Pinellas County Schools / Achievement Gap Goals and Strategies

District Strategic Plan / Equity and Excellence for All

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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 within 10 years between black and non-black learners. The district is fully committed to this work as a way of expressing its beliefs and commitment to diversity throughout the school system, including the hiring of a diverse workforce, the inclusion of diverse lessons and materials, the celebration of diverse learners and families, and the fostering of a growth mindset. The district and School Board aspire to lead the state and nation in closing the achievement gap and are dedicating all the necessary resources and innovative solutions to meet the aspirational targets outlined in this plan.

This document represents a long-term plan to reduce achievement gaps across the district in all schools. A smaller group of schools may be identified by the district or state as needing additional interventions. Those additional supports and programs will be initiated based upon the needs of each school. The district's **Bridging the Gap (BTG) Plan** will continue to be revised to include bold initiatives to affect substantive changes in the way we engage, enrich and empower our teachers, children and families to meet high expectations for all learners. This plan will be reviewed annually and updated accordingly.

The hexagonal diagram shows "Equity and Excellence for All" at the center, surrounded by:
- Achievement Gap Focus: Graduation Rate
- Achievement Gap Focus: Student Achievement
- Achievement Gap Focus: Access to Advanced Coursework
- Achievement Gap Focus: Minority Hiring
- Achievement Gap Focus: Special Education Identification
- Achievement Gap Focus: Discipline Disparity

Some of our key strategies include:

➡️ A personalized learning plan to best meet the needs of individual students.

➡️ An online program that connects a student's personalized plan to key skills and standards needed 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 behavioral supports and interventions and fair and equitable disciplinary practices for all students.

➡️ A district commitment to restorative practices, including deliberate strategies to build classroom relationships and community, alternatives to suspension, and reintegration plans 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 Future Educators program that identifies and supports current black 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. 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.

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 readiness (grades, GPA)	# and % of students scoring proficient or college ready 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 or accelerated (high school) course, # and % earning credit
	# and % of students screened for gifted services	# and % of students enrolled in gifted
	# and % of students enrolled in an advanced course (ex: Honors) or accelerated course (ex: Dual Enrollment, AP) (middle and high school)	# and % of high school students enrolled in an honors or accelerated course (ex: Dual Enrollment, AP), # and % earning credit
	# and % of students 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

Key Data Definitions / Achievement Gap

Terms	Data Definitions	Data Rules / Cautions
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 or reporting students who graduated with a standard high school diploma, the routes they took in receiving their diplomas as well an 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.
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 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: Subgroup Risk ÷ Non-Subgroup Risk Example: $rr = \dfrac{\#\ black\ students\ suspended \div total\ \#\ of\ black\ students}{\#\ non{-}black\ students\ suspended \div total\ \#\ of\ non{-}black\ students}$
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.

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.**			
Baseline Condition (as of 2015-16)	Pinellas County Schools has a current graduation rate for 2015-16 for all students of 80.1% and a rate for black students of 65.5%. For purposes of this goal, the gap is defined as the difference between the graduation rate for non-black students (83.4%) and the graduation rate for black students (65.5%), a gap of 17.9 percentage points.				
Aspirational Goal:	Pinellas County Schools 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% each year 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 **(Core Instruction)**	**Focus for All Students**				
	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.	☐Planning ■Implementing ☐Complete	**Classroom Rigor** # and % of high school classrooms observed % of classrooms evident / occurring	**Student Performance** State FSA tests (ELA and Math)	
	Focus for Black Students				
	1.2 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.	☐Planning ☐Implementing ■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	

	1.3 Assign district instructional experts (staff developers) to identified high schools to work directly with black seniors who are in need of additional ELA-reading or math support to graduate on time.	❏Planning ■Implementing ❏Complete	# of district staff developers assigned to schools	# of students impacted	
	1.4 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.	❏Planning ■Implementing ❏Complete	Materials developed. # of teachers, leaders trained	% of black students performing at or near proficiency on district cycle assessments. % on track to graduate with GPA of 2.0 or above.	
EARLY WARNING SYSTEMS / EFFECTIVE MONITORING SYSTEMS **(Data and Communication)**	**Focus for All Students**				
	1.5 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, and scores on state graduation assessments).	❏Planning ❏Implementing ■Complete	# and % of leaders trained Example 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 Black Students				
	1.6 Develop a learner profile and personalized monitoring plans for all black students who are not on track to graduate.	❏Planning ■Implementing ❏Complete	# and % 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 % of students on track / January / disaggregated by race	**Did the intentional use of early warning data and training of school leaders result in a personalized plan for black learners and increased black achievement?**
	1.7 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.	❏Planning ■Implementing ❏Complete	# of school principals targeted for coaching support # of coaching sessions completed		

