on track / January / disaggregated by race % of students on track / May / disaggregated by race		
	Provide school principals with the following monthly data specific to black students who are not on track: 1) Mid- grading period core course failing grades; 2) Grading Period core course failures; 3) Semester 1 and 2 core course failures; 4) FSA 10th Grade ELA results (5) FSA ALG 1 EOC results.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of schools provided data reports each month			

	Focus for All Students				
	Provide extended learning opportunities before / after school and via the extended school year program (Summer Bridge).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of schools offering programs	# and % of students attending, by race	
	Focus for Minority Students				
	Ensure that all black students who are not on track to graduate are participating in extended learning opportunities before and after school and in the extended school year program (Summer Bridge) through recruitment and targeted resources.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of black students who are not on track # and % of above group who are attending Extended Learning Programs, Summer Bridge	% of students on track / August / disaggregated by race % of students on track / January / disaggregated by race % of students on track / May / disaggregated by race	Did the students who took part in credit recovery and Extended Learning Programs get better grades, perform better on state ELA and Math assessments and graduate at higher rates than their peers?
EXTENDED LEARNING PROGRAMS/ INTERVENTIONS	Establish an online, Open Access Extended Learning Program to support students who need to re-learn key skills and standards (a Restorative Academic Practices Program - RAPP)	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Creation of new program # and % of initial users, access by minority students		
	Ensure black students who are not on track to graduate participate in "in-school" credit recovery classes to recover failed core courses and raise grade point averages to meet graduation requirements.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of black students behind in credits # and % of black students behind in GPA # and % of these students enrolled in credit recovery		
	Ensure all black students participate in college readiness testing, such as ACT, SAT, and PERT. Ensure that these testing options are tied to the personalized plans for students who are not on track to graduate.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% of black students participating in college readiness testing	# and % of students graduating using a reading concordant score	

FAMILY AND COMMUNITY ENGAGEMENT	Focus for All Students				
	Host a graduation awareness event for incoming 9th grade families to discuss graduation requirements and credits.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of high schools hosting events # of families of minority students in attendance	% of minority families who report that they are satisfied or highly satisfied with school communication, events related to their child	Did the district's efforts to involve families in student learning lead to more frequent communication between families and teachers and a better understanding by parents of the strengths and weaknesses that their child possesses?
	Host a parent awareness night for incoming 9th graders prior to testing "season" to discuss EOC exams, ACT, SAT, and PERT testing.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of high schools hosting events # of families of minority students in attendance		
	Focus for Minority Students				
	Set up parent conferences with minority students who are not on track to graduate to review personalized learning plans.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of conferences held % complete	% of minority families who report that they are satisfied or highly satisfied with school communication, events related to their child.	
	Ensure an equitable representation of black learners in school awards / recognition ceremonies.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% of minority students invited, recognized		
Invite families of black students to a graduation / scholarship evening specific to black students. Pull data specific to black learners and match to graduation status and scholarship opportunities.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of high schools hosting events # of families of minority students in attendance			
Long-Range / Aspirational Targets:	Pinellas County Schools has set a goal of increasing its graduation rate for black students by 2% each year in support of eliminating or greatly narrowing the gap within 10 years.				
Evaluation Questions:	<ol style="list-style-type: none"> Did the use of culturally responsive strategies affect student learning in high minority schools as represented by an increase in students meeting or exceeding state graduation requirements? Did the intentional use of student data designed for targeted interventions (such as credit recovery) increase achievement for minority learners? Did the district's efforts to involve families in student learning lead to more frequent communication between families and teachers and a better understanding by parents of the strengths and weaknesses that their child possesses? 				

