



Achievement Gap Goals and Strategies

District Strategic Plan / Equity and Excellence for All

The **Bridging the Achievement Gap (BTG) Strategic Plan** is the name given to Goal 4 / Action 1 in our District Strategic Plan (DSP). Goal 4 in our DSP is titled “Equity and Excellence for All” and is designed to identify specific actions believed to positively impact the gap between minority and non-minority learning, with a specific emphasis on black and non-black student performance. The five goals address:

- Graduation Rates
- Grade Level Proficiency in ELA-Reading and Math
- Participation and Performance in Accelerated Courses/Programs
- Disciplinary Infractions
- Eligibility for ESE / Emotional-Behavioral Disabilities

The District initiatives or actions listed with each goal were originally gathered through a community think tank in October 2013, as well as input from district- and school-based leaders, and were presented for community review again in October 2016. The initiatives are regularly monitored and quantified where possible. These measures are included and updated periodically and subsequently posted to our district website. If additional initiatives are determined to be a major factor for improvement, they can be added. Likewise, if an action plan is determined to have little or no impact on the targeted outcome measures it may be removed from the list. Please note that the practice might continue but the results must be specific to reducing the gap between black and non-black student achievement.



District Strategic Plan Goal 4.1.a: Eliminate the gap between the graduation rates for black and non-black students.

Focus Areas	Action Steps	Measures / Deliverables	Progress		
			Status (of action step)	Date (of progress updates)	Evidence (of progress)
ACADEMIC RIGOR / STANDARDS-BASED INSTRUCTION	Focus for All Students				
	Provide rigorous, standards-based instruction to all students using assignments aligned to the challenging state standards, including engagement strategies and student-centered practices.	Classroom visitation metrics using the Instructional Support Model rubric.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	XX/XX/2016	XX% Evident
	Focus for Minority Students				
	Provide targeted professional development and additional coaching to teachers and leaders to ensure rigorous instruction for minority learners.	Classroom visitation metrics using the Instructional Support Model rubric.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Support schools to use culturally responsive teaching strategies such as storytelling, small group settings, music and movement, mentoring, morning meetings, and explicit vocabulary development.	Classroom visitation metrics specific to cultural competence strategies.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
Provide each school data 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 support the success of black students in their classes.	Meetings with ELA, Math, Science, and Social Studies content specialists and individual teachers, or groups of teachers, will take place after each cycle assessment to drive instructional decisions for re-teaching of standards to black students.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete			
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 (10th Grade FSA	Monthly Leadership and Area meetings. Early Warning Signs data reports.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		

	ELA and ALG 1 EOC), ACT and PERT test scores.				
	Focus for Minority Students				
	Require all high school principals, at the start of each semester, to review their Graduation Status Reports and outline the supports they are providing to black students who are not on track to graduate.	Each school principal will have received a Graduation Status Report to record the interventions utilized at their school to support black students who are not on-track to graduate.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Provide side-by-side coaching to school principals in high minority schools on using their school Graduation Status Reports to focus the supports they are using to help black students who are not on track to graduate.	Executive Director and Area Superintendent will conduct bi-weekly coaching sessions with school principals monitoring the effective use of the Graduation Status Report with data specific to black students.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Provide school principals the following "just -in-time" data specifically for black students: 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 (after each administration-including retakes) 5) FSA ALG 1 EOC results (after each administration-including retakes).	Each school principal will have received a report for each data point listed and formulates action steps based on each of the data points provided. Schools will be supported to post action steps on an electronic Action Board for maximum district support.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Focus for All Students				
EXTENDED LEARNING PROGRAMS/ INTERVENTIONS	Provide extended learning opportunities before and after school and via the extended school year program (Summer Bridge).	Extended Learning Program plans and data reports. Enrollment/attendance reports.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Focus for Minority Students				
	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.	Enrollment/attendance reports. Recruitment strategies provided to schools.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		

