

PINELLAS COUNTY SCHOOLS

BRIDGING THE GAP

QUARTER 1 UPDATE 2022-23

Issued: January 9, 2023



Bridging the Gap Plan Quarterly Summary

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

Goal 1: Graduation Rate

Goal 2: Student Achievement

Goal 3: Advanced Coursework

Goal 4: Student Discipline

Goal 5: ESE Identification

Goal 6: Minority Hiring

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

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

Bridging the Gap Oversight and Monitoring

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

The district has made progress particularly in the development and implementation of districtwide professional development opportunities and improving early warning systems. Within each BTG Goal, most action steps have focused on training for teachers and leaders, improved data monitoring and identifying and tracking of students who are at-risk. There is evidence of systems-change in each of these key areas as the district has built data systems that track and measure the progress of students in meeting graduation requirements and matching students to advanced courses. Additionally, the district has invested in partnerships with national experts in equitable practices, developed staff to become local trainers and developed a robust set of training options.

Data outcomes measured within the plan have demonstrated improvement, though the COVID-19 pandemic impacted progress during the 2019-20, 2020-21 and 2021-22 school years. As a district committed to continuous improvement, Pinellas County Schools recognizes there is still work to be done and is dedicated to ensuring the goals within the BTG plan are met or exceeded. Some goals within the BTG plan have demonstrated greater success in terms of student

outcomes than others and the district will continue to refine and adapt the strategies and actions to align with current capacity and promote long-term systems-change and sustainability over time.

BTG 2022-23

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

As the district is entering the sixth year of implementation, a review of strategies took place in the summer/fall of 2022. This included a public input opportunity during a dedicated Superintendent Listen and Learn session on September 15, 2022. The updated plan reflects new and enhanced in-process measures and actions to deepen implementation and increased impact for student outcomes. The plan was also updated to reflect language for the new Florida Assessment of Student Thinking (FAST) statewide, standardized assessments that replace the previous Florida Standards Assessments (FSA) in the 2022-23 school year. Strategies and actions that have been previously completed or become district ways of work remain documented within the overall plan but are noted as *previous action steps and current ways of work* to acknowledge the work that has been accomplished and continues to be supported.

Quarterly Highlights

Within the charts in this update, each action step (across all goals) includes progress metrics and updates aligned to the reporting frequency denoted in the 2022-23 plan. Action steps with reporting frequencies in quarter 3 update or the end of year report are noted within the update column to ensure transparency on when updates will occur.

Throughout the first semester of the 2022-23 school year, a focus on the strategies and actions within the Bridging the Gap plan continued. School and district staff continued the work to accelerate learning and focus their work to ensure that students' needs continue to be known and met.

The highlights below depict just some of the many actions/strategies occurring this school year and demonstrate the commitment of and progress toward increased outcomes for Black students in Pinellas County Schools.

Goal 1: Graduation Rate

- The official graduation rate for the class of 2022 is pending FLDOE release of grade rates. Statewide, all rates are expected to decline due to the cessation of COVID waivers for requirements for the Cohort 2018 students across the state. While the gap is projected to increase 4 to 6 percentage points from the prior year, the district will remain ahead of the target set for the class of 2022 (76.3%).
- For the years 2015-2021, PCS increased the graduation rate for Black students by 20.8 percentage points since the BTG baseline year of 2015-16 (from 65.5% in 2015-16) and demonstrated a reduction in the gap for Black vs. Non-Black graduates to 6.8 percentage points.
- To support the closure of learning and performance gaps that continue to linger as aftereffects of the COVID pandemic for the class of 2023, the district has sustained several powerful practices started last year and launched new actions to further address the learning and performance gaps this cohort of students has experienced over the last 3 years of their high school careers. During this school year, we are again: 1) leveraging in-school, embedded student tutoring in both ELA and mathematics (algebra), and 2) implementing and expanding the hybrid education program within Pinellas Gulf Coast Academy for students in danger of not completing high school due to an inability to attend school in-person due to difficult life circumstances (e.g., students who need to work full-time to help financially and medically support their families). New in 2022, PCS has implemented a Tier 1 Core intervention program

(ThinkCerca™) in all of our 9th and 10th grade English Language Arts classrooms specifically to close the proficiency gaps in literacy for our Black student subgroup.

Goal 2: Student Achievement

- The district continued its expansion of a full-range of services for students in Voluntary Pre-Kindergarten (VPK) programming including tuition-free, full-day programs to impact kindergarten readiness. In February 2022, Pinellas County kindergarten readiness rate was officially released with 60% of kindergarten students demonstrating readiness. Pinellas County outpaced the state and was significantly higher than all neighboring counties. The district investment in VPK continues to positively impact the outcomes of the earliest learners.
- Among the early interventions for students in first grade is Reading Recovery, which has expanded to 15 schools. Results continue to demonstrate that this intensive intervention with first-grade students is positively impacting students who receive supports consistent with the Reading Recovery model. The model is being implemented this year with greater fidelity after being impacted by COVID in previous years, the move to virtual learning, and inconsistent student attendance.
- In partnership with the Pinellas Education Foundation and Helios Education Foundation, implementation of the Pinellas Early Literacy Initiative (PELI) in 16 high-minority schools began in fall 2021. The strategic supports designed to accelerate early literacy supports for students provides increased resources, training and supports for schools with students who have a demonstrated need for targeted interventions. The design is showing great promise in district Transformation Zone schools and has positively impacted black learners.
- To combat any potential learning gaps due to the pandemic or demonstrated student need, school-day embedded tutoring began at high schools with high-minority populations in fall 2021. The district anticipates reviewing results of tutoring at the end of the school year as full implementation did not begin until later in the first semester.
- A districtwide focus on infusing an enrichment-centered curriculum is being piloted this year in district middle schools. The continued focus on enrichment is designed to push students to experience more advanced, rigorous coursework in middle schools and will be expanded in future years.

Goal 3: Rigorous Coursework

- AVID courses are available at all middle and high schools with 141 course sections in middle schools and 172 sections in high schools. 1,751 Black students are enrolled in AVID courses which accounts for 23.48% of AVID student enrollment (higher than the percentage of Black students enrolled in Pinellas County Schools).
- The district developed a form that counselors and/or Assistant Principals for Curriculum are required to complete when a student drops an AP course, which allows us to establish baseline data for why students exit these courses.
- The Advanced Studies team provides to each school's AVID Site Team a report showing AP and AICE students with grades of D or F at progress report time to inform counselor and AVID teacher support of struggling students. Schools are encouraged to put interventions in place early, including an option for students to change their elective to AVID in the middle of a quarter.
- To increase support for students in Advanced Placement (AP) courses, the district implements AP Teacher Professional Learning Communities and Advisory Groups. These sessions provide monthly, virtual sessions on Teams by subject area that: embed training on scaffolding the writing process; support the use of AP classroom for monitoring student progress; and support the implementation of Marco Learning, a platform to obtain comprehensive feedback for each student on two or more writing assignments in preparation for the AP Exam.

Goal 4: Student Discipline

- During the first quarter of 22-23 we have enhanced the support model for schools to now include the PCS Climate and Behavior team. Services from these teams are allocated as a direct on campus support based on current discipline data to improved conditions for learning, schoolwide and at the classroom level.
- Our community discussion group continues to meet quarterly, and PCS has strengthened and expanded our partnerships (i.e. University of South Florida, ABA Technologies, Inc. and Diverse Behavioral Solutions)
- The Area Superintendents and TZ Chief worked with PCS department of Assessment, Accountability, and Research to develop a new monitoring tool for data specific to action goal 4.3. The goal is to increase fidelity and consistency for use of discipline codes related to classroom disruptions, not cooperating, and defiance.

Goal 5: ESE Eligibility

- Reviewing all records of students entering Pinellas County Schools is now a way of work. All student records, evaluations, and needs are reviewed and where appropriate, staff open evaluation/reevaluation to determine if EBD is still an appropriate eligibility.
- This year, we have activated behavior services in a systematic way. During Q1, the new Climate and Behavior team initiated their work with Tier 1 and Tier 2. The team works with school teams to improve Positive Behavior Interventions and Supports (PBIS), MTSS team structure improvements, and a focus on stronger attendance so students can receive strong instruction and behavioral skills development.
- Initiated behavior staff supporting in schools that have not previously had behavioral staff to support teacher coaching and stronger implementation of behavior interventions and plans. This is being done through a contract for Registered Behavior Technicians.
- Now provide in-home parent training through our BCBA's and RBTS (PCS staff) to parents of students with disabilities that need stronger behavioral interventions to improve school behaviors.
- In second full year of using the School Support Request system to track students who are receiving intensive supports. Ongoing data reviews are conducted and this year, that data will be reviewed against student eligibility determination.
- ESE district staff engaged in a book study and further training on *Deliberate Coaching* to improve their skills in coaching practices that support improve staff knowledge and skills to better work with students to improve their behavior.