Goal 2: Student Achievement

Student Achievement	Goal Manager: Pam Moore Associate Superintendent / Teaching and Learning	Goal 2: Eliminate the gap between the proficiency rates in reading (ELA) and math on state and national assessments for black and non-black students.			
Current Condition:	Pinellas County Schools has a current proficiency rate on the Florida Standards Assessment (FSA) for ELA-Reading of 58% for non-black students and 29% for black students, a 29-point gap. The proficiency rate on the FSA for Math is 63% for non-black students and 29% for black students, a 34-point gap. Smaller gaps are also found on national norm-referenced tests such as the ACT and SAT.				
Aspirational Goal:	Pinellas County Schools will decrease the gap in ELA-Reading and Math proficiency for black students by 2-3% each year on state and national assessments until the gap is eliminated or greatly narrowed.				
Focus Areas	Action Steps	Progress Status (of action step)	Progress Measure	Outcomes Measure	Research Questions (Impact)
ACADEMIC RIGOR / STANDARDS-BASED INSTRUCTION	Focus for All Students				
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Classroom Rigor # and % of classrooms observed % of classrooms evident	Student Performance State FSA tests (ELA and Math) SAT, ACT tests (high school)	
	Focus for Minority Students				
	Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement in rigorous instruction for minority learners and increase the percentage of proficient students.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Student Engagement % leaders trained % teachers trained # and % of classrooms observed % of classrooms evident Training calendar	Student grades / GPAs % making A,Bs (3.0 GPA), % on track (2.0 GPA), % with at least one F Student assessments (district cycle / progress assessment results by race) State and national assessments (such as FSA, ACT, SAT)	Did the district's targeted professional development for teachers and principals in the use of culturally responsive teaching strategies lead to a change in teacher practice? Did the use of culturally responsive strategies impact student learning in high minority schools or classrooms?
	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	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Culturally Responsive Strategies # of classroom targeted % classrooms observed		

	lesson plans in order to increase the percentage of proficient students.		% classrooms evident		
	Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Materials Inventory % of classrooms with culturally-rich, supplemental materials.	Materials Usage % of classrooms showing evidence of / use of culturally-rich, supplemental materials	
	Ensure equity by providing easy access for all minority students to on-site, college readiness testing in every high school (ACT, SAT, PERT).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of black high school students taking part	# and % of black high school students receiving a college-readiness score	
Early Warning Systems, EFFECTIVE MONITORING SYSTEMS	Focus for All Students				
	Provide professional development for school leadership teams in using early warning data to help teachers provide quick support to students in need. Data include attendance, discipline, course failures, student progression toward graduation and assessment.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of leaders trained Training calendar	# and % of students making adequate academic progress /on-track (using early warning data - grades, course failures and reading and math performance data)	
	Focus for Minority Students				
	Provide training to school principals and school leadership teams on using early warning data to monitor and support black students in development of personalized learning plans for each student at risk based on early warning indicators.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Data Training # schools targeted % of schools trained # of school leaders trained	% of black students with a personalized plan of support # and % of the students above making adequate academic progress /on-track (using early warning data - grades, course failures and reading	Did the intentional use of early warning data and training of school leaders result in a personalized plan for minority learners and increased minority achievement?
	Implement effective intervention strategies based on the close monitoring of students with personalized learning plans.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Targeted interventions / strategies provided to schools		

	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Monitoring of data chats in schools	and math performance data)	
	Focus for All Students				
	Provide extended learning opportunities before and after school and via the extended school year program (Summer Bridge).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of schools offering ELP and Summer Bridge programs # of students attending	# and % of students making adequate academic progress /on-track (using early warning data - grades, course failures and reading and math performance data)	
	Identify and monitor enrichment opportunities for all students, such as STEM (Science, Technology, Engineering, and Mathematics) Academies, academic competitions, arts opportunities and clubs.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of schools offering STEM or other enrichment programs # of students participating		
	Focus for Minority Students				
EXTENDED LEARNING PROGRAMS/ INTERVENTIONS	Ensure that black students are participating in extended learning opportunities before and after school and in the extended school year program (Summer Bridge) through recruitment and targeted resources.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of black students who are not on track # and % who are attending Extended Learning Programs, Summer Bridge	# and % of black students making adequate academic progress /on-track (using early warning data - grades, course failures and reading and math performance data)	Did the students who took part in credit recovery and Extended Learning Programs get better grades, perform better on state ELA and Math assessments and graduate at higher rates than their peers?
	Establish an online, Open Access Extended Learning Program to support students who need to re-learn key skills and standards (a Restorative Academic Practices Program - RAPP).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Creation of new program # and % of initial users, access by minority students		
	Identify and monitor the number of minority students participating in enrichment opportunities, such as STEM (Science, Technology, Engineering, and Mathematics) Academies, academic competitions, arts opportunities and clubs.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of black students participating in STEM or related enrichment programs		