	Ensure black students participate in ACT, SAT, PERT testing.	Participation numbers by black students.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Ensure black students participate in "in-school" credit recovery to recover failed core courses and raise grade point averages to meet graduation requirements.	Number of black students who are scheduled into "in-school" credit recovery.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
FAMILY AND COMMUNITY ENGAGEMENT	Focus for All Students				
	Host a graduation awareness event for incoming 9th grade families to discuss graduation requirements and credits.	Participation rates by school. (Freshmen Experience)	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Host a parent awareness night for incoming 9th graders prior to testing "season" to discuss EOC exams, ACT, SAT, and PERT testing.	Participation rates by school.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Focus for Minority Students				
	Ensure an equitable representation of black learners in school awards / recognition ceremonies.	Review of the distribution of awards by race.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	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.	Participation rates by school.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		

District Action Plan Goal 4.1.b.: Eliminate the gap between the proficiency rates on state-required assessments for black and non-black students.

Focus Areas	Action Steps	Measures / Deliverables	Progress		
			Status (of action step)	Date (of updates)	Evidence (of progress)
ACADEMIC RIGOR / STANDARDS-BASED INSTRUCTION	Focus for All Students				
	Provide rigorous, standards-based instruction to all students using assignments aligned to the level of the challenging state standards, including engagement strategies and student-centered practices.	Classroom visitation metrics using the Instructional Support Model rubric.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	XX/XX/2016	XX% Evident
	Focus for Minority Students				
	Provide targeted professional development and additional coaching to teachers and leaders in high minority schools to ensure rigorous instruction.	Classroom visitation metrics using the Instructional Support Model rubric. Professional Development records and participation.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Implement culturally responsive strategies in classrooms such as storytelling, small grouping settings, music and movement, mentoring, morning meetings, and explicit vocabulary lessons.	Classroom visitation metrics specific to cultural competence strategies.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Provide professional development in cultural competence to teachers to include building relationships and the deliberate use of cultural references in lesson plans, the use of the new teacher toolbox and the analysis of student work compared to models of proficiency.	Calendar of trainings and attendance records (percentage by school).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Identify and provide additional culturally rich books and technology to supplement core instruction shown to be effective with minority learners.	Inventory of supplemental resource / materials.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
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.	Monthly Leadership and Area meetings using EWS reports.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		

	Focus for Minority Students				
	Provide side-by-side coaching support to school principals on using early warning data to monitor and support minority students.	Bi-weekly training session between Principal, Area Superintendent and Executive Director. Early Warning data.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Utilize effective intervention strategies for attendance, discipline and academics based on the closer monitoring of minority students.	MTSS / Student Service team meetings with school leadership teams. Early Warning data.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Ensure teachers have access to real-time data specific to minority students to drive instructional decisions toward student mastery of standards.	Real-time data reports and district data dashboards disaggregated by race.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Support the effective use of data chats for identified minority students so students are more aware of their data and steps needed to improve.	Coaching and modeling sessions during teacher PLCs.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Focus for All Students				
EXTENDED LEARNING PROGRAMS	Provide extended learning opportunities before and after school and also through the extended school year program (Summer Bridge).	Extended Learning Program plans and data reports. Enrollment/attendance reports.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Identify and monitor enrichment opportunities for all students, including STEM (Science, Technology, Engineering, and Mathematics) Academies, academic competitions, arts opportunities and clubs.	School listing of enrichment activities and enrollment/attendance reports.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Focus for Minority Students				
	Recruit and implement targeted strategies to improve minority student participation in extended learning opportunities and in Summer Bridge.	Recruitment strategies provided to schools. Enrollment/attendance reports.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Identify and monitor the number of minority students participating in enrichment opportunities.	Enrollment/attendance reports.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		

	Ensure that schools with high-minority enrollments include additional teaching time during and after school to support academic interventions and flexible instructional models.	Master schedules demonstrating additional time (L300 elementary sites, Transformation Zone sites, and modified block schools). Classroom observation metrics using the Instructional Support Model rubric.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Monitor minority student usage of curriculum programs that are provided beyond the school day, including STEMScopes, Think Through Math, Connect for Success computer (for increased access to iReady, iStation, STMath and myOn), Math Nation, and Khan Academy.	Usage reports.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
FAMILY AND COMMUNITY ENGAGEMENT	Focus for All Students				
	Provide parent training that is "linked to student learning" through Parent University sessions.	Calendar of district trainings with topics and dates, program and offerings. Participation rates.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Provide professional development to schools on parent engagement strategies that are tied to the Dual Capacity Framework / Dr. Karen Mapp / Harvard.	Participation rates/percentages by school. Number of offerings.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Focus for Minority Students				
	Provide Parent University sessions in locations that make attendance convenient for minority families.	Calendar of district trainings with topics and dates, program and offerings. Participation rates.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Support teachers in high minority schools through professional development on building relationships and sharing student data to engage parents.	Participation rates and offerings.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Offer parent workshops in high minority schools that are "linked to student learning" in collaboration with Dr. Mapp.	Calendar of training with topics linked to student learning.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		