Goal 6: Minority Hiring

- The PCS Talent Acquisition Recruiter visited an HBCU to recruit minority teachers from their College of Education program.
- The district strengthened the partnership with USF-Tampa. To support recruitment and hiring of student interns, final internships are now coordinated by Talent Acquisition (TA) to assist in relationship building. All student interns in their final semesters meet with the TA team, receive PCS welcome/swag bag, have a district interview scheduled, if successful in their internship receive an advanced contract for employment.
- The first cohort of Call Me MISTER with USF was launched Fall 2020. The administrative Core Team (USF representative and TA) meet weekly to share information regarding funding, initiatives regarding workshops, recruitment, etc. A representative from the USF Admissions Office joins Talent Acquisition Recruiters during high schools (when schedule allows) to recruit future MISTERS

- (Mentors Instructing Students Towards Effective Role Models). Talent Acquisition is actively meeting in high schools with AVID classes, educational prep courses and other student groups interested in the educational profession to present teaching as a career choice and provide recruitment materials and supports.
- The Pinellas Alliance of Black School Educators (PABSE) continues to grow, and increase supports for new or early career educators. The TA Recruiter is President and actively engages members through monthly events, guest speakers, professional development, book studies, mentors' meetings, and student scholarships. There are currently 137 active members in PABSE.

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

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

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

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

Annual and Related Outcome Measures

Goal 1: Annual Outcome Measures		Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Graduation Rate: # and % of black students who graduated on time with a standard, high school diploma / 4-year senior cohort.	Black	65.5% (932)	Actual	69.3%	76.2%	81.3%	85.5%	86.3%	TBD	TBD
			Target	67.3%	69.1%	70.9%	72.7%	74.5%	76.3%	78.1%
	Non-Black	83.4%	Actual	85.8%	88.1%	90.0%	92.7%	93.1%	TBD	TBD
	GAP	17.9	Actual	16.5	11.9	8.7	7.2	6.8	TBD	TBD

Related Outcomes Measures (Data below include all high school sites)	Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
# and % of black students in high school (grades 9-11) with a 2.0 or above GPA.	70.0%	Actual	70.0%	69.4%	76.6%	68.9%	66.0 %	57.7%	TBD
# and % of black students in high school (grades 9-11) with Algebra 1 credit / passing score on state Algebra 1 EOC.	No Baseline Data Established	Actual	60.0%	65.3%	45.8%	Data not available	32.88%	33.6%	TBD

Related Outcomes Measures (Data below include all high school sites)	Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
		Actual	81.6%						
# and % of black students in high school (grades 9-11) with required credits earned to date.	No Baseline Data Established	Actual	81.6%	81.0%	77.1%	79.7%	72.4%	71.2%	TBD
# and % of black students in high school (grades 9-10) with Level 3 or above on state ELA assessment (FSA ELA).	(530) 21.8%	Actual	22.0%	24.0%	24.6%	Data not available	23.1%	21.9%	TBD
# and % of black students who graduated with a standard diploma via a concordant assessment score (WFT).	(242) 26.0%	Actual	(371) 39.8%	(448) 42.9%	(471) 44.1%	(434) 41.0%	(401) 36.9%	TBD	TBD
# and % of black students who graduated with standard diploma via an ESE assessment waiver (WFW or WRW).	(98) 10.5%	Actual	(100) 10.7%	(78) 7.5%	(53) 5.0%	(58) 5.5%	(57) 5.2%	TBD	TBD

Goal 1: Key Action Steps

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
Academic Rigor and Standards-Based Instruction	1.1) Train teachers at each of the identified high schools to work directly with Black seniors who are in need of additional ELA-reading or math support within core instruction using district identified programs to graduate on time.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of teachers trained (ELA and math)	# and % of Black students who complete 5 or more "Think Cerca" in a school year.	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Academic Rigor and Standards-Based Instruction	1.2) Assign district literacy specialists/tutors to identified high schools to provide small group instruction to Black students in grades 9/10 who scored as L1 or L2 in the FSA ELA in prior year to close literacy skills gaps within core instruction.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# and % of Black students who are not on track. # and % engaged in an intervention	% of Black students meeting graduation readiness standards per grade level expectations	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Academic Rigor and Standards-Based Instruction	1.3) Assign tutors to identified high schools to provide tutoring support in Algebra classrooms to Black students who scored L1 or L2 on FSA Math classrooms to close mathematics skills gaps within core instruction.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# and % of Black students who are not on track. # and % engaged in an intervention	% of Black students meeting graduation readiness standards per grade level expectations	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Extended Learning	1.4) Ensure that all Black students who are not on track to graduate are invited to participate in-school, extended learning opportunities before and after school and in extended year (Summer Bridge) with 80% enrolling or participating. Develop monitoring and reporting system for enrollment and success in earning credit.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# and % of Black students NOT on track enrolled in in-school credit recovery programs # and % of Black students NOT on track enrolled in previous summer credit recovery programs	% of Black students meeting graduation readiness standards per grade level expectations	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Extended Learning	1.5) Implement the hybrid education program and supports within Pinellas Gulf Coast Academy for students in danger of not completing high school due to an inability to attend school in-person due to difficult life circumstances (e.g.	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	Program deployment # of Black students enrolled in program	# of Black students completing courses for graduation requirements within the program.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year

	students who need to work full-time to help support their families).				
Family and Community Engagement	1.6) Host virtual 'road to graduation' events for students and families in grades 9-12 that provide information about course and assessment requirements for students.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of events hosted	# number of participants and views (if virtual/recorded event)	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year
Family and Community Engagement	1.7) Develop and implement a peer-to-peer mentoring program for Black male students at the nine high schools with the highest percentages of L1/L2 Black male students.	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	narrative of development process		

Goal 1: Previous Action Steps and Current Ways of Work

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

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update																																																															
Academic Rigor and Standards-Based Instruction	1.8) Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices. Note: This action denotes PCS action step for all students, not specific action for Black students.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	% of Black students performing at or near proficiency on district cycle assessments by each subject	% of Black students meeting graduation readiness standards per grade level expectations	<table border="1"> <thead> <tr> <th rowspan="2">Grade level(s)</th> <th rowspan="2">Assessment</th> <th colspan="3">% of Black students at or near proficient</th> </tr> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>ELA - PM1</td> <td>24.2</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>ELA - PM1</td> <td>30.5</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>ELA - PM1</td> <td>35.6</td> <td></td> <td></td> </tr> <tr> <td>3-5</td> <td>ELA - PM1</td> <td>29.7</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>ELA - PM1</td> <td>34.1</td> <td></td> <td></td> </tr> <tr> <td>7</td> <td>ELA - PM1</td> <td>31.0</td> <td></td> <td></td> </tr> <tr> <td>8</td> <td>ELA - PM1</td> <td>28.0</td> <td></td> <td></td> </tr> <tr> <td>6-8</td> <td>ELA - PM1</td> <td>31.1</td> <td></td> <td></td> </tr> <tr> <td>9</td> <td>ELA - PM1</td> <td>30.1</td> <td></td> <td></td> </tr> <tr> <td>10</td> <td>ELA - PM1</td> <td>32.6</td> <td></td> <td></td> </tr> <tr> <td>9-10</td> <td>ELA - PM1</td> <td>31.3</td> <td></td> <td></td> </tr> </tbody> </table>	Grade level(s)	Assessment	% of Black students at or near proficient			Q1	Q2	Q3	3	ELA - PM1	24.2			4	ELA - PM1	30.5			5	ELA - PM1	35.6			3-5	ELA - PM1	29.7			6	ELA - PM1	34.1			7	ELA - PM1	31.0			8	ELA - PM1	28.0			6-8	ELA - PM1	31.1			9	ELA - PM1	30.1			10	ELA - PM1	32.6			9-10	ELA - PM1	31.3		
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Academic Rigor and Standards-Based Instruction	1.9) Provide each high school the specific standards from district assessments in English, Mathematics, Biology, and U.S. History by race to support schools in identifying course concepts / standards that need to be re-taught to improve student mastery and reduce the likelihood of course failures.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	% of Black students performing at or near proficiency on district cycle assessments by each subject	% of Black students meeting graduation readiness standards per grade level expectations	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year <input type="checkbox"/> Not Applicable
Academic Rigor and Standards-Based Instruction	1.10) 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.	<input type="checkbox"/> Complete <input type="checkbox"/> Way of work <input checked="" type="checkbox"/> Other: Moving to BTG Goal 2	NA	NA	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable
Early Warning Systems and Monitoring Processes	1.11) Provide professional development for school leadership teams in using the PCS Graduation Status Report to support interventions for students who are not on track to graduate. (Data includes GPA, credits earned, and scores on state graduation assessments).	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work <input checked="" type="checkbox"/> Other: Replaced by Core Intervention	NA	NA	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable
Early Warning Systems and	1.12) Develop a learner profile and personalized monitoring plans	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	# and % of Black students in high	% of Black students meeting	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3

Monitoring Processes	for all Black students who are not on track to graduate		school NOT on track # of Black students in high school with personalized monitoring plan	graduation readiness standards per grade level expectations	<input checked="" type="checkbox"/> End of Year <input type="checkbox"/> Not Applicable
Early Warning Systems and Monitoring Processes	1.13) 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.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	NA	NA	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable
Extended learning	1.14) Provide extended learning opportunities before and after school and extended year (Summer Bridge) programs.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	NA	NA	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable
Extended Learning	1.15) Ensure all Black students participate in college readiness testing such as ACT or SAT. Ensure that these testing options are aligned with personalized learning plans for Black students not on track to graduate.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	# and % of Black students who participate in ACT assessment. # and % of Black students who participate in SAT assessments.	% of Black students not on track for graduation (in current graduating class) due to assessment requirements who participate in ACT/SAT.	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year <input type="checkbox"/> Not Applicable
Family and Community Engagement	1.16) Ensure equitable representation of Black learners in awards and recognition ceremonies.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	% of Black students recognized	% of Black families who denote satisfaction within the annual Stakeholder Survey.	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year <input type="checkbox"/> Not Applicable
Family and Community Engagement	1.17) Ensure student and family conferences with all Black students not on track to	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	% of Black families who denote satisfaction with academic support within the annual Stakeholder Survey.		<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year

	graduate to create, review and/or update personalized learning plans.			<input type="checkbox"/> Not Applicable
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Goal 2: Student Achievement- Eliminate the gap between the proficiency rates in reading (ELA) and mathematics on state and national assessments for Black and non-Black students.