	Ensure that schools with high-minority enrollments provide additional, strategically-focused time during and after school to support academic interventions and flexible instructional delivery.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of schools targeted # of schools offering additional instructional time (extended school day, etc.)		
	Partner with families to monitor minority student usage of digital resources that are provided beyond the school day, such as STEMScopes, Think Through Math, Connect for Success computer (for increased access to iReady, iStation, STMath and myOn), Math Nation, and Khan Academy.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of schools providing these resources # and % of black students taking part	% improvement on reading, math assessments among black students utilizing these resources	
FAMILY AND COMMUNITY ENGAGEMENT	Focus for All Students				
	Empower families by providing parent training that is "linked to student learning" through Parent University sessions and school workshops.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and locations of sessions # of families attending	% of families who report that they are satisfied or highly satisfied with school communication, events related to their child.	Did the district's efforts to involve families in student learning lead to more frequent communication between families and teachers and a better understanding by parents of the strengths and weaknesses that their child possesses?
	Provide professional development to schools on parent engagement strategies that are tied to the Dual Capacity Framework / Dr. Karen Mapp / Harvard.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of schools targeted for training Training calendar		
	Focus for Minority Students				
	Ensure Parent University sessions are provided in locations that make attendance convenient for minority families.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and locations of sessions # of minority families attending	% of minority families who report that they are satisfied or highly satisfied with school communication, events related to their child.	
	Support teachers by providing professional development on building relationships and sharing student data with minority families.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of schools targeted for training Training calendar		
	Provide parent workshops in high minority schools that are "linked to student learning" in collaboration with Dr. Karen Mapp / Harvard. Empower parents by providing a deeper understanding of student data,	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of schools hosting events		

	resources available and personalized learning plans.		# of families of minority students in attendance		
Long-Range / Aspirational Targets:	Pinellas County Schools has set a goal of increasing its proficiency for black students on state and national ELA-Reading and Math assessments in support of eliminating or greatly narrowing the gap within 10 years.				
Evaluation Questions:	<ol style="list-style-type: none"> 1. Did the use of culturally responsive strategies and rigorous instructional practices improve student learning in high minority schools as represented by an increase in passing scores for state assessments? 2. Did the intentional use of student data designed for targeted interventions increase academic achievement of minority learners on district and state assessments? 3. Did the district’s efforts to involve families in student learning lead to more frequent communication between families and teachers and a better understanding by parents of the strengths and weaknesses that their child possesses? 				

Goal 3: Advanced Coursework

Advanced Coursework	Goal Manager: Judith Vigue Director / Advanced Studies	Goal 3: Eliminate the gap in accelerated participation and performance rates for black and non-black students.			
Current Condition:	Pinellas County Schools has a current participation rate of about 11% for black students in accelerated courses (10.8 in AP courses and 11.3 in Dual Enrollment as examples). The percentage of black students enrolled in career programs (CAPE) is about 17%. The percentages are below the current enrollment of black students in Pinellas County Schools of about 18%. The percentage of black students earning college credit or industry certifications is about 2%.				
Aspirational Goal:	Pinellas County Schools will increase the percentage of black students enrolled in accelerated courses by at least 1% each year until the percentage meets or exceeds 18% and increase the percentage of black students earning college credit and industry certifications by .5% each year until it meets or exceeds the district average.				
Focus Areas	Action Steps	Progress Status (of action step)	Progress Measure	Outcomes Measure	Research Questions (Impact)
ACADEMIC RIGOR / STANDARDS-BASED INSTRUCTION	Focus for All Students				
	Provide talent-development groups to support "talented" students in elementary schools that have low numbers of gifted identified students in order to increase the likelihood of the future identification of gifted learners.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of schools identified, targeted for support	# of students identified for gifted	
	Implement universal screening for gifted identification for all second graders in elementary schools.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of 2 nd graders provided screening	# of 2 nd grade students identified as gifted	
	Embed SATpractice.org usage into English 1, 2 and 3 classes in all high schools.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of high school classrooms targeted	# and % of students using SATpractice.org	
	Focus for Minority Students				
	Provide training for teachers of accelerated courses (HS courses in MS and college courses in HS) that is specific to culturally relevant instruction to ensure engagement of minority learners.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Minority Engagement in Honors / AP / Dual Enrollment courses % leaders trained % teachers trained	Minority Engagement in Honors / AP / Dual Enrollment courses # classrooms targeted % classrooms observed % classrooms evident	Did the district's targeted professional development for teachers and principals in the use of culturally responsive teaching