District Strategic Plan Goal 4.1.c: Eliminate the gap between accelerated participation and performance rates for black and non-black students.

Focus Areas	Action Steps	Measures / Deliverables	Progress		
			Status (of action step)	Date (progress updates)	Evidence (of progress)
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.	Schedule of talented group meetings.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Implement universal screening for gifted identification for all second graders in elementary schools.	Screening completion date.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Embed SATpractice.org usage into English 1, 2 and 3 classes in all high schools.	Teacher reports.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	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 and monitor for implementation to determine what coaching is needed for teachers.	Classroom visitation metrics specific to culturally relevant instructional strategies.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Implement universal screening for gifted identification for all students in Transformation Zone schools.	Screening completion date.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
Utilize universal screening results to expand the number of black students served within the talent development groups or identified as gifted learners.	Gifted and talented student roster by race.				
Early Warning Systems, EFFECTIVE MONITORING SYSTEMS	Focus for All Students				
	Support students in selecting the appropriate accelerated course option that matches their strengths by providing training for school counselor teams in using the student data from the SAT Suite of Assessments.	February DWT for counselors and bi-weekly monitoring of AP Potential report during course request cycle.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		

	Provide in-school assemblies for 7th grade and 10th grade students who show academic potential to showcase the rigorous course opportunities available to them and the pathways necessary to access the greatest levels of rigor.	Calendar of assemblies by school.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Focus for Minority Students				
	Provide side-by-side coaching to school counselors on using their SAT Suite of Assessments data and academic data disaggregated by race to identify black students who should be in more rigorous classes.	Coaching sessions with school counselors monitoring the use of the AP Potential data specific to black students.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Provide to all high school principals twice a year the accelerated component report disaggregated by race to highlight black students who have not yet taken an accelerated course or industry certification.	Each school principal will receive an accelerated component report to record the plan for each student at their school.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Collect data from all high schools twice a year to review the specific plan in place for every black student to successfully complete an acceleration option.	Each school principal will identify the plan for black students to satisfy the accelerated component.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Provide school principals real-time academic data (ex. grades) specific to black students in accelerated courses prior to the end of each grading period.	School grading reports and action plans.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Focus for All Students				
EXTENDED LEARNING PROGRAMS/ INTERVENTIONS	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.	Registration / attendance.			

	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.	Registration / attendance.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Provide to each high school principal by the end of first semester a roster of the 9th and 10th grade black students who should be engaged in extended learning opportunities associated with PSAT preparation for the purpose of possible scholarship qualification.	Student rosters by school.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Ensure black students participate in SAT Suite of Assessments and the Postsecondary Education Readiness Test (PERT) for dual enrollment eligibility.	Number and percentage of black participants in college readiness testing.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Focus for All Students				
FAMILY AND COMMUNITY ENGAGEMENT	Host an awareness event for middle school families and families of fifth graders to articulate the course pathways for acceleration by subject or for accelerated diploma programs (Capstone, AICE, Dual Enrollment/Early College/Early Admissions).	Calendar of events by school.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Host an awareness event for 9th grade families to articulate the similarities and differences between the accelerated diploma programs (Capstone, AICE, Dual Enrollment/Early College/Early Admissions).	Calendar of events by school.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Host parent awareness nights 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.	Calendar of events by school. Participation numbers.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		

Focus for Minority Students				
Ensure an equitable representation of black learners in Advanced Studies recognition ceremonies.	Review of distribution of awards by race.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
Partner with the Office of High School Education to 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.	Participation rates by school.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		

District Strategic Plan Goal 4.1.d: Reduce the rate of disparity in disciplinary infractions for black students to reach a level that is representative of the black student population.