Goal Manager: Dan Evans, Ed.D., Associate Superintendent, Teaching and Learning

Baseline Condition (as of 2015-16): Pinellas County Schools has a proficiency rate on the Florida Standards Assessment (FSA)¹ for ELA-Reading of 56.4% for non-black students and 24.2% for black students, a gap of 32.2. The proficiency rate on the FSA for Math is 60.9% for non-black students and 27.9% for black students, a 33-point gap. Smaller gaps are found on national norm-referenced tests such as the ACT and SAT. For purposes of this goal, the gap is defined as the difference in performance between black and non-black students on state and national norm-referenced assessments.

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

Annual and Related Outcome Measures

Annual Outcome Measures ELA and Math	Baseline (2015-16) ¹	Planning Year (2016-17) ¹	2017-18 ¹	2018-19 ¹	2019-20 ^{1 2}	2020-21 ¹	2021-22 ¹	2022-23 ³	
# and % of black students districtwide scoring Level 3 or above on state FSA/FAST ELA/Reading	Black (2,494) 24.2%	(2,654) 25.7%	(2,533) 24.6%	(2,831) 27.1%	No data	(2,419) 25.6%	(2,428) 25.3%	TBD	
		Target	27.4	30.6	33.8	37.0	40.2	42.6	45.8
	Non-Black	Actual	57.7	57.4	59.7	No data	57.8	56.2%	TBD
	GAP	Actual	32.0	32.8	32.6	No data	32.2	30.9%	TBD
# and % of black students districtwide scoring Level 3 or above on FSA/FAST Math	Black (2,143) 27.9%	(2,305) 29.0%	(2,319) 29.2%	(2,336) 30.0%	No data	(2,251) 24.9%	(1,978) 27.8%	TBD	
		Target	31.1	34.3	37.5	40.7	43.7	46.9	
	Non-Black	Actual	62.0	62.2	62.8	No data	56.8	60.1%	TBD

¹ Assessment results for this school year reflective of the Florida Standards Assessments (FSA). Starting in the 2022-23 school year, the state transitions to the Florida Assessment of Student Thinking (FAST) assessments.

² State Florida Standards Assessments (FSA) and End-of-Course (EOC) exams were not administered in the 2019-2020 school year as schools statewide were engaged in remote learning from March-June 2020.

³ The 2022-23 school year is the baseline school year for the new state Florida Assessment of Student Thinking (FAST) assessments.

	GAP	Actual	33.0	33.0	32.8	No data in 2019-20.	31.9	32.2%	TBD
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Related Outcome Measures ELA and Math	Baseline (2015-16)¹	Planning Year (2016-17)¹	2017-18¹	2018-19¹	2019-20^{1,2}	2020-21¹	2021-22¹	2022-23⁴
# and % of black students in Grades 3-5 scoring Level 3 or above on state FSA/FAST ELA-Reading / elementary.	(1,129) 26.5%	Actual (1,302) 29.5%	(1,191) 27.0%	(1,302) 29.6%	No data	(1,108) 28.9%	(1,209) 31%	TBD
# and % of black students in Grades 6-8 scoring Level 3 or above on state FSA/FAST ELA-Reading / middle school.	(835) 23.1%	Actual (859) 23.5%	(811) 22.0%	(970) 25.6%	No data	(791) 22.7%	(752) 21%	TBD
# and % of black students in Grades 9-10 scoring proficient / Level 3 or above on FSA/FAST ELA-Reading / high school.	(530) 21.8%	Actual (493) 22.0%	(531) 24.0%	(559) 24.6%	No data	(520) 24.4%	(467) 22%	TBD

⁴ The 2022-23 school year is the baseline school year for the new state Florida Assessment of Student Thinking (FAST) assessments.

Goal 2: Key Action Steps

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
Academic Rigor and Standards-Based Instruction	2.1) Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices.	<input checked="" type="checkbox"/> Implementing	% Black students at or near proficiency on district cycle progress monitoring assessments for ELA and math.	% Black students scoring L3+ on FAST PM3 and End of Course Exams (EOCs) for ELA and math.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Academic Rigor and Standards-Based Instruction	2.2) Provide targeted professional development and additional coaching to teachers and leaders on responsive strategies to increase engagement in rigorous instruction for black learners and increase the percentage of proficient students.	<input checked="" type="checkbox"/> Implementing	# of classrooms observed % of classrooms across the district demonstrating evidence of students engaging in relevant learning experiences	% Black students earning A, B and C grades / elementary (Grade 5) % Black students exiting middle school (rising 9 th graders) on track for high school (at least a 2.0 GPA and L2+ FAST PM 3 ELA)	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Academic Rigor and Standards-Based Instruction	2.3) Utilize responsive instructional practices in classrooms such as oral language and storytelling, cooperative settings, academic discussion, 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. references in lesson plans in order to increase the percentage of proficient students.	<input checked="" type="checkbox"/> Implementing	# of classrooms observed % of classrooms across the district demonstrating evidence of students engaging in positive learning environments	% Black students scoring L3+ on FAST PM3 and End of Course Exams (EOCs) for ELA and math.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Academic Rigor and Standards-Based Instruction	2.4) Implement Reading Recovery at targeted schools to increase the number of first grade learners increasing literacy skills.	<input checked="" type="checkbox"/> Implementing	# of schools implementing Reading Recovery # and % of Black students being served by Reading Recovery	# Black students demonstrating increases in Reading Recovery, evidence-based program data points.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
Academic Rigor and Standards-Based Instruction	2.5) Implement the Pinellas Early Literacy Initiative (PELI) in 16 high-minority schools from 2021-2025.	<input checked="" type="checkbox"/> Implementing	# of schools implementing PELI	# teachers trained in the implementation of evidence-based practices at the targeted schools # principals/APs trained in the implementation of evidence-based leadership practices at the targeted schools	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Academic Rigor and Standards-Based Instruction	2.6) Develop an accelerated ELA enrichment model for Black students demonstrating at or just below proficiency and pilot in middle schools.	<input checked="" type="checkbox"/> Planning	narrative of development process	# of schools implementing accelerated ELA enrichment model	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Academic Rigor and Standards-Based Instruction	2.7) Implement school day embedded tutoring strategy at middle and high schools with high-minority populations.	<input checked="" type="checkbox"/> Implementing	# targeted middle and high schools # Black students not yet on grade level in grades 7-10 that receive embedded tutoring	% Black students scoring L3+ on Algebra EOC at targeted schools	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Academic Rigor and Standards-Based Instruction	2.8) Increase the number of Voluntary Pre-Kindergarten (VPK) students that attend full-day Pre-K program in order to increase kindergarten readiness rates.	<input checked="" type="checkbox"/> Implementing	# of schools with full-day, free VPK	# Black students served	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Academic Rigor and Standards-Based Instruction	2.9) Expand the inquiry-based tutoring model for non-AVID schools/courses in middle and high school to improve student grades and graduation readiness.	<input checked="" type="checkbox"/> Planning	narrative of expansion process	# teachers trained	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Academic Rigor and Standards-Based Instruction	2.10) Recruit and hire instruction staff developers to support identified middle and high schools for ELA and mathematics content.	<input checked="" type="checkbox"/> Planning	# ISD hires	# schools receiving ISD support	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
Early Warning Systems and Monitoring Processes	2.11) Develop a learning lab model for data analysis, problem-solving and school improvement that engages students and families in a collaborative manner and gives them voice in how school processes and solutions are designed.	<input checked="" type="checkbox"/> Planning	narrative of development of learning lab model	# participating schools/parent sessions # participating parents	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Extended Learning	2.12) Ensure that schools with high minority enrollments provide additional, strategically-focused time during and after school to support academic interventions and flexible instructional delivery.	<input checked="" type="checkbox"/> Implementing	# schools with high minority enrollments (defined as at least 40% Black enrollment) Development of schoolwide academic intervention and instructional delivery plans at every school.	# and % Black students who are not on track by school grade band (elementary, middle, high)	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Family and Community Engagement	2.13) Continue outreach program for Black students in elementary school in offering them personalized support on how to access district choice programs so as to increase black enrollment in middle and high school programs and placement into AVID courses.	<input checked="" type="checkbox"/> Implementing	Creation of program, outreach provided to families	# and % of schools providing these programs # and % of Black students participating	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year
Family and Community Engagement	2.14) Partner with families to monitor usage among Black students of digital resources that are provided beyond the school day through PCS Connects, Connect for Success computer program (for increased access to iReady, iStation, Dreambox and myOn), Math Nation, Reading Plus, PCS Personalized Learner Pathway (PLP) and Khan Academy.	<input checked="" type="checkbox"/> Implementing	# and % of schools providing these programs	# logins PCS Connects/Clever # and % of black students participating	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
Family and Community Engagement	2.15) Establish an online, Open Access Extended Learning Program to support students who need to re-learn key skills and standards. Engage parents and community to increase access, usage of new program.	<input checked="" type="checkbox"/> Implementing	Creation of program, outreach provided to families	# families contacted	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year

Goal 2: Previous Action Steps and Current Ways of Work

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

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
Academic Rigor and Standards-Based Instruction	2.16) Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work			<input checked="" type="checkbox"/> Not Applicable
Early Warning Systems and Monitoring Processes	2.17) Implement effective intervention strategies based on the close monitoring of students with personalized learning plans.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	# of students with personalized learning plans	# of monitoring cycles completed by schools/district staff	<input checked="" type="checkbox"/> Not Applicable
Academic Rigor and Standards-Based Instruction	2.18) Provide professional development for school leadership teams in using early warning data to help teachers provide immediate support to students in need. Data to include: attendance, discipline, course failures, student progression toward graduation, and progress assessments.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	Catalog of professional development opportunities.	Review of elementary data Professional Learning Communities (PLC) processes for potential inclusion in subsequent years at all grade levels.	<input checked="" type="checkbox"/> Not Applicable

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
Academic Rigor and Standards-Based Instruction	2.19) Implement strategic ELA and mathematics interventions through at 23 targeted schools through dedicated ELA and Math staff members (Project 23). Project Discontinued 10/2022 – staffing shortage; original end date was 5/2023	<input checked="" type="checkbox"/> Complete	# of schools implementing Project 23 interventions # and % of Black students being served by Project 23	% of students demonstrating growth and projected proficiency on MAP assessments at Project 23 schools.	<input checked="" type="checkbox"/> Not Applicable
Academic Rigor and Standards-Based Instruction	2.20) Determine possible causes of disengagement and underachievement by black students and pilot possible solutions via implementation of School Climate Transformation Grant (SCTG) at five district middle schools.	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Way of work	NA	NA	<input checked="" type="checkbox"/> Not Applicable
Extended Learning	2.21) Provide extended learning opportunities before and after school and extended year (Summer Bridge) programs.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	Catalog of opportunities	% of Black students engaged in Summer Learning	<input checked="" type="checkbox"/> End of Year
Extended Learning	2.22) 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.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	Catalog of opportunities	% of Black students who denote engagement with school involvement within the annual Stakeholder Survey.	<input checked="" type="checkbox"/> Quarter 3
Early Warning Systems and Monitoring Processes	2.23) Ensure teachers have access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	Data availability notifications following each cycle of assessment.	Facilitated data chat processes and monitoring by Teaching & Learning and principal supervisors	<input checked="" type="checkbox"/> Not Applicable
Family and Community Engagement	2.24) Ensure Parent University sessions are provided in locations that make attendance convenient for black families.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	Virtual catalog of all sessions available online	Location of in-person sessions	<input checked="" type="checkbox"/> Not Applicable

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
Family and Community Engagement	2.25) Empower families by providing parent training that is "linked to student learning" through Parent University sessions and school workshops.	<input type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	# of sessions provided	% of Black families who denote satisfaction regarding academic support and family engagement within the annual Stakeholder Survey.	<input checked="" type="checkbox"/> End of Year
Family and Community Engagement	2.26) Provide professional development to schools on parent engagement strategies that are tied to the Dual Capacity Framework / Dr. Karen Mapp / Harvard.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	# of sessions provided	% of Black families who denote satisfaction regarding family engagement within the annual Stakeholder Survey.	<input checked="" type="checkbox"/> Not Applicable
Family and Community Engagement	2.27) Commission an Anti-Racist Curriculum Review Task Force to examine curriculum from an anti-racist perspective and implement recommendations from task force for the coming school year(s).	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Way of work	NA	NA	<input checked="" type="checkbox"/> Not Applicable

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

Goal Manager: Judith Vigue, Director, Advanced Studies

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

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

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

Annual and Related Outcome Measures

Annual Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Grades 6-12: # and % of total black students in grades 6-12 enrolled in any middle or high school advanced or accelerated course.	(3,792) 12.1%	Actual (3,775) 11.9%	(4,691) 13.7%	(5,269) 14.5%	(5,666) 15.1%	(5,792) 16.3%	(6,908) 17.1%	TBD
		Target 13%	14%	15%	16%	17%	18%	19%

Related Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
# and % of black middle school students enrolled in an advanced	(1,583) 12.6%	(1,540) 12.5%	(1,859) 13.3%	(2,253) 14.2%	(2,521) 15.5%	(3,485) 20.1%	(3,350) 20.7%	TBD
# and % of black middle school students enrolled in an accelerated (high school)	(443) 8.9%	(309) 8.1%	(368) 8.3%	(378) 8.2%	(451) 9.5%	(458) 10.1%	(610) 12.3%	TBD

Related Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
# and % of black high school students enrolled in an honors	(2,052) 12.3%	(2,225) 12.8%	(2,528) 14.9%	(2,656) 15.3%	(2,899) 15.6%	(3,098) 19.6%	(3,072) 16.1%	TBD
# and % of black high school students enrolled in an accelerated course (AP, IB, AICE, or Dual Enrollment).	(718) 8.6%	(857) 9.1%	(996) 9.6%	(1,020) 9.6%	(1,335) 10.9%	(1,505) 11.5%	(1,892) 11.5%	TBD
# and % of black students in high school enrolled in a career, technical education course (high	(2,503) 14.2%	(2,459) 13.8%	(2,555) 13.8%	(2,507) 13.4%	(2,589) 14.0%	(2,448) 13.5%	(2,599) 14.0%	TBD
# and % of black students enrolled in district choice / application programs / total across the district	(1,167) 6.3%	(1,235) 6.8%	(3,830) 18.9%	(4,428) 18.3%	(4,479) 18.4%	(4,362) 18.2%	(4,298) 18.3%	TBD
% black middle school students earning high school credit through accelerated coursework. ⁵	(663) 3.3%	(509) 2.5%	(604) 3.0%	(408) 8.2%	(484) 9%	(482) 10.3%	(853) 11.9%	TBD
% of black students in high school completing an industry certification (measured as % of black graduates).	No Baseline data established	Actual 31%	23%	16%	15%	15%	TBD	TBD
NEW 2021-22: # and % of black students in grades 6-12 earning a passing grade in any middle or high school advanced or accelerated course.							(6,654) 95%	TBD

⁵ Data reviewed for data rules and updated in 2020-21 for all previous years to ensure consistency of reporting.

Goal 3: Key Action Steps

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update															
Academic Rigor and Standards-Based Instruction	3.1) Provide open access to advanced and accelerated courses in middle and high school by removing barriers to enrollment and utilizing entry criteria only if mandated by colleges, agencies (ex. Dual Enrollment- DE).	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing		# and % of students enrolled (BNB) in advanced and accelerated courses	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year															
Academic Rigor and Standards-Based Instruction	3.2) Implement strategies and professional development to increase teacher and school leader supports for student success in advanced courses in middle and high school.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing		# and % students (BNB) taking an advanced course who earned a D or F grade.	<table border="1"> <thead> <tr> <th></th> <th># D,F Black</th> <th>% D,F Black</th> <th># D,F Non-black</th> <th>% D,F Non-black</th> </tr> </thead> <tbody> <tr> <td>MS ACC (3.3)</td> <td>211</td> <td>24.9%</td> <td>898</td> <td>17.3%</td> </tr> <tr> <td>HS ACC (3.3)</td> <td>762</td> <td>36.7%</td> <td>3034</td> <td>22.3%</td> </tr> </tbody> </table>		# D,F Black	% D,F Black	# D,F Non-black	% D,F Non-black	MS ACC (3.3)	211	24.9%	898	17.3%	HS ACC (3.3)	762	36.7%	3034	22.3%
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Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update				
					HS ACC (3.3)	762	36.7%	3034	22.3%
Academic Rigor and Standards-Based Instruction	3.4) Provide Talent Development teachers with ongoing professional development for implementing curriculum and provide schools with annual support in identifying a representative group of students for participation in their Talent Development Program.	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of teachers completing PD Q1 # and % of schools who met representation goal Q3	Districtwide demographics of Talent Development Group Q4	905 teachers have earned their micro credential				
Academic Rigor and Standards-Based Instruction	3.5) Implement strategies and professional development to increase teacher supports for student success for gifted and talented learners.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of gifted teachers that have completed gifted micro-credential. # of talented program teachers that have completed gifted certification and/or micro-credential	# and % of Black gifted learners earning a L4/5 on FAST.	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year				
Academic Rigor and Standards-Based Instruction	3.6) Implement strategies that support increased student success on College Board readiness assessments (PSAT/SAT).	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	Development of curriculum guides that embed strategies in high school English and Math classes # of assessment preparation	Black student performance on PSAT and SAT suite of assessment as reported by College Board end of year	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year				

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
			opportunities/programs for SAT preparation (e.g. Albert IO, Canvas, etc.)	reports. Note: Official reports generally issued in Fall of each year.	
Early Warning Systems and Monitoring Processes	3.7) Develop system to provide direct and targeted strategies for students in need of support to be successful in advanced/accelerated courses (e.g. AVID elective, extended learning program, tutoring, etc.)	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing		# and % of students (BNB) enrolled in an ADV/ACC course (D or F grade) who are also enrolled in an AVID elective course.	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year
Early Warning Systems and Monitoring Processes	3.8) Leverage the College and Career Centers at each high school, provide information sessions for students and families in high school who demonstrate potential for success in rigorous courses and are not accessing such courses to provide more individualized academic.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of Black students demonstrating potential for success in rigorous courses visiting College and Career Centers??	# of Black students demonstrating potential for success in rigorous courses visiting College and Career Center more than one time per academic year	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Early Warning	3.10) Refine tools provided to school principals	<input checked="" type="checkbox"/> Planning <input type="checkbox"/> Implementing		# and % students	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
Systems and Monitoring Processes	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.			(BNB) taking an accelerated course who earned a D or F grade.	<input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Extended Learning	3.11) Invite black students who show potential for success in rigorous courses to participate in each Elevating Excellence activity for their grade level or college boot camps hosted by minority achievement officer.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of Black students invited to participate in EE and/or college boot camps??	# of Black students who participated in EE Summer Seminars # of Black students who participated in EE SAT prep experiences # of Black students who engaged with a College and Career Center # of Black students who participated in	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
Family and Community Engagement	3.12) Enhance online resources (web page, videos, etc.) to help parents of middle school students understand the course pathways needed to take advanced courses and to better understand the accelerated diploma programs.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	Communication, materials, resources and events found within online calendar/website	a college boot camp # of live and virtual sessions conducted	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year

Goal 3: Previous Action Steps and Current Ways of Work

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

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
Academic Rigor and Standards-Based Instruction	3.13) Implement universal screening for gifted identification for all students before 2 nd grade across all district elementary schools.	<input type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	# and % of Black students screened	# and % of Black students identified as gifted	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input type="checkbox"/> Not Applicable
Academic Rigor and Standards-Based Instruction	3.14) Implement Plan B eligibility measures and related processes in support of a wider identification of students for gifted services.	<input type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	# and % of Black students identified via Plan B compared to non-Black students	Total # and % of Black students identified as gifted	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input type="checkbox"/> Not Applicable
Academic Rigor and Standards-Based Instruction	3.15) Embed college readiness assessment preparation (e.g. district developed, SATpractice.org, Albert IO, etc.) into English 1, 2 and 3 classes across all district high schools.	<input type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	Curriculum guides with embedded strategies for SAT/ACT practice.		<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable
Academic Rigor and Standards-Based Instruction	3.16) Ensure equitable access for black students to on-site, college readiness testing in every high school (PSAT, ACT, SAT).	<input type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	<p>In-school administration of assessments to eliminate barriers to participation and level opportunities for performance include:</p> <ul style="list-style-type: none"> • Talent Identification Program (TIP) SAT for identified 7th graders • PSAT 8/9 for all 8th graders • PSAT/NMSQT for all 9th graders • PSAT/NMSQT for all 10th graders • Optional PSAT/NMSQT for 11th graders • SAT for all 11th graders • Optional SAT for 12th graders <p>Waiver process in place for any student in need of support to access a non-school administered test.</p>		<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable
Early Warning Systems and Monitoring Processes	3.17) 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	<input type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	Data provided and discussed on regular basis with school leaders during Level and Area meetings.		<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
	have not yet successfully completed an accelerated option.				
Family and Community Engagement	3.18) Ensure that each high school hosts an awareness event for high school parents to detail the SAT Suite of Assessments, the official SATpractice.org provided through Khan Academy, and the scholarship opportunities connected to PSAT results.	<input type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	Schedule of events at each school. Each school is provided materials including handouts and videos to support robust discussions and information for students, parents and families.		<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable
Family and Community Engagement	3.19) Ensure an equitable representation of black learners in Advanced Studies recognition ceremonies (such as PRIDE, AVID Pinning and the Honors Breakfast).	<input type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	Communication materials and efforts to encourage student and family participation for those who meet academic criteria.		<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable
Academic Rigor and Standards-Based Instruction	3.20) Refine the identification process and curriculum of talent-development programs to support "talented" students in elementary schools that have low numbers of gifted identified students.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work		NA	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable
Extended Learning	3.21) Identify and invite the top 15% of black students in 7 th grade students to take the SAT and participate in the PCS Talent Identification Program (TIP).	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	# of Black students identified for TIP	% of Black students who participated in TIP in-school administration of SAT	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year <input type="checkbox"/> Not Applicable
Early Warning Systems and Monitoring Processes	3.22) Provide training to all school counselors, principals and assistant principals for curriculum in the use of data from the SAT Suite of Assessments to support students in selecting and enrolling in the appropriate accelerated course option that matches their strengths.	<input type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work		Data provided and discussed on regular basis with school leaders during individually scheduled school-based meetings.	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable
Early Warning Systems and Monitoring Processes	3.23) 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.	<input type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work		Data provided and discussed on regular basis with school leaders during individually scheduled school-based meetings.	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable
Family and Community Engagement	3.24) Initiate an outreach campaign to gather information and feedback from families of Black students regarding experiences in	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Way of work		Project and report completed by Hanover Research in summer 2022.	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
Early Warning Systems and Monitoring Processes	<p>advanced/accelerated courses to better inform supports and strategies.</p> <p>3.25) 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.</p>	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing			<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year

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

Goal Manager: Michael Vigue, Area Superintendent

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

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

Annual and Related Outcome Measures

Annual Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20 ⁶	2020-21 ⁷	2021-22	2022-23
Discipline Disparity Rate (Risk Ratio) Referrals of Black students	2.38	Actual	2.64	2.43	2.60	2.64	2.66	2.25	TBD
		Target	2.30	2.20	2.10	2.00	1.90	1.80	1.90
Discipline Disparity Rate (Risk Ratio) Out of School Suspensions of Black students	4.33	Actual	4.07	3.61	3.79	4.34	4.80	4.0	TBD
		Target	4.00	3.70	3.40	3.10	2.80	2.50	2.20
Related Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20 ⁴	2020-21 ⁵	2021-22	2022-23
# and % of black students with an office disciplinary referral	(7,009) 35.7% of all referrals	Actual	(6,919) 38.0%	(6,867) 37.6%	(6,548) 38.3%	(5,343) 38.5%	(3,482) 38.9%	(4,941) 36.9%	TBD
# and % of black students with an out-of-school suspension (OSS)	(2,918) 49.5% of all OSS	Actual	(2,374) 48.5%	(2,625) 47.2%	(2,481) 47.6%	(1,790) 50.7%	(1,156) 53.4%	(2,156) 49%	TBD

⁶ In the 2019-20 school year, all instruction went remote for the final quarter of the school year due to COVID-19.

⁷ Data in the 2020-21 school year is impacted by enrollment shifts which occurred in Learning Options (in-person, MyPCS Online and Pinellas Virtual School) throughout the school year.

Goal 4: Key Action Steps

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update			
Tier 1- Schoolwide Practices	4.1) Ensure all schools develop and implement a school-wide behavior plan that integrates all the critical components of PBIS (school-wide expectations / rules, guidelines for success, plan for teaching pro-social / appropriate student behavior, and positive reinforcement for behavior).	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing		% of schools demonstrating satisfactory implementation of PBIS	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year			
Tier 2- Targeted Interventions and Disciplinary Alternatives	4.2) Area superintendents, TZ chief, and climate/behavior teams meet bimonthly to review district and school level referral and OSS data to determine and design support for schools with the highest need.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# and % of discipline instances (referrals and out-of-school suspensions) issued to students (BNB)	# and % of discipline instances (referrals and out-of-school suspensions) issued to students (BNB)				
						TOTAL	PERCENTAGE	
					Total Referrals for Q1	8495		
					Total Black Referrals for Q1	4009	47.10%	
					Total NonBlack Referrals for Q1	4486	52.90%	
					ALL Referrals with OSS as Resultant Action	1232		14.5% of all referrals resulted in OSS (1232/8495)
					Black Referrals with OSS as Resultant Action	707	57.4%	57.4% of referrals with OSS actions were given to Black students
								17.6% of Black referrals results in OSS actions (707/4009)
					NonBlack Referrals with OSS as Resultant Action	525	42.6%	42.6% of referrals with OSS actions were given to NonBlack students
			11.7% of NonBlack referrals results in OSS actions (525/4486)					

Tier 1-Schoolwide Practices	4.3) Utilize discipline actions assigned to classroom disruption, not cooperating, and defiance infractions. Use data to work with school leadership teams to reduce variance of actions assigned and to reduce gaps between black and non-black students within and across schools.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# and % of referrals (classroom disruption, not cooperating, and defiance) issued to students (BNB); and # and % of resultant actions for referrals (classroom disruption, not cooperating, and defiance) issued to students (BNB)	# and % of referrals (classroom disruption, not cooperating, and defiance) issued to students (BNB); and # and % of resultant actions for referrals (classroom disruption, not cooperating, and defiance) issued to students (BNB)	<table border="1"> <thead> <tr> <th></th> <th>#</th> <th>%</th> <th></th> </tr> </thead> <tbody> <tr> <td>Total classroom disruption referrals Q1</td> <td>994</td> <td>45.30%</td> <td>45.3% of 4.3 category referrals were assigned for classroom disruption</td> </tr> <tr> <td>Total defiance referrals Q1</td> <td>1044</td> <td>47.60%</td> <td></td> </tr> <tr> <td>Total not cooperating referrals Q1</td> <td>155</td> <td>7.10%</td> <td></td> </tr> <tr> <td>Total 4.3 referrals Q1</td> <td>2193</td> <td>100%</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td>Total unique Black classroom disruption referrals Q1</td> <td>460</td> <td>45.10%</td> <td>45.1% of Black 4.3 category referrals were assigned for classroom disruption</td> </tr> <tr> <td>Total unique Black defiance referrals Q1</td> <td>497</td> <td>48.70%</td> <td></td> </tr> <tr> <td>Total unique Black not cooperating referrals Q1</td> <td>64</td> <td>6.20%</td> <td></td> </tr> <tr> <td>Total unique Black 4.3 category referrals Q1</td> <td>1021</td> <td></td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td>Total unique NonBlack classroom disruption referrals Q1</td> <td>420</td> <td>48.20%</td> <td>48.2% of NonBlack 4.3 category referrals were assigned for classroom disruption</td> </tr> <tr> <td>Total unique NonBlack defiance referrals Q1</td> <td>370</td> <td>42.40%</td> <td></td> </tr> <tr> <td>Total unique NonBlack not cooperating referrals Q1</td> <td>82</td> <td>9.40%</td> <td></td> </tr> <tr> <td>Total unique NonBlack 4.3 category referrals Q1</td> <td>872</td> <td></td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td>Black 4.3 category referrals with non-exclusionary resultant action</td> <td>292</td> <td>29.60%</td> <td>29.6% of Black 4.3 category referrals resulted in a non-exclusionary resultant action</td> </tr> <tr> <td>Black 4.3 category referrals with detention, work detail, or Sat school resultant action</td> <td>109</td> <td>11.00%</td> <td></td> </tr> </tbody> </table>		#	%		Total classroom disruption referrals Q1	994	45.30%	45.3% of 4.3 category referrals were assigned for classroom disruption	Total defiance referrals Q1	1044	47.60%		Total not cooperating referrals Q1	155	7.10%		Total 4.3 referrals Q1	2193	100%		<hr/>				Total unique Black classroom disruption referrals Q1	460	45.10%	45.1% of Black 4.3 category referrals were assigned for classroom disruption	Total unique Black defiance referrals Q1	497	48.70%		Total unique Black not cooperating referrals Q1	64	6.20%		Total unique Black 4.3 category referrals Q1	1021			<hr/>				Total unique NonBlack classroom disruption referrals Q1	420	48.20%	48.2% of NonBlack 4.3 category referrals were assigned for classroom disruption	Total unique NonBlack defiance referrals Q1	370	42.40%		Total unique NonBlack not cooperating referrals Q1	82	9.40%		Total unique NonBlack 4.3 category referrals Q1	872			<hr/>				Black 4.3 category referrals with non-exclusionary resultant action	292	29.60%	29.6% of Black 4.3 category referrals resulted in a non-exclusionary resultant action	Black 4.3 category referrals with detention, work detail, or Sat school resultant action	109	11.00%	
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Tier 1-Schoolwide Practices	4.4) Continue to annually train all School-Based Resource Officers (SROS) to ensure full implementation of the Collaborative Interagency Agreement regarding student misconduct, student interviews and student arrests that is designed to decrease arrests in favor of school consequences.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of arrests disaggregated by race and gender	# of arrests disaggregated by race and gender	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year																								
Tier 1-Schoolwide Practices	4.5) Develop and facilitate new restorative practice training designed to increase the use of restorative practices as an alternative to other discipline referral actions.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# and % of instances of restorative practice utilized as the resultant action for discipline	# and % of instances of restorative practice utilized as the resultant action for discipline referrals	<table border="1"> <thead> <tr> <th></th> <th>#</th> <th>%</th> <th></th> </tr> </thead> <tbody> <tr> <td>Total Referrals for Q1</td> <td>8495</td> <td></td> <td></td> </tr> <tr> <td>Total Black Referrals for Q1</td> <td>4009</td> <td>47.10%</td> <td></td> </tr> <tr> <td>Total NonBlack Referrals for Q1</td> <td>4486</td> <td>52.90%</td> <td></td> </tr> </tbody> </table>		#	%		Total Referrals for Q1	8495			Total Black Referrals for Q1	4009	47.10%		Total NonBlack Referrals for Q1	4486	52.90%									
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			referrals issued to students (BNB)	issued to students (BNB)		<table border="1"> <tr> <td>ALL Referrals with RP as Resultant Action</td> <td>404</td> <td>4.8%</td> <td>4.8% of all referrals resulted in RP</td> </tr> <tr> <td>Black Referrals with RP as Resultant Action</td> <td>174</td> <td>43.1%</td> <td>43.1% of referrals with RP actions were given to Black students</td> </tr> <tr> <td></td> <td></td> <td>4.3%</td> <td>4.3% of Black referrals results in RP actions</td> </tr> <tr> <td>NonBlack Referrals with RP as Resultant Action</td> <td>230</td> <td>56.9%</td> <td>56.9% of referrals with RP actions were given to NonBlack students</td> </tr> <tr> <td></td> <td></td> <td>5.1%</td> <td>5.1% of NonBlack referrals results in RP actions</td> </tr> </table>	ALL Referrals with RP as Resultant Action	404	4.8%	4.8% of all referrals resulted in RP	Black Referrals with RP as Resultant Action	174	43.1%	43.1% of referrals with RP actions were given to Black students			4.3%	4.3% of Black referrals results in RP actions	NonBlack Referrals with RP as Resultant Action	230	56.9%	56.9% of referrals with RP actions were given to NonBlack students			5.1%	5.1% of NonBlack referrals results in RP actions
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		5.1%	5.1% of NonBlack referrals results in RP actions																							
Tier 1- Schoolwide Practices	4.6) Continue collaborative discussions with the Community Discipline Committee to garner support and feedback in order to improve and/or reduce discipline disparity practices	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	Participation and facilitation of Community Discipline Committee	# of meetings completed	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year																					
Tier 2- Targeted Interventions and Disciplinary Alternatives	4.7) Area superintendents, TZ chief, and climate/behavior teams use a discipline analysis process to identify schools and provide appropriate support and training.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	narrative description of the establishment of the Climate Behavior Team and their role in providing school supports	# and % of discipline instances (referrals and out-of-school suspensions) issued to students (BNB)	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year																					
Tier 3- Individualized Support	4.8) Implement a refined reintegration process with a minimum set of components for all students returning from an OSS.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# and % of students (BNB) with multiple OSS	# and % of students (BNB) with multiple OSS	<table border="1"> <thead> <tr> <th></th> <th>#</th> <th>%</th> <th></th> </tr> </thead> <tbody> <tr> <td>Total OSS for Q1</td> <td>1617</td> <td></td> <td></td> </tr> <tr> <td>Unique Students</td> <td>1326</td> <td></td> <td></td> </tr> </tbody> </table>		#	%		Total OSS for Q1	1617			Unique Students	1326											
	#	%																								
Total OSS for Q1	1617																									
Unique Students	1326																									

						with OSS for Q1			
						ALL Students with More than One OSS	221		
						Black Students with More than One OSS	149	67.4%	67.4% of all students with more than one OSS are Black.
						NonBlack Students with More than One OSS	72	32.6%	32.6% of all students with more than one OSS are NonBlack.
Tier 3- Individualized Support	4.9) Continue PCS School Climate Project through integration of responsive and empathic practices into existing MTSS and PBIS systems.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# and % of students (BNB) with discipline incidents (referrals and OSS) at participating schools (BPMS, DHMS, OGMS, PPMS, and TMS) as compared to non-SCTG schools with similar populations.	# and % of students (BNB) with discipline incidents (referrals and OSS) at participating schools (BPMS, DHMS, OGMS, PPMS, and TMS) as compared to non-SCTG schools with similar populations.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year				
Tier 3- Individualized Support	4.10) Provide professional development to school based teams on the use of interventions as a tiered support for Black students.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	List of Topics from Monthly Area Meeting PD Sessions	# and % of discipline instances (referrals and out-of-school suspensions) issued to students (BNB)	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year				
Tier 3- Individualized Support	4.11) Utilize multiple data points to select schools to participate in a PBIS	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing		# of schools identified to participate in	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3				

	reboot training each summer.		Summer PBIS reboot	<input checked="" type="checkbox"/> End of Year
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Goal 4: Previous Action Steps and Current Ways of Work

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

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
Tier 1- Schoolwide Practices	4.12) Develop a Restorative Practices Whole-School Implementation Guide for schools that is rooted in evidenced-based practices and implementation science.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work		Implementation guide reviewed and updated each year and shared during principal/AP training prior to start of each school year.	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable
Tier 2- Targeted Interventions and Disciplinary Alternatives	4.13) 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.	<input type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	NA	# of students taking part in APP program Program Discontinued SY2021-22	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable
Tier 2- Targeted Interventions and Disciplinary Alternatives	4.14) 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.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work		Guidelines and monitoring of ABS/ABC by Area Superintendents/TZ Chief.	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable
Tier 2- Targeted Interventions and Disciplinary Alternatives	4.15) Develop and implement an In-School Suspension (ISS) model that includes a uniform framework and maximizes learning.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work		Guidelines and monitoring of ISS by Area Superintendents/TZ Chief.	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable
Tier 2- Targeted Interventions and Disciplinary Alternatives	4.16) Ensure that Area Superintendents/TZ Chief continue to participate in the Rethink Discipline Districts webinars and/or related national, professional development opportunities.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work		Area Superintendents/TZ Chief attend and participate in development opportunities that inform their practice and support of school leaders.	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable
Tier 3- Individualized Support	4.17) Closely monitor district policy that no more than 10 days of Out-of-School Suspension (OSS) are given for one semester for regular education students and no more than 10 days is given for the entire year for ESE students.	<input type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work		Guidelines and monitoring of OSS by Area Superintendents/TZ Chief.	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable
Tier 3- Individualized Support	4.18) Ensure procedure is followed that no elementary students are suspended without	<input type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work		Guidelines and monitoring of OSS by Area Superintendents/TZ Chief.	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3

	consulting with Area Superintendents/TZ Chief.			<input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable
Tier 3- Individualized Support	4.19) 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 Superintendents/TZ Chief.	<input type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	Guidelines and monitoring of ISS/OSS by Area Superintendents/TZ Chief.	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable
Tier 1- Schoolwide Practices	4.20) Closely monitor school discipline data to eliminate Out-of-School Suspension (OSS) for non-violent infractions, such as skipping class/school, missed detentions, excessive tardies, electronic devices, leaving school grounds w/o permission or being in an unauthorized location.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	Guidelines and monitoring of OSS by Area Superintendents/TZ Chief.	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable

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

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

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

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

Annual and Related Outcome Measures

Annual Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Risk Ratio (ESE overall) / black	1.45	Actual	1.45	1.46	1.40	1.43	1.43	TBD	TBD
		Target	1.45	1.40	1.35	1.30	1.25	1.20	1.15
Risk Ratio (EBD) / black	4.20	Actual	3.94	3.84	3.34	3.50	3.64	TBD	TBD
		Target	3.95	3.70	3.45	3.20	2.95	2.7	2.45
Related Outcomes Measures	Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
# and % of black students eligible for ESE services	(3,618) 25%	Actual	(3,371) 25%	(3,947) 23%	(3,945) 25%	(4,033) 25%	(4,000) 26%	(4,052) 25%	TBD
# and % of black students eligible for Emotional Behavioral Disability (EBD) identification / Total	(427) 49%	Actual	(335) 49%	(363) 48%	(300) 46%	(255) 46%	(219) 47%	(187) 44%	TBD

Annual Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
# and % of black students found eligible for Emotional Behavioral Disability (EBD) identification / Identified in Pinellas	(20) 47%	Actual	(14) 50%	(14) 52%	(19) 29%	(5) 29%	(5) 24%	(3) 15.8%	TBD
# and % of black students found eligible for Emotional Behavioral Disability (EBD) identification / Transfers Into County	(24) 42%	Actual	(17) 30%	(13) 39%	(9) 35%	(7) 23%	(3) 33%	(9) 32%	TBD

Goal 5: Key Action Steps

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
ESE Eligibility Determination	5.1) Appropriately and efficiently identify and evaluate students who may be in need of special education and related services in support of their learning and academic achievement.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of students identified and evaluated	# and % of students found eligible for ESE services	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
ESE Eligibility Determination	5.2) Initiate a records review by the district ESE Department for transfer students who arrive as new students to PCS with an EBD eligibility. Students will receive current IEP services during the time they are being re-evaluated.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of record reviews completed for Black transfer who students into Pinellas County # of Black transfer students identified for EBD re-evaluation process # of re-evaluations completed for EBD transfer students / Black # of Black transfer students identified for EBD after re-evaluation process	# of Black transfer students into Pinellas County identified as EBD	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year

ESE Eligibility Determination	5.3) Provide intensive and intentional early intervening services, using direct resources, to students prior to being identified as having an Emotional Behavioral Disability (EBD), using School Support Requests (SSRs) for behavior.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of school support requests for early intervening services for students under consideration for EBD (BNB)	# of Black students receiving early intervening support # of new EBD eligibilities Identified by PCS (BNB)	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
ESE Eligibility Determination	5.4) Initiate a records review through the Exceptional Student Education (ESE) department and re-evaluation if needed for all Black students who are designated as EBD during their fourth and seventh grade years. Additionally, the ESE department will identify students with multiple eligibilities (including EBD) and initiate a records review when applicable.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of Black students identified as EBD in grades 4 and 7 # of record reviews initiated	# of EBD dismissals for Black students # of transfers of EBD to a secondary disability for Black students.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.5) Continue to provide Comprehensive Coordinated Early Intervening Services (CCEIS), including a school behavior technician (for schools without a behavior specialist) on-site at least one day per week, to 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.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of Black students identified	% of those identified receiving CCEIS support	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.6) Continue to provide targeted and sustainable professional development to school-based behavior specialists that includes the utilization of student specific data and interventions (including cultural components) in each	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# and % of behavior specialists trained	# of Black students served by school-based specialists	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year

	student's positive behavior intervention plan (PBIP), along with side-by-side coaching from district behavior specialists.				
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.7) Align resources in the Climate and Behavior teams to focus on Tier 1 behavioral interventions in high minority schools	<input checked="" type="checkbox"/> Planning	narrative description of ESE collaboration with the newly established Climate Behavior Team and their role in providing school supports	# of Black students determined eligible for ESE/EBD	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.8) Assign district Board Certified Behavior Analysts to provide intensive support to ESE students and staff in all schools.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of Board Certified Behavior Analysts	# of Black students served by Board Certified Behavioral Analysts	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.9) Use School Support Requests (SSRs) to determine success of CCEIS interventions.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of SSR Referrals for evaluation	# of Black students determined eligible for ESE/EBD	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.10) Provide professional learning opportunities so that school-based Behavior Specialists engage in coursework to become Board Certified Assistant Behavior Analysts (BCaBA).	<input checked="" type="checkbox"/> Planning	Narrative of PD opportunities and process for certification	# of school-based behavior specialists enrolled	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year

Goal 5: Previous Action Steps and Current Ways of Work

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

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.11) Provide two district behavior specialists to focus on Tier 1 behavioral interventions in high minority schools.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of high minority schools receiving services # of Black students served by district specialists		<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.12) Use School Support Requests (SSRs) to track intensive student level intervention needs against EBD/ESE eligibility determinations.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of SSR Referrals for evaluation		<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable

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

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

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

Aspirational Goal: Pinellas County Schools will increase its number of black teachers by an average of 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.

Annual and Related Outcome Measures

Annual Outcome Measures	Baseline (2015/16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
# and % of total instructional positions / black	(622) 8.3%	Actual	(647) 8.8%	(671) 9.2%	(651) 9.1%	(665) 9.2%	(674) 9.5%	(668) 8.6%	TBD
		Target	9%	10%	11%	12%	13%	14%	15%
Related Outcomes Measures	Baseline (2015/16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
# and % of new instructional hires / black	No baseline	Actual	11.7%	(110 / 737) 14.9%	(88/664) 13.3%	(43/450) 9.6%	(56/452) 12.4%	(80/1036) 7.7%	TBD
# and % of total administrative positions (combined district-based and school-based) / black	(83) 21.2%	Actual	(86) 21.5%	(87) 22.0%	(91) 20.6%	(85) 20.3%	(79) 19.3%	(80) 17.02%	TBD

Goal 6: Key Action Steps

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
Hiring/Recruiting	6.1) Partner with state and national colleges and universities to enhance teacher preparation programs in support of engaging interns and hiring highly qualified teaching candidates.	<input checked="" type="checkbox"/> Implementing	# partnerships, site visits, meetings, etc.	# of highly qualified teachers hired each year # of interns engaged each year	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Hiring/Recruiting	6.2) 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. Follow up with candidates to assist in the process.	<input checked="" type="checkbox"/> Implementing	# of job fairs conducted	# of candidates hired from job fairs	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Hiring/Recruiting	6.3) Conduct regular alternative certification informational sessions/events to guide potential candidates to a career in education through an alternative pathway. Follow-up with candidates to assist in the process.	<input checked="" type="checkbox"/> Implementing	# of meetings held	# of participants	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
Hiring/Recruiting	6.4) Establish Ed Rising Program, a national program that offers dual enrollment opportunities to work with high schools and staff for students interested in the education profession.	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of schools participating	# of students participating	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Hiring/Recruiting	6.5) Continue strong relationships with colleges and universities, including historically Black colleges and universities (HBCUs) and Black student organizations at other colleges/universities.	<input checked="" type="checkbox"/> Implementing	# of HBCUs visited/virtual events attended # of Black student organizations visited/virtual events attended	# of applicants from HBCUs and from Black student organization outreach events	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Hiring/Recruiting	6.6) Review traffic and usage patterns from the platforms used as part of the district's marketing campaign designed to attract black applicants via publications and social media (e.g. Diversity in Ed, National Minority Update, LinkedIn Instagram, Facebook, etc.)	<input checked="" type="checkbox"/> Implementing	# of instructional recruitment posts # of instructional recruitment posts to minority organizations # of instructional recruitment events	# of total active instructional Black applicants # and % of black applicants hired	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
Hiring/Recruiting	6.7) Collaborate with the Pinellas Alliance of Black School Educators (PABSE) and community stakeholder groups.	<input checked="" type="checkbox"/> Implementing	# of contacts/engagements with PABSE	# of PABSE mentors for new teachers	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Hiring/Recruiting	6.8) Collaborate with USF to grow the Call Me Mister (CMM) program and identify/recruit Black males to become part of future cohorts.	<input checked="" type="checkbox"/> Implementing	# of CMM events with USF # of CMM recruitment events	# of cohorts # of participants	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year
Hiring/Recruiting	6.9) Develop and implement a training plan for all hiring managers that focuses on shifting mindset and implementation strategies for hiring related to recognizing unconscious bias, equity and excellence and cultural responsiveness.	<input checked="" type="checkbox"/> Implementing	Training sessions with hiring managers	# of HR Partner office hours scheduled to support hiring managers throughout the year	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year
Retention/Support	6.10) Continue mentoring program for new employees with a focus on first-year instructional hires.	<input checked="" type="checkbox"/> Implementing	# of first-year Black instructional hires # of first-year Black instructional hires with a mentor	# and % of first-year Black instructional hires that participated in the mentoring program who were retained.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year
Retention/Support	6.11) Continue mentoring/coaching program for new administrators with a focus on principal/assistant principal partnership.	<input checked="" type="checkbox"/> Implementing	# of first-year Black administrators # of first-year Black administrators with a mentor	# and % of first-year Black administrators with effective or highly-effective evaluations	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
Retention/Support	6.12) Hold employee resource group meetings to bring together Black teacher for support outside the school setting	<input checked="" type="checkbox"/> Implementing	# of meetings/sessions held	# of participants	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year
Retention/Support	6.13) Provide recruitment and retention bonuses in the identified schools to attract and retain highly effective teachers in the neediest schools.	<input checked="" type="checkbox"/> Implementing	# of teachers receiving bonus by school	# of teachers receiving bonuses who were retained at the identified schools	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year
Retention/Support	6.14) 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.	<input checked="" type="checkbox"/> Implementing	Program completion and supporting materials	# of teachers participating in the summer cultural awareness program who were retained at TZ schools.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year
Retention/Support	6.15) Collaborate with PABSE to establish a differentiated support system for new Black teachers to assist with a successful school year to include mentoring support and monthly meetings and events.	<input checked="" type="checkbox"/> Implementing	# of teachers hired and targeted for support # participating in this program	# of teachers receiving differentiated support in collaboration with PABSE who were retained.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year
Leadership Development	6.16) Continue monthly training sessions for first-year principals and assistant principals to support their growth and development.	<input checked="" type="checkbox"/> Implementing	# of meetings % of participants who attended	Improved culture and climate at schools, as measured by Stakeholder survey.	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
Leadership Development	6.17) Engage Black leaders in regularly scheduled leadership activities and events that will build their leadership portfolio and support their advancement as part of the leadership development pipeline.	<input checked="" type="checkbox"/> Implementing	# and % of Black leaders	# and % of Black leaders	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year

Goal 6: Previous Action Steps and Current Ways of Work

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

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
Hiring/Recruiting	6.18) Attend webinars, virtual meetings, state and/or national conferences to gather current strategies for the recruitment of Black educators.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work			<input checked="" type="checkbox"/> Not Applicable
Leadership Development	6.19) Research strategies and best practices for advancing black school leaders into school and district leadership positions.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	Continual review of research from the field.	# of Black leaders who obtain a leadership role in PCS.	<input checked="" type="checkbox"/> End of Year
Hiring/Recruiting	6.20) Promote alternative certification options to increase the number of applicants from businesses and industries who are considering teaching as a second career.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	NA	NA	<input checked="" type="checkbox"/> Not Applicable
Hiring/Recruiting	6.21) Review the district's current data management system to ensure that it has the capacity to support the strategies and processes presented in this plan.	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Way of work	NA	NA	<input checked="" type="checkbox"/> Not Applicable
Hiring/Recruiting	6.22) Create a new Teacher Cadet program at all PCS high schools. Work alongside local colleges to provide high school students and current staff employees with a pathway to careers in teaching.	<input type="checkbox"/> Complete <input type="checkbox"/> Way of work <input checked="" type="checkbox"/> Rewritten to align with strategy in place for Ed Rising (see new 6.4)	NA	NA	<input checked="" type="checkbox"/> Not Applicable
Hiring/Recruiting	6.23) Complete an internal, semi-annual review of the practices and processes around the recruiting and hiring of minority teachers to determine areas of strength and areas for improvement within the district's Human Resources Department.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	Annual report of findings.	# of total active Black instructional applicants # and % of Black applicants hired	<input checked="" type="checkbox"/> End of Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Quarter 1 Update
Hiring/Recruiting	6.24) Continue to employ a minority recruitment specialist to focus on recruiting a highly qualified, diverse workforce.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	Position and Job Description maintained.	Job filled in 2018 and has remained filled.	<input checked="" type="checkbox"/> Not Applicable
Hiring/Recruiting	6.25) Refine and update annually a recruitment plan specific to attracting black applicants to be used by hiring managers in the district.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	Review of previous year plan and outcomes	Annual recruitment plan	<input checked="" type="checkbox"/> Not Applicable
Hiring/Recruiting	6.26) Partner with the Urban Schools Human Capital Academy to provide feedback to the district regarding processes for hiring and supporting a more diverse workforce.	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Way of work	Partnership established in 2019. Three-year program completed.		<input checked="" type="checkbox"/> Not Applicable
Hiring/Recruiting	6.27) Complete an internal, semi-annual process to review the quality of and retention of teachers in critical shortage areas to determine areas of strength and areas for improvement and complete a school-by-school analysis to ensure an adequate distribution of minority teachers across the district.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	HR Partners review data and meet with hiring managers individually to discuss and put strategies in place.		<input checked="" type="checkbox"/> Not Applicable
Retention/Support	6.28) Ensure that professional development is targeted to support teacher needs so as to build their skillsets and confidence as educators.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	<p>Catalogue of professional development opportunities.</p> <p>Deliberate practice plans completed for teachers.</p>		<input checked="" type="checkbox"/> Not Applicable
Retention/Support	6.29) Conduct ongoing feedback sessions with our current black teachers to discuss their current work / school conditions for success, as well as their onboarding and training (ex. focus groups, school visits).	<input type="checkbox"/> Complete <input type="checkbox"/> Way of work <input checked="" type="checkbox"/> Rewritten to align with strategy (see new 6.13)	NA	NA	<input checked="" type="checkbox"/> Not Applicable
Retention/Support	6.30) Continue current leadership pipeline programs to support and attract the top talent into administrative positions.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	# of programs offered	# of participants who attended and pursued leadership roles	<input checked="" type="checkbox"/> Not Applicable

Appendix- Key Terms and Definitions

Term	Data Definitions	Data Rules
Gap	The disproportionality of outcomes related to black students as compared to the performance of non-black students.	The gaps for each goal are explained as sub-definitions under each goal. For purposes of this document, the 2015-16 school year is considered the baseline year for setting the district’s aspirational goals. 2016-17 is considered the first year of implementation.
Black	All students and employees who are “black” under the federal race definition, which is defined in Pinellas County as the Local Ethnic Code. This definition is consistent with state and national reporting rules around race. The reporting of a student as “black” is determined by the parent during the school registration process or by the employee via the hiring process.	The district no longer uses what was termed the “Bradley race variable” that some previous data documents utilized. This race variable was discontinued in 2016-17 as a way of creating a consistent definition around race matched to the federal and state reporting rules. It is important to note that data accuracy around race is dependent upon the accuracy of self-reporting.
Non-Black	All students or employees who are not “black” under the federal race definition, which is defined in Pinellas County as the Local Ethnic Code. This definition is consistent with state and national reporting rules around race. The reporting of a student as “non-black” is determined by the parent during the school registration process or by the employee via the hiring process.	The district provides data on all races per the Local Ethnic Code definition. It is important to note that data accuracy around race is dependent upon the accuracy of self-reporting.
Graduation Rate	The percentage of high school students from each four-year cohort who graduate with a standard high school diploma per the state’s definition, which includes all withdrawal codes (WD) that result in a standard high school diploma.	The district provides data on all withdrawal codes (WD) as a way of reporting students who graduated with a standard high school diploma, the routes they took in receiving their diplomas as well as 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.

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