	Implement universal screening for gifted identification for all students in the Transformation Zone schools to expand the number of black students served within the talent development groups or identified as gifted learners.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of schools and students targeted % students screened % students identified	# and % of students in Transformation Zone identified as talented or gifted	strategies lead to a change in teacher practice? Did the district's broader screening of black students for gifted services increase the number of students identified as gifted or talented and expose more black children to gifted studies?
	Ensure equity by providing easy access for all minority students to on-site, college readiness testing in every high school (ACT, SAT, PERT).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of black high school students taking part	# and % of black high school students receiving a college-readiness score	
Early Warning Systems, EFFECTIVE MONITORING SYSTEMS	Focus for All Students				
	Provide training to all school counselor teams in the use of data from the SAT Suite of Assessments to support students in selecting the appropriate accelerated course option that matches their strengths.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of counselors trained Calendar of trainings	# and AP course offerings by school # and % of students participating	
	Provide in-school assemblies for 7th grade and 10th grade students who show academic potential to showcase the rigorous course opportunities available to them to increase enrollment in accelerated courses.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of schools targeted # and school hosting assemblies and # of students attending	# and % of 8 th , 9 th , 10 th , 11 th and 12 th graders enrolled in an accelerated course	
	Focus for Minority Students				
	Provide to all high school principals twice a year an accelerated component report disaggregated by race and require schools to track and as part of each student's personalized learning to successfully complete an accelerated course or industry certification.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% of schools with goals specific to each student who has successfully completed an accelerated course or industry certification	% of black students on track to complete an accelerated option / August % of black students on track to complete an accelerated option / January	Did the intentional use of data on the academic potential of black students result in a personalized plan for each student and improved participation and performance among black students

	Provide side-by-side coaching as needed to school counselors on using their SAT Suite of Assessments data and academic data disaggregated by race to identify black students who could take more rigorous classes.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# schools targeted % counselor teams trained	% of black students on track to complete an accelerated option / June	in accelerated courses?
	Ensure that all black students who show potential to succeed in an AP or dual enrollment course are scheduled into an appropriate course.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# students showing potential / by school		
	Provide school principals with real-time academic data (ex. grades) specific to black students in accelerated courses prior to the end of each grading period to support increased success in those courses.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# schools targeted # and % of schools with provided data specific to black students.		
EXTENDED LEARNING PROGRAMS/ INTERVENTIONS	Focus for All Students				
	Identify and invite the top 20% of 7th grade students in each middle school to participate in the PCS Talent Identification Program, which includes taking the SAT and/or attending the summer STEM camp.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of 7 th graders participating in TIP program	# and % 7 th graders taking the SAT	
	Focus for Minority Students				
	Identify and invite the top 20% of black 7th grade students in each middle school to participate in the PCS Talent Identification Program which includes taking the SAT and/or attending the summer STEM camp.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# students targeted for participation # and % participating	# and % of black 7 th graders taking the SAT	Did the intentional use of data on the academic potential of black students result in improved participation and performance among black students in accelerated courses?
Ensure black students participate in SAT Suite of Assessments, the Postsecondary Education Readiness Test (PERT) to increase dual enrollment eligibility.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of black students (grades 10-12) eligible for DE courses	# and % of black students enrolled in DE courses		

	Provide to each high school principal by the end of first semester a roster of the black students in 9th and 10th grades who show potential and should be taking part in extended learning opportunities tied to PSAT preparation for the purposes of improving scholarship opportunities.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# students identified for PSAT support # and % participating	% of black students earning scholarships tied to PSAT/SAT (ex: merit scholars)	
FAMILY AND COMMUNITY ENGAGEMENT	Focus for All Students				
	Host an awareness event for parents of students in grades 5 through 9 to explain the course pathways needed to take advanced courses and to better understand the accelerated diploma programs (Capstone, AICE, Dual Enrollment / Early College / Early Admissions).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of schools hosting events # of families of minority students in attendance	% of minority families who report that they are satisfied or highly satisfied with school communication, events related to their child.	
	Host 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. Coordinate with high school education department events.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of high schools hosting events # of families of minority students in attendance		
	Focus for Minority Students				
	Ensure an equitable representation of black learners in Advanced Studies recognition ceremonies (such as PRIDE, AVID Pinning and the Honors Breakfast).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% of minority students invited, recognized	% of minority families who report that they are satisfied or highly satisfied with school communication, events related to their child.	Did the district's efforts to involve families in student learning lead to more frequent communication between families and teachers and a better understanding by parents of the strengths and weaknesses that their child possesses?
	Invite families of black students to a graduation / scholarship evening specific to black students. Pull data specific to black learners and match to graduation status and scholarship opportunities. Coordinate with high school education department events.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of high schools hosting events # of families of minority students in attendance		
Long-Range / Aspirational Targets:	Pinellas County Schools has set a goal of increasing its enrollment of black students in Honors, Dual Enrollment and AP courses and increasing the percentage of black students earning advanced credit or industry certifications in support of eliminating or greatly narrowing the gap in accelerated performance within 10 years.				