	1.8 Provide school leadership teams, assistant principals, and principals with the following 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.	☐Planning ■Implementing ☐Complete	# and % of schools provided data reports as listed	% of students on track / May / disaggregated by race	
	Focus for All Students				
	1.9 Provide extended learning opportunities before and after school and via the extended school year program (Summer Bridge).	☐Planning ☐Implementing ■Complete	# of high schools offering programs	% of high schools offering programs.	
	Focus for Black Students				
EXTENDED LEARNING PROGRAMS/ INTERVENTIONS **(Supplemental Instruction)**	1.10 Ensure that all black students who are not on track to graduate are participating in extended learning opportunities before and after school and/or in the extended school year program (Summer Bridge) as needed. Employ recruitment and targeted resource strategies, including partnering with the community, to increase attendance for black students in all extended learning programs.	☐Planning ■Implementing ☐Complete	# and % of black students who are not on track # and % of above group who are attending Extended Learning Programs, Summer Bridge	# and % of black high school students not on track who are attending ELP and/or Summer Bridge. % of students on track / August / 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?**
	1.11 Ensure black students who are not on track to graduate are participating in "in-school" credit recovery classes to recover failed core courses and raise grade point averages to meet graduation requirements.	☐Planning ■Implementing ☐Complete	# and % of black students behind in credits # and % of black students behind in GPA # and % of these students enrolled in credit recovery	% of students on track / January / disaggregated by race % of students on track / May / disaggregated by race	
	1.12 Ensure all black students participate in college readiness testing, such as ACT or SAT. Ensure that these testing options are tied to the personalized learning plans for students who are not on track to graduate.	☐Planning ■Implementing ☐Complete	% of black high school students participating in college readiness testing	# and % of students graduating using a reading / ELA concordant score via the ACT or SAT	

	Focus for All Students				
FAMILY AND COMMUNITY ENGAGEMENT	1.13 Host a graduation awareness event for incoming 9th grade families to discuss graduation requirements and credits.	☐Planning ☐Implementing ■Complete	# and % of high schools hosting events # of families of black students in attendance	% of black 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?**
	1.14 Host a parent awareness night for incoming 9th graders prior to testing "season" to discuss FSA, EOC exams, ACT and SAT.	☐Planning ■Implementing ☐Complete	# and % of high schools hosting events # of families of black students in attendance		
	Focus for Black Students				
	1.15 Set up parent conferences with all black students who are not on track to graduate to review personalized learning plans.	☐Planning ■Implementing ☐Complete	# of conferences held % complete	% of black families who report that they are satisfied or highly satisfied with school communication, events related to their child.	
	1.16 Ensure an equitable representation of black learners in school awards / recognition ceremonies.	☐Planning ■Implementing ☐Complete	% of black students invited, recognized		

Long-Range / Aspirational Targets:	Pinellas County Schools will increase the graduation rates for black learners each year and decrease the gap in graduation rates between black and non-black students by an average of 1.8% each year with the goal of eliminating or greatly narrowing the gap within 10 years.
Data Reporting Note:	For reporting purposes, the district will also report graduation rates by all races and provide the # and % of graduates who receive a standard diploma. The strategies related to increasing the # and % of students graduating with a W06 withdrawal code are found under Goal 2 related to improving black student performance on state standardized assessments and Goal 5 related to reducing the disproportionality of black students found eligible for ESE.
Evaluation Questions:	1. **Did the intentional use of student data increase enrollment in targeted interventions (such as credit recovery) for black learners and result in more students being on track to graduate?** 2. **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:** Kevin Hendrick 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.**
Baseline Condition (as of 2015-16)	Pinellas County Schools has a current 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 percentage points. The proficiency rate on the FSA for Math is 60.9% for non-black students and 27.9% for black students, a gap of 33.0 percentage points. 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 Schools will decrease the gap in ELA-Reading and Math proficiency for black students by an average of 3.2% each year on state 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 **(Core Instruction)**	**Focus for All Students**				
	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.	☐Planning ■Implementing ☐Complete	**Classroom Rigor** # and % of classrooms observed % of classrooms evident	**Student Performance** State FSA tests (ELA and Math) SAT, ACT, PSAT tests (high school)	
	Focus for Black Students				
	2.2 Provide targeted professional development and instructional coaching to teachers on culturally relevant teaching strategies and teaching with an equity mindset to increase engagement of black learners and increase the percentage of proficient students.	☐Planning ■Implementing ☐Complete	**AVID's Culturally Relevant Teaching** #, % teachers trained # of teachers participating in follow-up coaching re: CRT # of teachers attending additional equity trainings # of classrooms observed	**Student grades / GPAs** % w/ credits, on track (2.0 GPA), and at least Level 2 on FSA. **Student assessments** District cycle / progress assessments (example: MAP), results by race. **State and national assessments** (such as FSA, ACT, SAT, PSAT)	**Did the district's targeted professional development for teachers and principals in the use of culturally relevant teaching strategies lead to a change in teacher practice?** **Did the use of culturally relevant strategies impact student learning for black students across schools and classrooms?**

			% of classrooms CRT evident # of teachers trained in implementing equitable grading practices. Training calendar		
	2.3 Implement culturally relevant 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.	☐Planning ■Implementing ☐Complete	**Culturally Relevant Strategies** # of classrooms observed % of classrooms evident / occurring		
	2.4 Identify and provide to schools culturally relevant books, resources, and technology as part of the district's core instruction that represent diverse perspectives as a way of increasing student engagement.	☐Planning ☐Implementing ■Complete	**Materials Inventory** % of classrooms with access to culturally-rich materials # of school literacy teams implementing culturally relevant materials (texts) at each grade level	**Materials Usage** % of classrooms showing evidence of culturally relevant materials available and % in use – via a sampling of PCS classrooms	
	2.5 Determine possible causes of disengagement and underachievement by black students through the use of systematic equity audits across schools.	■Planning ☐Implementing ☐Complete	Responses from schools re: possible causes	Results of equity audits, possible causes underachievement	
EARLY WARNING SYSTEMS / EFFECTIVE MONITORING SYSTEMS	**Focus for All Students**				
	2.6 Provide professional development for school leadership teams in using early warning data to help teachers provide immediate support to students in need. Data include attendance, discipline, course	☐Planning ☐Implementing ■Complete	# and % of leaders trained Training calendar	# and % of students making adequate academic progress /on-track (using early warning data - grades,	

(Data and Communication)	failures, student progression toward graduation, and progress assessments.			course failures and reading and math performance data)	
	Focus for Black Students				
	2.7 Provide training to school leadership teams, assistant principals, and principals on using early warning data to monitor and support black students in development of monitoring plans for each student at risk based on early warning indicators.	☐Planning ■Implementing ☐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 and math performance data)	**Did the intentional use of early warning data and training of school leaders result in a personalized plan for black learners and increased black achievement?**
	2.8 Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. Evaluate fidelity of interventions to increase effectiveness. Ensure that evidence-based interventions are in place in the primary grades (ie. *Reading Recovery* in 1st Grade).	☐Planning ■Implementing ☐Complete	Targeted interventions / strategies provided to schools. # of schools using / students enrolled *Reading Recovery*.		
	2.9 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.	☐Planning ☐Implementing ■Complete	Monitoring of data chats in schools		
EXTENDED LEARNING PROGRAMS/ INTERVENTIONS **(Supplemental Instruction)**	**Focus for All Students**				
	2.10 Provide extended learning opportunities before and after school and via the extended school year program (Summer Bridge).	☐Planning ☐Implementing ■Complete	# of schools offering ELP and Summer Bridge programs # of students attending	% of schools providing extended learning programs, Summer Bridge, STEM, career academy programs, academic competitions, and arts and interest clubs.	
	2.11 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.	☐Planning ■Implementing ☐Complete	# of schools offering STEM or other enrichment programs # of students participating by race		
	Focus for Black Students				

	2.12 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.	☐Planning ■Implementing ☐Complete	# and % of black students who are not on track # and % who are attending Extended Learning Programs, Summer Bridge	# and % of black students attending ELP and/or Summer Bridge. # and % who attending who are making adequate academic progress / growth in getting back 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?**
	2.13 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.	☐Planning ■Implementing ☐Complete	Creation of new program # and % of users, access by black students		
	2.14 Identify and monitor the number of black students participating in enrichment opportunities, such as STEM (Science, Technology, Engineering, and Mathematics) Academies, academic competitions, arts opportunities and interest clubs.	☐Planning ■Implementing ☐Complete	# of black students participating in STEM or related enrichment programs		
	2.15 Ensure that schools with high minority enrollments provide additional, strategically-focused time during and after school to support academic interventions and flexible instructional delivery (eg. extended school day, additional intervention time).	☐Planning ☐Implementing ■Complete	# of schools targeted # of schools offering additional instructional time (extended school day, etc.)		
	2.16 Partner with families to monitor usage among black students of digital resources that are provided beyond the school day, such as STEMScopes, Think Through Math, Connect for Success computer program (for increased access to iReady, iStation, STMath and myOn), Math Nation, Reading Plus, and Khan Academy.	☐Planning ■Implementing ☐Complete	# of schools providing these resources # and % of black students taking part		
FAMILY AND COMMUNITY ENGAGEMENT	**Focus for All Students**				
	2.17 Empower families by providing parent training that is "linked to student learning"	☐Planning ■Implementing ☐Complete	# and locations of sessions # of families attending	% of families who report that they are satisfied or highly	**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?
	through Parent Academy sessions and school workshops.			satisfied with school communication, events related to their child.	
	2.18 Provide professional development to schools on parent engagement strategies that are tied to the Dual Capacity Framework / Dr. Karen Mapp / Harvard.	☐Planning ■Implementing ☐Complete	# of schools where training has occurred Training calendar		
	Focus for Black Students				
	2.19 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 in middle and high school, priority placement into AVID, college-and-career counseling, and enrichment field trips specific to their interests and passions.	■Planning ☐Implementing ☐Complete	Program title, brand, design, plan for targeted rollout.	# and % of black elementary school students who are behind academically. # and % taking part in new program. # and % of those students succeeding in middle school, high school.	
	2.20 Ensure Parent Academy events are provided in locations that make attendance convenient for black families.	☐Planning ■Implementing ☐Complete	# and locations of sessions # of black families attending	% of black families who report that they are satisfied or highly satisfied with school communication, events related to their child.	
	2.21 Support teachers by providing professional development on building relationships and sharing student data with black families.	☐Planning ■Implementing ☐Complete	# of schools, teachers trained Training calendar		
	2.22 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 to support learning, and personalized learning plans.	☐Planning ■Implementing ☐Complete	# of high minority schools identified. # and % of schools hosting events # of families of black 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 and decreasing the gap by an average of 3.2% each year on state assessments in support of eliminating or greatly narrowing the gap within 10 years.				
Data Reporting Note:	The term "proficiency" in this section refers to the state's definition of "proficiency" that is connected to a specific cut score determined by the Florida Department of Education. The state cut score has changed in previous years and may change again as the state revisits and realigns its assessments. A student who scores below the state's definition of "proficiency" in reading or math may have adequate reading or math skills but has not yet mastered all of the rigorous standards measured on the FSA.				

Evaluation Questions:	1. Did the training on culturally relevant strategies improve teacher practice in support of black learners? 2. Did the training on culturally relevant strategies improve student engagement among black learners? 3. Did the training on rigorous instructional practices improve teacher practice in support black learners? 4. Did the training on rigorous instructional practices improve student engagement among black learners? 5. 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 advanced and accelerated participation and performance rates for black and non-black students.**

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.	

Focus Areas	Action Steps	Progress Status (of action step)	Progress Measure	Outcomes Measure	Research Questions (Impact)
	Focus for All Students				
ACADEMIC RIGOR / STANDARDS-BASED INSTRUCTION **(Core 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).	☐Planning ■Implementing ☐Complete	Entry criteria established	# and % of students enrolled in advanced and accelerated courses	
	3.2 Implement universal screening for gifted identification for all students before 2nd grade across all district elementary schools.	☐Planning ■Implementing ☐Complete	# and % elementary students screened	# and % of elementary students identified as gifted	
	3.3 Provide talent-development groups to support "talented" students in elementary schools that have low numbers of gifted identified students.	☐Planning ☐Implementing ■Complete	# of schools identified, targeted for support	# of students identified as "talented" and receiving support	
	3.4 Embed SATpractice.org through Khan Academy into English 1, 2 and 3 classes across all district high schools.	☐Planning ■Implementing ☐Complete	# and % of high school classrooms targeted	# and % of students using SATpractice.org (online usage report)	

	Focus for Black Students				
	3.5 Implement Plan B eligibility measures and related processes in support of a wider identification of students for gifted services.	❏Planning ❏Implementing ■Complete	# of students found eligible through Plan B. % of black students identified via Plan B compared to non-black students	# and % of black students identified as talented, # and % of black students identified as gifted	**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?**
	3.6 Ensure equitable access for black students to on-site, college readiness testing in every high school (PSAT, ACT, SAT).	❏Planning ❏Implementing ■Complete	# and % of black high school seniors who have taken the ACT or SAT	# and % of black high school students receiving a "college-ready" score on the ACT or SAT	
EARLY WARNING SYSTEMS / EFFECTIVE MONITORING SYSTEMS **(Data and Communication)**	**Focus for All Students**				
	3.7 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.	❏Planning ❏Implementing ■Complete	# of counselors trained Calendar of trainings	# and AP course offerings by school # and % of students participating	
	3.8 Provide in-school assemblies for 8th through 10th grade students who demonstrate potential for success in rigorous courses and are not accessing them.	❏Planning ■Implementing ❏Complete	# of schools targeted # and schools hosting assemblies and # of students attending	# and % of 8th, 9th, 10th graders enrolled in an accelerated course	
	3.9 Provide information sessions for parents of 7th graders scoring at or above grade level on FSA mathematics and reading to explain the Advanced Scholar Pathway to graduation.	❏Planning ■Implementing ❏Complete	# of schools targeted # and schools hosting assemblies and # of parents attending	# and % of 8th, 9th, 10th graders enrolled in an accelerated course	

	Focus for Black Students			
3.10 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.	☐Planning ■Implementing ☐Complete	% of schools with goals specific to each student who has successfully completed an accelerated course, % enrolled in an career-academy course	% of black seniors on track to complete an accelerated option / August % of black seniors 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 in accelerated courses?**
3.11 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.	☐Planning ■Implementing ☐Complete	# schools targeted % counselor teams trained	% of black seniors on track to complete an accelerated option / June	
3.12 Ensure that all black students who show potential to succeed in an AP or Dual Enrollment course are scheduled into an appropriate course and that appropriate supports are provided (ie. AVID).	☐Planning ■Implementing ☐Complete	# students showing potential / by school		
3.13 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.	☐Planning ■Implementing ☐Complete	# of AVID sections by school. % of AVID students who are black.	# and % of all black learners districtwide enrolled in AVID.	
3.14 Provide 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.	■Planning ☐Implementing ☐Complete	# schools targeted # and % of schools with provided data specific to black students.	% of black students with passing grades in accelerated courses / January % of black students with passing grades in accelerated courses / June	

	Focus for All Students				
	3.15 Identify and invite the top 15% of 7th grade students in each middle school to take the SAT and participate in the PCS Talent Identification Program (TIP).	❑Planning ■Implementing ❑Complete	# of 7th graders participating in TIP program	# and % 7th graders taking the SAT	
	Focus for Black Students				
EXTENDED LEARNING PROGRAMS/ INTERVENTIONS (Supplemental Instruction)	3.16 Identify and invite the top 15% of black students in 7th grade students to take the SAT and participate in the PCS Talent Identification Program (TIP).	❑Planning ■Implementing ❑Complete	# students targeted for participation # and % participating	# and % of black 7th 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?**
	3.17 Ensure open access by administering college readiness testing (ACT, SAT, PERT) during the school day for all black students in grades 10 and 11 who have an unweighted GPA of at least 3.0 to increase dual enrollment eligibility and participation.	❑Planning ■Implementing ❑Complete	# and % of black students (grades 10-12) eligible for DE courses	# and % of black students enrolled in DE courses	
	3.18 Invite black students who show potential for success in rigorous courses to participate in each Elevating Excellence activity for their grade level.	❑Planning ■Implementing ❑Complete	# students identified as showing potential # and % participating in Elevating Excellence	# and % of black students enrolled in an accelerated course	
FAMILY AND COMMUNITY ENGAGEMENT	**Focus for All Students**				
	3.19 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	■Planning ❑Implementing ❑Complete	Site developed	% of black families who report that they are satisfied or highly satisfied with school	

	better understand the accelerated diploma programs.			communication, events related to their child.	
	3.20 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.	☐Planning ■Implementing ☐Complete	# and % of high schools hosting events # of families of black students in attendance		
	Focus for Black Students				
	3.21 Ensure an equitable representation of black learners in Advanced Studies recognition ceremonies (such as PRIDE, AVID Pinning and the Honors Breakfast).	☐Planning ■Implementing ☐Complete	% of black students invited, recognized	% of black 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?**
	3.22 Initiate a targeted email and-or phone campaign to provide families of black students with scholarship information relevant to their child. Invite those families to a graduation / scholarship evening specific to their students. Coordinate with high school education department events and minority achievement officer.	■Planning ☐Implementing ☐Complete	# and % of high schools hosting events # of families of black students in attendance		

Long-Range / Aspirational Targets:	Pinellas County Schools has set a goal of increasing its enrollment of black students in gifted, advanced and accelerated courses by an average of 1% each year and increasing the percentage of black students earning advanced course credit or industry certifications by .5% each year in support of eliminating or greatly narrowing the gap in accelerated performance within 10 years.
Data Reporting Note:	The district recognizes that challenging students to take more rigorous courses will result in higher participation rates and that, at least initially, the participation gap may close prior to the closing of the performance gap.
Evaluation Questions:	1. **Did district efforts to broaden screening procedures for black learners succeed in increasing participation in gifted and talented education programs?** 2. **Did the intentional use of student data increase participation of black learners in advanced and accelerated courses?** 3. **Did the supports provided to schools increase student performance in advanced and accelerated courses?** 4. **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.
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.	

Focus Areas	Action Steps	Progress Status (of action step)	Progress Measure	Outcomes Measure	Research Questions (Impact)
	Focus for All Students				
Equitable Tier 1 Restorative Practices and Procedures	4.1 Develop and implement with fidelity a district monitoring system to measure the success of schools in implementing PBIS (Positive Behavioral Support and Intervention).	☐Planning ■Implementing ☐Complete	% of schools trained on the key tenets of PBIS #, % of schools visited for school fidelity review	% of schools showing satisfactory fidelity using the Tiered Fidelity Inventory (TFI).	**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 all students, black students?**
	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).	☐Planning ■Implementing ☐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 70% or higher on the Benchmarks of Quality assessment	
	4.3 Develop a Restorative Practices Whole-School Implementation Guide for schools that is rooted in evidenced-based practices and implementation science.	☐Planning ☐Implementing ■Complete	Guide posted, updated	# and % of black students receiving referrals and suspensions, compared	

	4.4 Continue to conduct monthly discipline disparity / restorative practices training with school administrators in collaboration with Area Support Specialists (MTSS) and the Area Superintendents.	☐Planning ■Implementing ☐Complete	Implementation checklist for Restorative Practices	to non-black students / by race, gender and type of infraction
	4.5 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.	☐Planning ■Implementing ☐Complete	% leaders trained	
	4.6 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.	☐Planning ■Implementing ☐Complete	# and % of non-violent infractions that result in OSS disaggregated by race, gender and type of infraction (by quarter).	# and % of non-violent infractions that result in OSS disaggregated by race, gender and type of infraction (by semester):
	4.7 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.	☐Planning ■Implementing ☐Complete	% of officers trained	# and % of arrests disaggregated by race and gender (by quarter and semester)
	Focus for Black Students			
	4.8 Train all school administrators in the use of restorative circles and related best practices and ensure strong implementation across schools.	☐Planning ■Implementing ☐Complete	% leaders trained	# and % of black students receiving referrals and suspensions, compared to non-black students, disaggregated by race, gender and type of infraction	**Did the training of principals and school staff on restorative and culturally practices lead to improved practices and processes in schools?**

	4.9 Continue collaborative discussions with the Community Discipline Committee to garner support and feedback in order to improve and/or reduce discipline disparity practices	☐Planning ■Implementing ☐Complete	Dates of meetings		**Did that result in a decrease of referrals / suspensions / arrests for black students?**
	Focus for All Students				
Targeted Tier 2 Interventions, Disciplinary Alternatives	4.10 Ensure that Area Superintendents, using an Office Discipline Referrals (ODR) analysis, identify those schools with high numbers of referrals and-or OSS and provide appropriate support and training.	☐Planning ■Implementing ☐Complete	Area Sups will identify schools with a high number of referrals and provide supports (quarterly)	# and % of black students receiving referrals and suspensions, compared to non-black students, disaggregated by race, gender and type of infraction	**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?**
	4.11 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.	☐Planning ■Implementing ☐Complete	Uniform Guidelines for ABS		
	4.12 Develop and implement an In-School Suspension (ISS) model that includes a uniform framework and maximizes learning.	☐Planning ■Implementing ☐Complete	Uniform Guidelines for ISS		
	4.13 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.	☐Planning ■Implementing ☐Complete	Copies of re-integration plans kept on file in schools % of student recidivism in receiving subsequent OSS		
	4.14 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. Three APP centers have been identified: Pinellas Technical College (St. Pete Campus), Clearwater Intermediate and Bayside High School.	☐Planning ☐Implementing ■Complete	Attendance at the sites, % of students who received an OSS who utilized APP		
	Focus for Black Students				

	4.15 Ensure that Area Superintendents continue to participate in the Rethink Discipline Districts webinars and-or related national, professional development opportunities.	☐Planning ■Implementing ☐Complete	Attendance and evidence of participation.		
	Focus for Black Students				
Individualized Tier 3 Support	4.16 Closely monitor district policy that no more than 10 days of Out-of-School Suspension (OSS) is given for one semester for regular education students and no more than 10 days is given for the entire year for ESE students.	☐Planning ■Implementing ☐Complete	# of OSS given for more than 10 days cumulative (by semester) disaggregated by race, gender and type of infraction	# and % of OSS given for more than 10 days cumulative, disaggregated by race, gender and type of infraction (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?**
	4.17 Ensure procedure is followed that no elementary students are suspended without consulting with Area Superintendent.	☐Planning ☐Implementing ■Complete	# of elementary students suspended (by month) disaggregated by race, gender and type of infraction	# and % of elementary students suspended, disaggregated by race, gender and type of infraction (by month)	
	4.18 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.	☐Planning ■Implementing ☐Complete	# of ISS or OSS given for one infraction that is more than 3 days disaggregated by race, gender and type of infraction	# and % of ISS or OSS given for one infraction that is more than 3 days, disaggregated by race, gender and type of infraction (by semester)	
	Focus for Black Students				
	4.19 Provide professional development to principals on the use of evidence-based interventions (such as Check-In, Check Out) as a tiered support for black students.	☐Planning ■Implementing ☐Complete	% leaders trained # of students taking part / districtwide	# of black students (broken down by race) who have received repeated suspensions.	
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.				
Data Reporting Note:	Though the gap is defined by referrals and suspensions, the district will report the data on "types of infractions" that led to suspensions and referrals and suspensions by gender as a way of monitoring the success of district interventions.				
Evaluation Questions:	1. **Did the degree of fidelity to Positive Behavioral Interventions and Support (PBIS) increase in schools as evidenced by PBIS Implementation Checklist and Benchmarks of Quality assessments?** 2. **Did an increase in fidelity to Positive Behavioral Interventions and Support (PBIS) lead to a reduction in referral and suspension rates for black learners overall and by type of infraction?** 3. **Did the degree of fidelity in the use of restorative practices increase in schools as evidenced by valid, research assessments?**				

	4. Did the degree of fidelity in the use of restorative practices reduce referral and suspension rates for black learners overall and by type of infraction?

Goal 5: ESE Identification

ESE Identification	Goal Managers: Lynne Mowatt / Executive Director, ESE	Goal 5: Reduce the disparity of black students being found eligible for Exceptional Student Education (ESE).
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 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 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

Focus Areas	Action Steps	Progress Status (of action step)	Progress Measure	Outcomes Measure	Research Question (Impact)
ESE Eligibility Determination	**Focus for All Students**				
	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.	☐Planning ■Implementing ☐Complete	# of students identified and evaluated	# and % of students found eligible for ESE services	
	Focus on Disproportionality				
	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.	☐Planning ■Implementing ☐Complete	# of black transfer students identified as EBD; # of record reviews completed; # of revaluations completed for transfer students	# of new to Pinellas 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?**

ESE Eligibility Determination (continued)	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).	☐Planning ■Implementing ☐Complete	# of school support requests for early intervening services. # of such requests for black students.	# of black students identified as EBD.	
	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; additionally, the ESE department will identify students with multiple eligibilities (including EBD) and initiate a records review when applicable.	☐Planning ■Implementing ☐Complete	# of black students identified as EBD, # of record reviews initiated after identification; # of re-evaluations completed after identification for black students	# of EBD dismissals for black students; # of transfers of EBD to a secondary disability for black students.	
Early Warning Systems, Coordinated Early Intervening Services (CEIS)	**Focus for All Students**				
	5.5 Continue to 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/or behavioral supports to succeed in school.	☐Planning ■Implementing ☐Complete	# of students identified	% of those identified receiving CEIS support	
	Focus on Disproportionality				
	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.	☐Planning ■Implementing ☐Complete	% of behavior specialists trained	# of students identified as EBD by subgroup at schools with trained behavior specialists	**Did CEIS efforts to provide ongoing multi-tier levels of support for students lead to improvement in the target areas that affect equity and access in the educational environment for black students?**

5.7 Provide four district Coordinated Early Intervening Services (CEIS) Behavior Specialists to provide intensive support to students with a focus in high minority schools.	☐Planning ■Implementing ☐Complete	# of high minority schools receiving services # of black students served by CEIS Specialist	# of students served by CEIS specialist compared to the number of students who move forward for consideration for ESE eligibility across subgroups	
5.8 Provide four district ESE Behavior Specialists to provide intensive support to ESE students in all schools.	☐Planning ■Implementing ☐Complete	# of schools receiving services # of black students served by district ESE Behavior Specialist	# of students served by ESE specialist compared to the number of students who move forward for consideration for an additional ESE eligibility across subgroups	

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.
Data Reporting Note:	The district will report the number of students who transferred into the district with a previous EBD designation as a way of monitoring the district's interventions and disaggregating the data for students who were identified by PCS staff from those who were not.
Evaluation Questions:	1. **Did the district's diagnostic instruments and processes lead to improved practices and systems in support of reducing the over-identification of black learners for ESE / EBD?** 2. **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?** 3. **Did CEIS efforts to provide ongoing multi-tier levels of support for students, including the initiatives for the pilot model, lead to improvement in the target areas that affect equity and access in the educational environment for black students?**

Goal 6: Minority Hiring

Minority Hiring	**Goal Manager:** Paula Texel Assistant Superintendent / Human Resources	**Goal 6: Increase the number of black teachers and administrators to closely mirror the student enrollment by ethnicity.**
Baseline Condition (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 1% 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.

Focus Areas	Action Steps	Progress Status (of action step)	Progress Measure	Outcomes Measure	Evaluation Question (Impact)
	Focus for All Employees				
HIRING / RECRUITMENT	6.1 Establish strong relationships with state and national colleges and universities in support of hiring highly qualified teaching candidates.	☐Planning ■Implementing ☐Complete	# of contacts and visits	# of highly qualified teachers hired each year	
	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.	☐Planning ■Implementing ☐Complete	# of job/recruitment fairs / dates	# of candidates hired from job/recruitment fairs	
	6.3 Promote alternative certification options to increase the number of applicants from businesses and industries who are considering teaching as a second career.	☐Planning ■Implementing ☐Complete	# of non-traditional education applicants	# of hires / non - education majors	
	6.4 Review the district's current data management system to ensure that it has the capacity to support the strategies and processes presented in this plan.	☐Planning ☐Implementing ■Complete	Review findings	Data reports	
	6.5 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.	■Planning ☐Implementing ☐Complete	# of schools participating	# of students participating	
	Focus for Minority Staffing				

6.6 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.	❏Planning ■Implementing ❏Complete	Semi-Annual Review Findings	# of total active instructional applicants # and % hired	
6.7 Ensure that the district employs a minority recruitment specialist to focus on recruiting a highly qualified, diverse workforce.	❏Planning ❏Implementing ■Complete	Position created, job description. Job filled in 2018.	# of total active instructional applicants # of applicants from HBCUs # and % hired	**Did the out-of-town recruitment efforts lead to an increase in black applicants and hires?**
6.8 Continue strong relationships with colleges and universities, including historically black colleges and universities (HBCUs), black student organizations within majority white institutions, and Urban Education programs.	❏Planning ■Implementing ❏Complete	HBCU contacts, # of visits Student organizations, # contacts		
6.9 Refine and update annually a recruitment plan/packet specific to attracting black applicants to be used by hiring managers in the district.	❏Planning ■Implementing ❏Complete	Plan/packet created, available for use		
6.10 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.	❏Planning ■Implementing ❏Complete	Marketing materials created # of new posts	# of total active instructional applicants # and % hired	**Did the district's marketing strategy lead to an increase in black applicants and hires?**
6.11 Collaborate with the Pinellas Alliance of Black School Educators (PABSE) and community stakeholder groups.	❏Planning ■Implementing ❏Complete	# of contacts Groups identified		
6.12 Attend state and national conferences to gather current strategies for the recruitment of black educators.	❏Planning ■Implementing ❏Complete	Conferences, dates attended		
6.13 Partner with the Urban Schools Human Capital Academy to provide feedback to the district regarding processes for hiring and supporting a more diverse workforce.	❏Planning ❏Implementing ■Complete	Partnership established; District completed 3-Year program in 2019.		

	6.14 Identify future black educators among current PCS high school students to take part in the Teacher Cadet program. Work alongside local colleges to provide high school students and current staff employees with a pathway to careers in teaching.	■Planning ☐Implementing ☐Complete	Creation of program # of schools / students targeted	# of students enrolled in new program # of former students and staff hired as teachers	
	6.15 Develop and implement a training plan for all hiring managers that focuses on shifting mindset and implementing strategies for hiring related to recognizing unconscious bias, equity and excellence and cultural responsiveness.	☐Planning ■Implementing ☐Complete	# of participants targeted for training % trained	# of total active instructional applicants # and % hired	
	Focus for All Employees				
RETENTION / SUPPORT	6.16 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.	☐Planning ■Implementing ☐Complete	Semi-annual review findings	# of % of teachers retained / compared to previous year	
	6.17 Continue mentoring program for new employees with a focus on first-year instructional hires.	☐Planning ■Implementing ☐Complete	# and % of first-year hires with a mentor	# and % of teachers retained / compared to previous year	
	6.18 Continue mentoring program for new administrators with a focus on principal/assistant principal partnership.	☐Planning ■Implementing ☐Complete	# and % of first-year hires with a mentor		
	6.19 Ensure that professional development is targeted to support teacher needs so as to build their skillsets and confidence as educators.	☐Planning ■Implementing ☐Complete	# of professional development opportunities for teachers	Successful rating on deliberate practice # of participants in professional development	

	Focus for Minority Staffing				
	6.20 Conduct ongoing feedback sessions with our current black teachers to discuss their current work / school conditions for success, as well as their onboarding and training (ex. focus groups, school visits).	☐Planning ■Implementing ☐Complete	# of focus group meetings or school visits Meeting, visit dates	# and % of black teachers retained / compared to previous year	**Did the intentional efforts to train and build relationships with current black teachers and leaders lead to improved retention on the part of black employees?**
	6.21 Provide substantial recruitment and retention bonuses in the Scale Up elementary schools to attract and retain highly effective teachers in the neediest schools.	☐Planning ■Implementing ☐Complete	# of teachers receiving bonus / by school		
	6.22 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.	☐Planning ■Implementing ☐Complete	# of teachers targeted for training % trained		
	6.23 Establish a differentiated support system for new black teachers hired into the district to ensure a smooth transition and successful school year.	☐Planning ■Implementing ☐Complete	# of first-year teachers hired and targeted for support		
LEADERSHIP DEVELOPMENT	**Focus for All Employees**				
	6.24 Continue current leadership pipeline programs to support and attract the top talent into administrative positions.	☐Planning ■Implementing ☐Complete	# of programs offered	# of participants who attended and pursued leadership roles	
	6.25 Continue monthly training sessions for first-year principals and assistant principals to support their growth and development.	☐Planning ■Implementing ☐Complete	# of meetings % of participants who attended	Improved culture and climate for 1st year administrators	
	Focus for Minority Staffing				
	6.26 Research strategies and best practices for advancing black school leaders into school and district leadership positions.	☐Planning ■Implementing ☐Complete	Strategy review conducted	# of cohort who obtain a leadership role in PCS Exit and-or entrance survey for black leaders focused on activities and experiences	
	6.27 Establish a cohort of black educators as part of our leadership development pipeline to identify strong leaders and build connections and relationships.	☐Planning ■Implementing ☐Complete	# of members participating in cohort		

	6.28 Establish positive relationships with current and aspiring black leaders, focusing on activities and experiences that will improve their chance for advancement.	❏Planning ■Implementing ❏Complete	#, % of black teachers and leaders promoted		
Long-Range / Aspirational Targets:	Pinellas County Schools has set a goal of increasing the percentage of black instructional staff by an average of 1% each year and maintaining the percentage of black administrators in support of eliminating or greatly narrowing the gap in hiring within 10 years.				
Evaluation Questions:	1. **Did the district improve its hiring processes and its alignment of systems to increase the likelihood that schools would locate and hire qualified black applicants?** 2. **Did district's recruitment efforts through improved and targeted practices increase the diversity of PCS instructional hires?** 3. **Did the district's targeted retention efforts result in increased retention of black teachers?**				