Focus Areas	Action Steps	Measures	Progress		
			Status (of action step)	Date (of progress updates)	Evidence (of progress)
Equitable Practices / Procedures	Focus for All Students				
	Area Superintendents will monitor school discipline data on a regular basis and monitor 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.	Review data provided by AAR and share with principals during monthly Area meetings.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	09/2016, 01/2017, 03/2017, 06/2017	XX% Evident
	Fully implement a Collaborative Interagency Agreement with local police agencies regarding student misconduct, student interviews and student arrests by officers that is designed to decrease arrests in favor of school consequences.	SROs meetings. Monitor arrest data and interventions.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Provide ongoing professional development to School-based Resource Officers (SROs) on alternative strategies to arrests.	Provide ongoing professional development to SROs.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Ensure that no more than 10 days of Out-of-School Suspension (OSS) is given for one semester for both ESE and non-ESE students.	Monthly report.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	01/2017 & 05/2017	
	Ensure that no elementary students are suspended without approval from Area Superintendent.	Monthly report.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	08/2017 - 05/2017	
	Ensure that no more than 3 days of In-School Suspension (ISS) or OSS is given for any one infraction without the approval from the Area Superintendent.	Monthly report.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	08/2017 - 05/2017	
	Provide no more than 5 days OSS for a reassignment or expulsion (student is placed in appropriate school setting prior to 5 days lapsing).	Monthly report.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	08/2017 - 05/2017	
	Partner with the Community Discipline Discussion Committee to garner support and feedback in order to improve and/or reduce discipline disparity rates.	Quarterly meetings.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Quarterly	

Preventative Practices / Positive Behavioral Support and Interventions (PBIS)	Focus for All Students				
	Ensure all schools develop and implement a school-wide behavior plan (SWBP/PBIS), which integrates all the critical components of PBIS (schoolwide expectations/rules, guidelines for success (GFS), plan for teaching prosocial/appropriate student behavior, positive reinforcement for behavior).	SIP/data chats, PIC, BoQ rubric.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	08/2016 - 05/2017	
	Ensure that school-based administrators, using an Office Discipline Referrals (ODR) analysis, identify those teachers with high numbers of referrals and provide appropriate support.	Office Discipline Referrals analysis.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	08/2016 - ongoing	
	Implement Alternative Placement Program (APP) for all schools as an alternative for OSS suspensions for Middle and High School students which will include a re-integration model. This model will be used for students suspended from school or returning from an alternative placement setting such as DJJ programs, PSC Reassignment (PSS) or expulsion. Three APP centers have been identified: Pinellas Technical College (St. Pete Campus), Clearwater Intermediate and Bayside High School.	APP attendance code and re-integration plans.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Sept. 2017	
	Support principals by providing an assessment that measures their mindsets toward discipline and provide intervention that will assist teachers and school leaders in understanding and improving student interactions and relationships with adults at their schools.	Survey data from pilot and rubric. (Perception Intervention Program (PIP) / Stanford University).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Oct. 2016	
	Focus for Minority Students				
	Train all stakeholders in the use of culturally responsive practices to engage all learners, with a focus on professional development in schools with high minority enrollments.	Profession Learning Network.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	08/2016 - ongoing	
	Provide schools with strategies (SEL) and programs to help students develop specific social and emotional competencies that have been linked to positive outcomes.	School walkthroughs / one-on-one shadowing.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Oct. 2016	
	Provide professional development to principals on the use of Check-In Check-Out as a Culturally Responsive Intervention for black male Students. MTSS Specialists will provide targeted coaching on this intervention to schools with a large enrollment of black students.	Tier 2 Support Program. Monitoring.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Oct. 2016	