**Evaluation
Questions:**

1. Did district efforts to broaden screening procedures for minority learners succeed in increasing participation in gifted and talented education programs?
2. Did the intentional use of student data increase participation and performance of minority learners in accelerated courses and gifted/talented programs?
3. Did the district's efforts to involve families in student learning lead to more frequent communication between families and teachers and a better understanding by parents of the strengths and weaknesses that their child possesses?

Goal 4: Student Discipline

Student Discipline	Goal Managers: School District / Area Superintendents	Goal 4: 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.			
Current Condition:	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 “risk ratio” and that number is just over 2.0 for referrals and 4.0 for suspensions, which means that black students remain about two times more likely to receive a referral and four times more likely to receive a suspension.				
Aspirational Goal:	Pinellas County Schools will decrease the number of referrals and suspensions given to black students until the percentage is at or near the current enrollment of black students (18%) 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.				
Focus Areas	Action Steps	Progress Status (of action step)	Progress Measure	Outcomes Measure	Research Questions (Impact)
EQUITABLE PRACTICES / PROCEDURES	Focus for All Students				
	Develop and implement in all schools 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).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% of schools with behavior plans that integrate critical components of PBIS (using rubric)	% of schools scoring 80% or higher on the PBIS Implementation Checklist and Benchmarks of Quality assessments	
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of non-violent infractions that result in OSS disaggregated by race (by quarter)	# and % of non-violent infractions that result in OSS disaggregated by race (by semester)	Did the district policies and procedures that were designed to limit suspension days and arrests reduce the number and/or percentage for all students and what was the impact for black students?
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% of officers trained	# and % of arrests disaggregated by race (by quarter and semester)	
Ensure policy is followed that that no more than 10 days of Out-of-School Suspension (OSS) is given for one semester for regular	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of OSS given for more than 10 days cumulative (by semester)	# and % of OSS given for more than 10 days cumulative,		

	education students and for the entire year for ESE students.			disaggregated by race (by semester)	
	Ensure procedure is followed that no elementary students are suspended without consulting with Area Superintendent.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of elementary students suspended (by month)	# and % of elementary students suspended, disaggregated by race (by month)	
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of ISS or OSS given for one infraction that is more than 3 days	# and % of ISS or OSS given for one infraction that is more than 3 days, disaggregated by race (by semester)	
	Collaborate with the Community Discipline Discussion Committee to garner support and feedback in order to improve and/or reduce discipline disparity practices.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Dates of meetings	Discipline disparity rates for referrals / suspension.	
	Focus for All Students				
Preventative Practices / Positive Behavioral Support and Interventions (PBIS)	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).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% of schools that have been trained in common definition, strategies of PBIS % of schools with behavior plans that integrates critical components of PBIS (using rubric)	% of schools scoring 80% or higher on the PBIS Implementation Checklist and Benchmarks of Quality assessments	Did the training of principals and school staff on PBIS strategies (including cultural responsiveness and mindset) lead to improved practices and processes in schools? Did that result in a decrease of referrals / suspensions / arrests for black students?
	Ensure that school-based administrators, using an Office Discipline Referrals (ODR) analysis, identify those teachers with high numbers of referrals and provide appropriate support.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Administrators will identify teachers with a high number of referrals and provide supports (quarterly)	% of referrals increase or decrease for identified teachers (quarterly)	
	Focus for Minority Students				

	Train all school administrators in the use of culturally responsive disciplinary practices and ensure strong implementation in schools with high minority enrollments.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% leaders trained	# and % of black students receiving referrals and suspensions, compared to non-black students	Did the training of principals and school staff on culturally responsiveness practices lead to improved practices and processes in schools? Did that result in a decrease of referrals / suspensions / arrests for black students?
	Provide school leadership teams with strategies on Social and Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies that have been linked to positive outcomes. SEL is the explicit teaching of pro-social, emotional intelligence building, and empathic skills to support a student's ability to contribute to a school's positive culture.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% leaders trained		
	Provide professional development to principals on the use of Check-In Check-Out as a Culturally Responsive Intervention for black male students.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% leaders trained		
	Focus for All Students				
Restorative Practices / Disciplinary Alternatives	Develop a Restorative Practices Whole-School Implementation Guide for schools that is based on best practices.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% leaders trained Implementation checklist for Restorative Practices	# and % of black students receiving referrals and suspensions, compared to non-black students	Did the training and monitoring of restorative practices in schools lead to improved practices and processes in schools? Did the PD result in a decrease in repeat referrals or suspensions for black students?
	Conduct monthly discipline disparity/restorative practices training with school administrators in collaboration with Area MTSS Specialists and the Area Superintendents.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete			
	Develop and implement a uniform framework for secondary schools utilizing the Alternative Bell Schedule in order to maximize learning.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Uniform Guidelines for ABS		

	Develop and implement an In-School Suspension (ISS) model that includes a uniform framework and maximizes learning.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Uniform Guidelines for ISS		
	Implement a re-integration process for all middle and high school students returning from an OSS for more than one school day and for any OSS for elementary school students.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Copies of re-integration plans kept on file in schools % of student recidivism in receiving subsequent OSS		
	Implement an Alternative Placement Program (APP) for suspension for middle and high schools as an alternative setting for students to serve a suspension, with support for classroom tasks. Three APP centers have been identified: Pinellas Technical College (St. Pete Campus), Clearwater Intermediate and Bayside High School.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Attendance at the sites, % of students who received an OSS who utilized APP		
	Ensure that Area Superintendents continue to participate in the Rethink Discipline Districts webinars and other professional development opportunities.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Attendance and evidence of participation.		
	Focus for Minority Students				
	Provide professional development to Pilot Schools delivered by the International Institute for Restorative Practices (IIRP).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Attendance and participation in PD	Implementation checklist for Restorative Practices	
Long-Range / Aspirational Targets:	Pinellas County Schools has set a goal of decreasing its number of referrals and out-of-school suspensions for black students in support of eliminating or greatly narrowing the discipline disparity gap within 10 years.				
Evaluation Questions:	<ol style="list-style-type: none"> 1. Did the degree of fidelity to Positive Behavioral Interventions and Support (PBIS) reduce referral and suspension rates for minority learners? 2. Did the degree of fidelity in the use of restorative practices reduce referral and suspension rates for minority learners? 				

Goal 5: ESE Identification

ESE Identification	Goal Managers: Sherry Aemisegger / Executive Director, ESE	Goal 5: Reduce the disparity of black students being found eligible for Exceptional Student Education (ESE).			
Current Condition:	Pinellas County Schools has reduced the number of overall placements for Exceptional Student Education (ESE), especially within the Emotional Behavioral Disability (EBD) designation (29% reduction from 2013-14 to 2015-16). However, the number of black students identified remains disparate from the number of non-black students identified. The risk ratio for overall placement in ESE is 1.45 which means that black students are almost one and a half times as likely to be identified as an ESE student than non-black students. The risk ratio for EBD eligibility is 4.20, which means that black students are four times more likely to be referred for EBD services.				
Aspirational Goals:	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 is at or near the current enrollment of black students (18%) and the risk ratio drops each year by one-quarter (.25) until the ratio is at or near 1.0.				
Focus Areas	Action Steps	Progress Status (of action step)	Progress Measure	Outcomes Measure	Research Question (Impact)
ESE Eligibility Determination	Focus for All Students				
	Identify and evaluate students who may be in need of special education and related services to support their learning.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of students identified and evaluated	# and % of students found eligible for ESE services	
	Focus on Disproportionality				
	The Exceptional Student Education (ESE) Student Transfer Team will communicate to the receiving school of the need for reevaluation of transfer students with an EBD eligibility. Students will receive current IEP services during the time they are being reevaluated.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of new eligibilities monthly, with # of transfer students identified; # of reevaluations completed for transfer students	# of transfer students identified for EBD before and after re-evaluation process	Did the processes that were designed and implemented to reduce the disparate number of EBD eligibilities reduce the number or percentage of black students being identified for EBD services?
Provide intensive supports from district personnel to ensure interventions are being implemented for black students who received evaluation consent at the end of the prior school year.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of 2015-16 late in school year referrals; using the district behavior specialist database to identify # of students receiving support	# of students referred late in the 2015-16 school year compared to number of students found eligible after the evaluation is completed		

	District resources will provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of new eligibilities monthly; using the district behavior specialist database of students receiving support	# of new EBD eligibilities district-wide	
Early Warning Systems, Coordinated Early Intervening Services (CEIS)	Focus for All Students				
	Provide Coordinated Early Intervening Services (CEIS) 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 behavioral supports to succeed in school.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of students identified	% of those identified receiving CEIS support	
	Focus on Disproportionality				
	Provide professional development to behavior specialists in high minority schools that includes cultural components in student's positive behavior intervention plans (PBIP).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Calendar of trainings and attendance records: % of behavior specialists trained	# of students with cultural components evident in the PBIP who move forward for consideration for ESE eligibility	Did the professional development and implementation of strategies around collaborative problem solving lead to a reduction of challenging behaviors and an increase in academic performance which in turn led to a reduction in EBD eligibilities?
	Pilot a model for collaborative problem solving at one elementary school as a potential model for other schools to follow.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of school-based staff trained in collaborative problem solving # of school-based staff using collaborative problem solving # of student-teacher meetings # of collaborative problem solving plans developed	# of collaborative problem solving plans developed resulting in improved student outcomes # of requests for school support services and number of new eligibilities at pilot school	
Provide a district Coordinated Early Intervening Services (CEIS) Behavior Specialist to provide intensive support to students with a focus in high minority schools.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of high minority schools receiving services	# of students served by CEIS specialist compared to the number of students		

			# of students receiving services	who move forward for consideration for ESE eligibility by sub group	
	Provide a district ESE Behavior Specialist to provide intensive support to ESE students with a focus in high minority schools.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of schools targeted # of students targeted # or calendar of visits	# of students served by ESE specialist compared to the number of students who move forward for consideration for an additional ESE eligibility by sub group	
Long-Range / Aspirational Targets:	Pinellas County Schools has set a goal of decreasing the number of eligibilities for ESE and specifically EBD for black students in support of eliminating or greatly narrowing the disparity gap within 10 years.				
Evaluation Questions:	<ol style="list-style-type: none"> 1. Did the processes that were designed and implemented to reduce the disparate number of EBD eligibilities reduce the disparity of black students being identified for EBD services? 2. Did the pilot model for collaborative problem solving decrease the challenging behaviors and increase academic performance and affect the disparity of black students being found eligible for Exceptional Student Education (ESE)? 				

Goal 6: Minority Hiring

Minority Hiring	Goal Manager: Paula Texel Assistant Superintendent / Human Resources	Goal 6: Increase the number of minority teachers and administrators to closely mirror the student enrollment by ethnicity.			
Current Condition:	Pinellas County Schools employs nearly 7,500 teachers, of which about 8% are black. The percentage breakdown of administrators in the district is about 22% black. The district enrollment of black students is about 18%.				
Aspirational Goal:	Pinellas County Schools will increase its number of black teachers by 1.5% each year until it matches the student enrollment of 18% and maintain its current rate of administrative hires to ensure that it meets or exceeds the student enrollment by race.				
Focus Areas	Action Steps	Progress Status (of action step)	Progress Measure	Outcomes Measure	Evaluation Question (Impact)
HIRING / RECRUITMENT	Focus for All Employees				
	Establish strong relationships with state and national colleges and universities in support of hiring highly qualified teaching candidates.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of contacts and visits	# of highly qualified teachers hired each year	
	Conduct annual job / recruitment fairs in support of broadening the talent pool of likely candidates.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of job/recruitment fairs / dates	# of candidates hired from job/recruitment fairs	
	Promote alternative certification options to increase the number of applicants from businesses and industries who are considering teaching as a second career.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of non-traditional education applicants	# of hires / non - education majors	
	Establish a focused, deliberate plan to attend job/recruitment fairs in search of highly qualified teaching candidates.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of job/recruitment fairs attended	# of candidates hired from job/recruitment fairs	
	Focus for Minority Staffing				
	Hire a minority recruitment specialist to focus on recruiting a highly qualified, diverse workforce.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Position created, job description, # of applicants	# of total instructional applicants	Did the out-of-town recruitment efforts lead to an increase in minority applicants and hires?
	Establish strong relationships with colleges and universities, including historically black colleges and universities (HBCUs) and black student organizations within majority white institutions.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	HBCU contacts, # of visits Student organizations, # contacts	# of applicants from HBCUs # and % hired	

	Create a recruitment plan/packet specific to attracting minority applicants to be used by all hiring managers in the district.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Plan/packet created, available for use		
	Establish a marketing campaign designed to attract minority applicants via Education Week and social media.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Marketing materials created	# of total instructional applicants # of applicants from HBCUs # and % hired	Did the marketing strategy lead to an increase in minority applicants and hires?
	Collaborate with the Pinellas Alliance of Black School Educators (PABSE) and community stakeholder groups.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of contacts Groups identified		
	Attend National Alliance of Black School Educators (NABSE) conference to gather most current ideas for recruitment of black educators.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Dates attended		
	Partner with the Urban Schools Human Capital Academy to provide a comprehensive review of the district's processes for hiring and supporting a more diverse workforce.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Partnership established; district site visit conducted		
	Identify future minority educators among current PCS high school students as part of a Grow Your Own program and connect them with teaching academies in the schools, with Take Stock in Children scholarships and with the promise of future job placement in the district (ex. Teachers of Tomorrow).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Creation of program # of schools / students targeted	# of students enrolled in new program #of students hired through "Grow Your Own" program	
RETENTION / SUPPORT	Focus for All Employees				
	Continue mentoring program for new employees with a focus on first-year instructional hires.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of first-year hires with a mentor	# and % of teachers retained / compared to previous year	
	Continue mentoring program for new administrators with a focus on principal/assistant principal partnership.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of first-year hires with a mentor		
	Ensure that professional development is targeted to support teacher needs so as to build their skillsets and confidence as educators.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of professional development opportunities for teachers	Successful rating on deliberate practice	

				# of participants in professional development	
	Focus for Minority Staffing				
	Establish positive relationships with our current minority teachers and discuss current work / school conditions for success (ex. conduct focus groups based on experience and teaching assignments – successes, struggles, suggestions, experience of onboarding).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of focus group meetings Meeting dates	# and % of minority teachers retained / compared to previous year	Did the intentional efforts to train and build relationships with current minority teachers and leaders lead to improved retention on the part of minority employees?
	Provide substantial recruitment and retention bonuses in Transformation Zone schools to attract and retain highly effective teachers in neediest schools.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of teachers receiving bonus / by school		
	Establish a summer, cultural awareness training program for all teachers who are hired into high minority schools.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of teachers targeted for training % trained		
LEADERSHIP DEVELOPMENT	Focus for All Employees				
	Continue current leadership pipeline programs to support and attract the top talent into administrative positions.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of programs offered	# of participants who attended and pursued leadership roles	
	Continue monthly training sessions for first-year principals and assistant principals to support their growth and development.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of meetings % of participants who attended	Improved culture and climate for 1 st year administrators	
	Focus for Minority Staffing				
	Establish a minority cohort as part of our leadership development pipeline to identify strong leaders and build connections and relationships.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of members participating in cohort	# of cohort who enter into a leadership pool in PCS	
	Seek out and tap into our current minority leaders to participate in district leadership activities (ex: Aspiring Leaders program).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of members participating	# of cohort who obtain a leadership role in PCS	

	Establish positive relationships with our aspiring minority leaders, focusing on activities and experiences that will improve their chance for advancement.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of members participating	Exit survey for minority leaders focused on activities and experiences	
Long-Range / Aspirational Targets:	Pinellas County Schools has set a goal of increasing the percentage of black instructional staff and maintaining the percentage of black administrators in support of eliminating or greatly narrowing the gap in hiring within 10 years.				
Evaluation Questions:	<ol style="list-style-type: none"> 1. Did district’s recruitment efforts through improved and targeted practices increase the diversity of PCS instructional hires? 2. Did the district’s targeted retention efforts result in decreased attrition rates for minority teachers? 				