Restorative Practices / Disciplinary Alternatives	Focus for All Students				
	Develop a Restorative Practices Whole-School Implementation Guide for Pilot Schools identified by the discipline disproportionality measures.	Provide new Restorative Practice Guide to schools.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	09/2016 - ongoing	
	Conduct monthly discipline disparity/restorative practices training with school administrators in collaboration with Area MTSS Specialists and the Area Superintendents.	Monthly Area and Executive Directors meeting agendas.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	09/2016 - ongoing	
	Develop and implement a uniform framework for secondary schools utilizing the Alternative Bell Schedule in order to maximize learning.	ABS schedules and plan from schools and conduct an annual survey.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Sept. 2017	
	Develop and implement an In-School Suspension (ISS) model that includes a uniform framework and maximizes learning.	ISS schedules and plan from schools	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Sept. 1017	
	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.	Re-integration process.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Sept. 2016	
	Ares Superintendents will continue to participate in the Rethink Discipline Districts webinars and other professional development opportunities.	Feedback and information from webinars.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	07/2015 - ongoing	
	Focus for Minority Students				
	Create an engaging and culturally aware support system in schools (Tier 2) that is designed to provide mentoring, goal-setting, and relationship-building for black students who have repeated referrals. Connect with 5,000 Role Models in designing this intervention.	Tier 2 Support Program.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Oct. 2016	
	Identify participants from high minority schools to take part in a train-the-trainer model for restorative practices (IIRP) -- January, 2017.	Twelve PCS RP trainers.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Jan. 2017	
	Provide targeted professional development in our high minority schools delivered by the International Institute for Restorative Practices (IIRP). Four targeted schools, Azalea Middle, Dunedin Middle, Gibbs High, and Lealman Innovation Academy, were selected initially to attend this training and to pilot a Multi-Tiered Restorative Practice Model based on the tenets of IIRP.	Use of Restorative Practices in the four selected schools.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	07/2016 - ongoing	
Implement a re-integration process for all black students returning from an OSS or ISS at all Elementary, Middle and High Schools.	Re-integration process.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Oct. 2016		

District Strategic Plan Goal 4.1.e: Reduce the number of black students being found eligible for Exceptional Student Education (ESE) programs.

Focus Areas	Action Steps	Measures / Deliverables	Progress		
			Status (of action step)	Date (of progress updates)	Evidence (of progress)
ESE Eligibility Determination	Focus on All Students				
	Identify and evaluate students who may be in need of special education and related services to support their learning.	Number of students identified.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Focus on Disproportionality				
	Use the Exceptional Student Education (ESE) Student Transfer Team to communicate to the receiving school the need for re-evaluation. Student will receive equal services during the time they are being reevaluated.	Number of transfer students identified before and after the re-evaluation process.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Provide intensive supports and frequent checks from district personnel to ensure appropriate levels of intervention are being implemented for black students who received evaluation consent at the end of the prior school year.	Number of students referred late in the previous school year compared to the number of students identified after the current school year evaluation is completed.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Refocus the efforts of district resources to provide intensive and intentional early intervening services for Emotional Behavior Disability (EBD) identifications; increase the levels of support at all high minority schools for all ESE eligibilities.	Number of new EBD eligibilities district wide; number of all new ESE eligibilities at high minority schools.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
Early Warning Systems / Coordinated Early Intervening Services (CEIS)	Focus on 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.	Number of general education students who are receiving services under CEIS.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		

	Focus on Disproportionality				
	Provide professional development to behavior specialists in high minority schools that targets cultural components of the Functional Behavior Assessment (FBA).	Calendar of trainings and attendance records; identified cultural components of the process using the FBA rubric.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Provide a model for collaborative problem solving that includes culturally responsive practices at high minority schools.	Number of classrooms using the provided collaborative problem solving model.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Provide a district Coordinated Early Intervening Services (CEIS) Behavior Specialist to provide intensive support to students and high minority schools.	Number of students served by the district CEIS Behavior Specialist.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Provide targeted team support to Transformation Zone schools.	Number of Transformation Zone students served.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Focus on All Students				
	Provide a free series of informational sessions through Parent University which support the academic life and success of all PCS students.	Calendar of trainings for each school with topics and dates.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Focus on Disproportionality				
Family and Community Engagement	Collaborate with family and community partners to provide parent sessions in locations that are convenient to families.	Participation rates/percentages by site or event.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		
	Partner with schools to provide family and community engagement resources specific to the needs of the school.	Number of events or resources provided.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete		