



BTG / Quarterly Update

Pinellas County Schools created the Bridging the Gap strategic plan to guide its work in closing the achievement gaps between black students and their non-black peers. The district garnered input from teachers, parents, and community members in developing a plan in 2016-17 that includes ambitious data targets and action steps as part of its aspirational goal of eliminating or greatly narrowing the gaps between black and non-black learners within 10 years.

The plan outlines 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

Equity with Excellence for All / Belief Statement

Pinellas County Schools is committed to ensuring equity and excellence for all learners with the ambitious goal of eliminating or greatly narrowing the achievement gap within 10 years between black and non-black learners. The district is fully committed to this work as a way of expressing its beliefs and commitment to diversity throughout the school system through fostering a growth mindset, ensuring culturally inclusive lessons and materials, celebrating all learners and families, and hiring a workforce that is representative of the students we serve. The District and School Board aspire to lead the state and nation in closing the achievement gap and are dedicating all the necessary resources to support innovative solutions in meeting the aspirational targets outlined in this plan.

Bridging the Gap Plan / Purpose

The Bridging the Gap (BTG) Plan will continue to be revised to include bold initiatives to affect substantive changes in the way we engage, enrich, and empower our teachers, children, and families to meet high expectations for all learners. The plan will be reviewed annually and updated accordingly. It is important to note that the data utilized for baseline measures are from the 2015-16 school year, with the 2016-17 school year considered a planning year, and the 2017-18 school year identified as the first year of implementation.

Summary Report to the Board and Community

- **Pinellas County Schools is committed to reporting its progress to the community each year by compiling an end-of-year report that addresses each of the six goal areas.** That report is posted to the district website.
- **This Quarterly Board Report is designed as a brief update to the community on the progress of the key BTG action steps across each of the six goal areas.**
 - Note: Data updates will be provided each quarter as data are available, though the summative data across all six goals and the district's key findings and recommendations for next steps will only be provided via the annual report.



Key Action Steps / Progress Update

Goals 1-3: Graduation Rate / Academic Achievement / Advanced Coursework



Implementing Culturally Relevant Instructional Practices in all Classrooms / Progress Update

The district’s Equity Task Force continues to monitor equity initiatives through its review of key benchmarks, progress measures, and stakeholder feedback to ensure quality of implementation.

PCS / Equity Task Force / Implementation Monitoring	Expectations
<ul style="list-style-type: none"> Implementation Timelines 	Calendaring and aligning next step(s)
<ul style="list-style-type: none"> Key Benchmarks / Training Targets, Progress Outcomes 	Validating and evaluating key benchmarks
<ul style="list-style-type: none"> Fidelity Measures / Data Tools 	Measuring efficacy of initiatives
<ul style="list-style-type: none"> Cycles of Support / System Follow-Through and Growth 	Establishing systems in support of equitable outcomes

The new Equity with Excellence training was introduced to all schools and teachers during pre-school and includes specific steps for all school leaders, faculty, and staff in putting equity theory into action to impact student outcomes throughout the school year. Those actions include:

- Establishing an Equity Team at each school to conduct ongoing trainings, lead Professional Learning Communities (PLCs), and problem-solve around equity gaps;
- Developing an Equity Team Resource Site with lessons specific to improving classroom culture and equity mindsets;
- Ensuring that each school’s Site-Based Leadership Team (SBLT) is meeting to review equity data, discuss barriers, and develop solutions;
- Conducting classroom “self-audits” to determine strengths and growth steps for each teacher specific to improving their skills in culturally relevant instruction.

Through Quarter 3, each school was conducting an equity data walk to review academic and disciplinary gaps by race and increase dialogue among school staff about racial bias and strategies to move the needle for black learners. The data walk on each campus was organized by the district’s equity team as part of its Equity with Excellence training plan for the 2019-20 school year. The training aligns the district strategies that are key to improving teacher practice and classroom community.

- Equity Champions / Mindset:** Developing cultural competence by recognizing the historical, cultural, social, and racial barriers that can influence beliefs and biases and impact learning.
- AVID’s Culturally Relevant Teaching:** Developing curriculum, lessons, and activities that include specific, intentional, and practical strategies to engage, challenge, and support diverse learners.
- PBIS / Restorative Practices:** Developing equity-centered practices that impact school climate and culture to intentionally build classroom community and a stronger sense of belonging for all learners.



Equity Champions / Mindset

- The district now has 429 teachers and leaders trained and credentialed as Equity Champions.
- The district equity team offers a variety of trainings to deepen faculty and staff understanding of inequality, prejudice, and racism. Those include: *Courageous Conversations: Beyond Diversity* training, and a local Heritage Hike in partnership with the African American Heritage Association.
 - **During Quarter 1**, the Equity Champions conducted 172 trainings across district schools.
 - **During Quarter 2**, an additional 36 trainings were conducted. Additionally, 649 district faculty and staff took part in a variety of optional equity trainings such as after-school or online offerings and equity book studies.
 - **During Quarter 3**, 75 new professional development sessions were held, and 190 teachers took part in follow-up trainings.

AVID's Culturally Relevant Teaching training:

- The district adopted the AVID training protocol in the Spring of the 2017-18 school year with the ambitious goal of training all teachers (approx. 7,500) over 3-5 years.
 - **As of Quarter 1**, the district had trained 1,620 teachers (23% of all teachers in the district). As a matter of comparison, the district had trained only 9% of its teachers at that point last year. More than 600 teachers were trained last summer.
- **In partnership with AVID's national headquarters**, the district secured two additional trainers this year to continue to increase its capacity to train and re-train teachers.
 - **As of Quarter 3**, the total number of teachers trained increased to 2,064, approximately 30% of all teachers in the district.

New BTG Action / Reading Recovery program

- **Through Quarter 3, the district's first-year implementation of Reading Recovery is showing some promising results.** The program is designed to support struggling readers in 1st Grade. Across 12 PCS elementary schools, 89 students were chosen to take part when the school year began (66% of students in the program were black).
 - The students received a half-hour lesson each day for 12-20 weeks with a specially trained Reading Recovery teacher.
 - Pre- and post-data were available in Quarter 3 for 79 of the original 89 students. Of those 79 students, 66 began the year at a Pre-A reading level (pre-kindergarten) and 13 were at a kindergarten level. As of February, none of the students were at a Pre-A level, 40 had advanced to a kindergarten level (reading levels A-D), 32 scored at a 1st Grade level (reading levels E-H), and 7 had moved beyond 1st grade (reading levels I-K). A new group of students began the program beginning with second semester.



Implementing Culturally Relevant Instructional Practices in all Classrooms / Progress Update

- The district closely monitors classroom instruction via its ongoing visits to schools by the Teaching and Learning Division staff.
- The district uses an observation tool design to capture the use of culturally relevant strategies.
 - **As of Semester 1:** 2,772 classrooms were observed.
 - **As of Semester 1,** 73% of classrooms across the district were observed as having strategies in place to build teacher-student and student-student relationships, 52% showed evidence of strategies to empower student voice and lessons unique to each student’s “lived experiences,” and 51% of classrooms observed showed use of culturally relevant strategies that differentiate and support equitable outcomes for all learners.

PCS / Classroom Visitation Data / Semester 1 Totals / 2019-20							
% of responses # of responses		Culturally Relevant Teaching					
		Building Relational Capacity via class meetings, restorative practices, etc.		Honoring Student Experience and Voice via use of relevant materials, local examples, etc.		Holding High Expectations via inclusion of various learning styles, use of models, etc.	
Level	Classroom Visited (N)	Evident	Not Evident	Evident	Not Evident	Evident	Not Evident
District	2,772	73%	27%	52%	48%	51%	49%
		2020	749	1429	1338	1405	1366
High	779	65%	35%	45%	55%	50%	50%
		506	273	351	428	389	390
Middle	893	67%	33%	43%	57%	38%	62%
		596	297	383	510	337	556
Elem	1,100	84%	16%	63%	37%	62%	38%
		918	179	695	400	679	420

*Note: "N/A" or blank responses not tabulated; sections may not add up to 100% of Sessions (N)



Early Warning System / Personalized Learning Plans / Progress Update

- **As outlined in the BTG Plan,** quarterly assessment and student grade data were provided to schools, disaggregated by race.
- **This includes a robust, new reporting system** that is managed by the Teaching and Learning Division specific to students earning Ds and Fs so that schools can intervene and support teachers and students as early as possible.
 - **As of Quarter 2,** the district had trained 619 teachers on equitable approaches to grading practices and competency-based learning.



- **The data shared with schools include trend data by race specific to reading and math standards** via district cycle assessments and the nationally normed NWEA MAP (Measure of Academic Progress) and iReady assessments.
 - **As of Quarter 1**, student performance trends in both ELA and math were promising. Fall MAP projections in elementary show a 31.9% proficiency for black students in reading, which is up from 24.9% at the same time last year. In math, MAP projections show proficiency at 41.7% for black students this fall, up from 36.7% last year.
 - **As of Quarter 2**, student performance metrics for the Winter MAP showed the fall trends holding steady for ELA at 32.0% for black learners across all elementary schools, while math performance dropped slightly to 36.6% for students projected to be proficient.
- **The district's commitment to sharing data and resources directly with students is evidenced by the Personalized Learner Pathway (PLP), which was developed a year ago and is now available to all students as an online resource for reading and math.** A student-led project team developed this digital platform that allows students in grades 3-12 to see key pieces of their academic life and create a profile with their hobbies, achievements, volunteer and work experiences and goals.
 - Students can view their performance on assessments, access targeted lessons, view their progress toward graduation, and keep track of their advanced coursework, industry certifications and performance on college entrance exams.
 - Pinellas County Schools was recognized this summer as a "District of Distinction" by *District Administration* magazine for its development of the new site. Pinellas was one of 34 school districts to receive the honor, which highlights districts that are leading the way with new ideas that solve challenges in schools.
 - **As of Quarter 3**, 25,668 students had logged into the PLP. 4,808 of those students were black (18.7% of all users).
- **Schools are also provided online access to a new Personalized Learning Plan (PMP) tool** that allows schools to track the exact supports in place for each student who is off track academically. Per the BTG Plan, this is a required tool for schools to use in supporting any black student who is off track.

Goal 1: Data Update / Graduation Rates

- Graduation rates for 2018-19 were released by the state in January.
- The district continues to see a steady improvement in its graduation rate. The district reached a record-high graduation rate for the 2018-2019 school year (88.4%). This is the highest graduation rate among the state's ten largest districts.
- The district also continues to see a steady improvement in its black graduation rate (81.3%) and saw a strong decrease in the achievement gap (down to 8.7 percentage points from a previous gap of 11.9 percentage points the previous year). The gap is measured by comparing the non-black graduation rate (90.0%) to the black graduation rate (81.3%).
- The district's black graduation rate is the highest in the district's history. It has increased 16.7 percentage points over the past five years and 24.9 percentage points in the past seven years.



Advanced Coursework / Open Access to College Readiness Testing / Gifted / Progress Update

- **This fall, the district again provided the PSAT** to all 8th graders and to all high school students in 9th and 10th grades. The district also provided free, on-campus ACT and SAT testing to students who needed a higher score.
- **In partnership with the Education Foundation, the district continued its expansion of the Elevating Excellence campaign.** This fall (2019-20), two English and two math teachers at each high school were trained by Applerouth, a test prep company, in strategies to support higher SAT and ACT scores for minority students and those from low-income families. The new, on-site trainers at each campus will provide professional development to other teachers and direct support to students of color to improve college readiness scores.
- **The district's Minority Achievement Officer offered this summer** a college-readiness workshop for juniors and seniors at Lakewood High School (The College Planning Cohort) facilitated by Rising Sun Publishing. The team also facilitates monthly meetings with juniors and seniors and provides them with individualized assistance with the college application process. They are also monitoring 50 black middle school students who have expressed an interest in attending college. The team will meet with them each semester to review their grades, attendance, and discipline and make recommendations for future scheduling of academic courses.
- **As outlined in the BTG Plan, the district is continuing its annual process of universal gifted screening across all elementary schools. The district is also continuing its implementation of "Plan B" for gifted eligibility,** which has been paired with universal screening to provide alternative eligibility criteria for students from underrepresented groups such as English Language Learners (ELL) and students on Free and Reduced Lunch (FRL).

Gifted - Universal Screening / through Quarter 3

- The district screens all first-grade students across its elementary schools.
 - 975 black students were screened for gifted through universal screening in 2019-20.
- 74 black students were found as newly eligible for gifted.
- 23 black students were identified for further evaluation (for gifted).
- Additionally, 40 black students were found newly eligible for gifted under Plan B.

Note: *The screening process was completed by Quarter 3, but the eligibility process was halted as a result of the current health crisis. The process will continue into next year.*

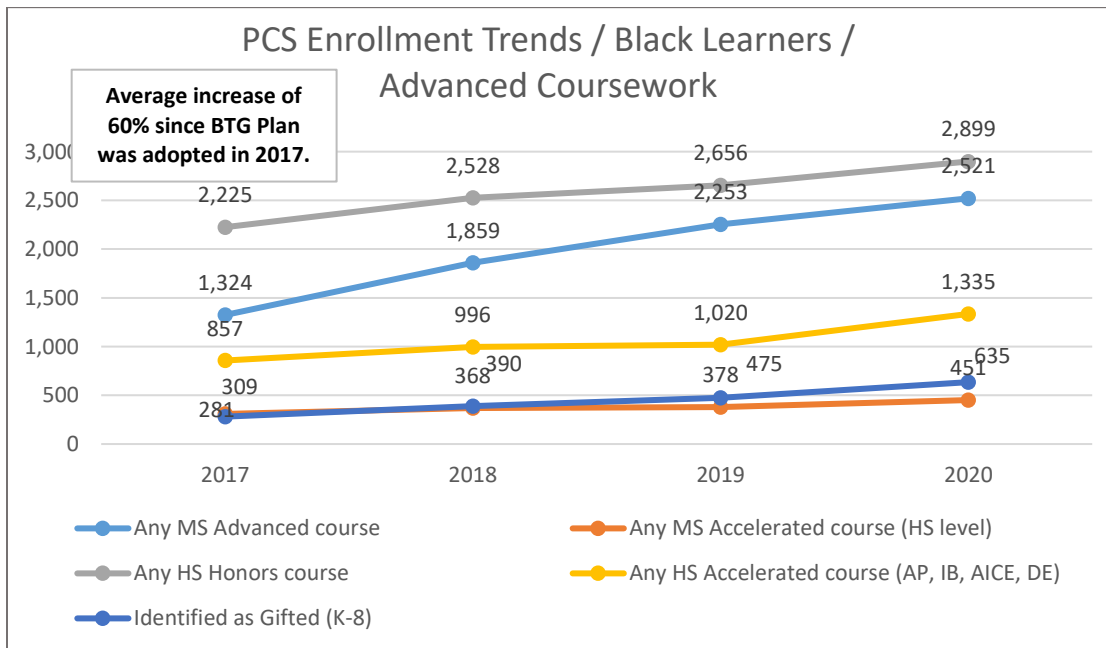


Goal 3: Data Update / Advanced Coursework

- New Data for Quarter 3:** The enrollment of students in advanced and accelerated courses is compiled in the spring of each year. The data below have been updated for 2019-20 and show promising trends in meeting the district's goal of narrowing and eliminating enrollment gaps.
- Goal 3 of the BTG Plan is measured as the percentage of black students enrolled in any advanced or accelerated course,** with the goal of ensuring that enrollment in these rigorous courses matches the total enrollment percentage of black students in the district. The enrollment trends have shown steady increases and are now at 15.1% (compared to the black student population of 18%). As such, the gap has been reduced to 2.9 percentage points, the lowest in the district's history. The number of black students identified as gifted continues to increase as well and has more than doubled since the BTG Plan was approved.

PCS / BTG / Goal 3 / Annual Outcome Measures	Baseline 2015/16	Planning Year (2016-17)	2017-18	2018-19	2019-20
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%	(5,399) 15.1%

Black Enrollment	2017	2018	2019	2020
Any MS Advanced course	1,324	1,859	2,253	2,521
Any MS Accelerated course (HS level)	309	368	378	451
Any HS Honors course	2,225	2,528	2,656	2,899
Any HS Accelerated course (AP, IB, AICE, DE)	857	996	1,020	1,335
Identified as Gifted (K-8)	281	390	475	635





Key Action Steps / Brief Update

Goal 4: Student Behavior / Discipline Disparity



Behavior policies, practices / Training on Restorative Practices / Progress Update

PBIS

- **An assistant principal from each school was trained in the fall as the lead coordinator of schoolwide discipline structures aligned to the key elements of Positive Behavioral Support and Intervention (PBIS).** A new PBIS training with a culturally responsive, restorative focus is under development and a districtwide re-refresh of PBIS is planned for the coming months. The designated assistant principals will lead school teams through a revision of schoolwide behavior plans and protocols aligned to each school's unique school community.
 - **As of Quarter 3**, the training materials have been completed and include both face-to-face and virtual options for schools. The training planned for this summer may move to next school year due to the current health crisis.
- **This fall, district staff reviewed each school's School Wide Behavior Plan** to ensure that the plans align to the tenets of PBIS. The district continues to implement PBIS as its primary framework for maintaining positive school climates and reducing disciplinary behaviors.
- **23 district schools were named this summer as PBIS Model Schools** for demonstrating a commitment to positive and equitable outcomes for all students.

Restorative Practices

- **The district continued its investment in trainers, training materials, and timelines for implementing restorative practices.** The district has entered its second full year of implementation. Each school has developed a team that is dedicated to this work. The teams began their work in the Summer of 2017 as part of a three-day workshop titled Introduction to Restorative Practices.
 - In addition to school teams, the district's Executive Leadership Team, Transportation Department managers, district PCTA members, and some community members attended those trainings. The third day of the training was designed to show teams how to incorporate restorative strategies into their School Wide Behavior Plans and existing processes and procedures. The 2017-18 school year was an exploratory year for all schools.
- **In 2018-19**, the district began its first year of full implementation of restorative practices and began the process of training every teacher in the district in cooperation with the International Institute for Restorative Practices (IIRP). By the end of the school, nearly every teacher in the district had been trained. A district survey issued to all teachers showed that nearly 70% of teachers had embraced the use of restorative practices and believe they were adequately trained.
- **As of 2019-20**, every school has a certified restorative practices trainer on site. As turnover in schools occurs, ongoing training sessions are scheduled for schools to prepare additional certified trainers. A complete resource



site is also available for schools around restorative practices, including materials that schools can use to set goals, reflect on best practices, and engage staff and students in these new strategies.

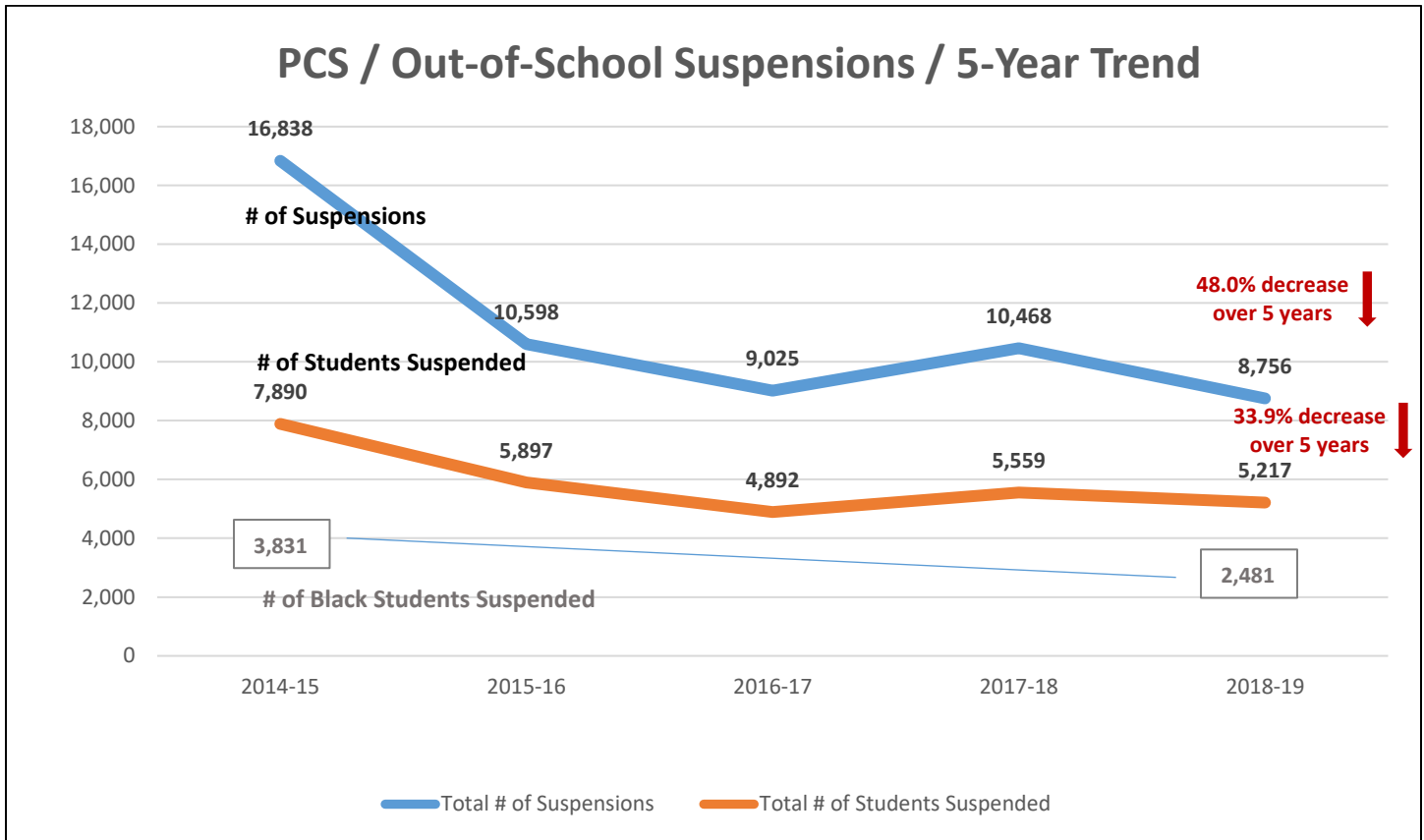
Goal 4: Data Update: / Out of School Suspensions (OSS)

- **Through Quarter 3**, the district's total number of out-of-school suspensions (OSS) and total number of students suspended among all students and black students had decreased considerably from last year (2018-19), though the disparity gap between black and non-black students is similar. See data tables below.
- **The district's Equity Task Force is working with the district's research division to garner feedback from teachers, staff, and administrators on school discipline processes, alternatives to suspension, and new ideas to support students who are off-task.** Focus groups were conducted at 6 district middle schools and feedback will be used to develop alternative consequences and interventions in keeping students on task and social-emotionally supported. The focus groups are in alignment with the district's continued efforts to consider restorative approaches to discipline and to seek input from teachers and staff as to what strategies might be most effective.
- **The district continues to monitor out-of-school suspensions for black students to meet its goal of eliminating OSS for non-violent infractions such as skipping, missed detention, tardies, and minor bus infractions.**
 - **Through Quarter 3**, only 17 suspensions (less than 1%) were given to black students for those non-violent infractions. The district's Area Superintendents continue to evaluate each of these occurrences to ensure that the school's handling and coding of each infraction is correct. The district's monitoring of discipline trends by school and the involvement and support of the Area Superintendents has created an ongoing focus on reducing disparate discipline rates.
- **The district also monitors out-of-school suspensions for black students to meet its goal of reducing OSS for defiance and classroom disruption.**
 - **In Quarter 1**, a total of 195 suspensions (27.5% of all suspensions) were given to black students for those infractions.
 - **In Quarter 2**, a total of 276 suspensions (24.7% of all suspensions) were given to black students for those infractions.
 - **In Quarter 3**, a total of 321 suspensions (26.1% of all suspensions) were given to black students for those infractions. This continues to be an area of focus.



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Quarter 3 Update / 2019-20 / School Board Briefing



PCS / OSS / 5-Year Trend by Race										
	Total # of Suspensions WHITE	Total # of Students Suspended WHITE	Total # of Suspensions BLACK	Total # of Students Suspended BLACK	Total # of Suspensions HISPANIC	Total # of Students Suspended HISPANIC	Total # of Suspensions ASIAN	Total # of Students Suspended ASIAN	Total # of Suspensions MULTI	Total # of Students Suspended MULTI
2014-15	5,458	2,747	8,896	3,831	1,584	873	112	75	766	351
2015-16	3,338	2,000	5,603	2,918	1,060	648	84	58	505	266
2016-17	2,723	1,621	4,666	2,374	1,046	587	106	69	481	238
2017-18	3,182	1,888	5,369	2,625	1,308	715	95	66	487	249
2018-19	2,736	1,751	4,489	2,481	1,037	677	105	75	371	221
	-49.9%	-36.3%	-49.5%	-35.2%	-34.5%	-22.5%	-6.3%	0%	-51.6%	-37.0%

PCS / OSS / Quarter 3 Update / 2019-20										
thru Q3	Total # of Suspensions WHITE	Total # of Students Suspended WHITE	Total # of Suspensions BLACK	Total # of Students Suspended BLACK	Total # of Suspensions HISPANIC	Total # of Students Suspended HISPANIC	Total # of Suspensions ASIAN	Total # of Students Suspended ASIAN	Total # of Suspensions MULTI	Total # of Students Suspended MULTI
2018-19	2,016	1,377	3,433	2,030	794	546	80	60	272	175
2019-20	1,530	1,057	3,029	1,794	634	444	49	36	318	194
Change	-486	-320	-404	-236	-160	-102	-31	-24	46	19



Key Action Steps / Progress Update

Goal 5: ESE Identification (EBD)



EBD Data review / Early Intervening Services / Progress Update

- **The Exceptional Student Education (ESE) Department continues to work collaboratively with the district data departments in creating improved eligibility data reports.** The reports are reviewed and compared to ensure accuracy of the data and coding.
- **The district also added an academic screening tool** to address academic deficits for students being referred for consideration of eligibility in the area of EBD.
- **The district reviews every student with a primary eligibility of EBD** at the student’s annual IEP meeting.
 - **As of Quarter 1**, 12 new black students transferred into Pinellas County Schools who already had an EBD designation. Those students are being re-evaluated per the process outlined in the BTG Plan.
 - **As of Quarter 2**, one additional student transferred into PCS with an EBD designation.
 - **As of Quarter 3**, two additional students transferred into PCS with an EBD designation.
- **Intensive problem solving on behavioral intervention and additional training for school-based staff** is occurring consistently with district behavior specialists in support of early intervention.
 - **Through Quarter 3**, district staff provided six FBA/PBIP facilitator trainings to 163 school-based behavior specialists, social workers, and school psychologists that included utilizing student specific data and interventions, (including cultural components) along with development and implementation of individualized behavior plans.
- **As of 2019-20, the district has assigned four additional district intervention specialists to specifically support early intervening services at high minority schools.** Additional support and training for schools from behavior specialists is also available as needed. This new way of work emphasizes the critical need to establish high-quality general education intervention procedures. The goal is to reduce identification of students found eligible.
 - **As of Quarter 1**, 20 black students were being served in high minority schools and 43 black students are being provided intensive behavior support districtwide.
 - **As of Quarter 2**, 10 black students were being served in high minority schools and 59 black students are being provided intensive behavior support districtwide.
 - **As of Quarter 3**, 22 black students were being served in high minority schools and 30 black students are being provided intensive behavior support districtwide.

2019-20 / Q1	2019-20 / Q2	2019-20 / Q3
New EBD Eligibilities / Quarter 1 Identified by PCS = 10 Black=2, Non-Black=8 Black = 20%	New EBD Eligibilities / Quarter 2 Identified by PCS = 0 Black=0 Non-Black=0	New EBD Eligibilities / Quarter 3 Identified by PCS = 1 Black=1 Non-Black=0



Key Action Steps / Progress Update

Goal 6: Minority Hiring



Improved Processes / Hiring of a Minority Recruitment Team / Progress Update

The Human Resources Division completed its semi-annual review of its hiring practices and procedures to identify inefficiencies and any barriers in hiring minority candidates. This internal review, coupled with feedback from the Urban Schools Human Capital Academy, led to several substantive changes in personnel supports for schools. This includes the hiring new HR specialists this year (called “partners”) to assist schools in finding qualified staff. HR has also streamlined the processes for certification verification and fingerprinting in an effort to expedite hiring timelines.

New BTG Action / Call Me MISTER Program

- HR staff met with the Dean of the College of Education at USF-St. Petersburg to discuss implementation of the new program. An application to Clemson University (which houses the program) was completed by USF, and a site visit was conducted and completed with all stakeholders.
- HR staff also reached out to three high schools (Boca Ciega, Lakewood, and Gibbs) to gather information on black males graduating in 2020 in creating a possible, initial pipeline for Fall/Winter 2020 admission.

The district also continued its aggressive plan to implement a Teacher Cadet program as outlined in the BTG Plan. The program will identify future black educators among current PCS students in high school. The district plans to use this initiative as a springboard for the Call Me MISTER program.

As outlined in the BTG Plan, the district continues to employ a Manager of Talent Acquisition and two additional hiring specialists to focus on minority hiring and filling critical shortage areas. The team has taken critical steps to support recruitment and retention of minority candidates. Those include:

- Building strong relationships with current minority candidates in keeping the candidate pool “warm.”
- Reducing the hiring manager’s time by recommending the most qualified candidates for an interview and facilitating recommendations for hire.
- Rebranding PCS marketing materials to reflect the diversity of the Pinellas County community.
- Providing frequent “check ins” with 1st year teachers in support of improved retention.

As of Quarter 3, the talent acquisition team has focused on the following improvement areas:

Branding

- Resigned table scape for recruitment table to include anchor banner/flag which include a diverse representation of students and teachers.



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Quarter 3 Update / 2019-20 / School Board Briefing

- Created new promotional flyers to include diverse students and teachers to be distributed to potential teacher applicants during outreach campaigns with universities, educational platforms, professional organizations, etc.

Technology

- Redesigned Talent Acquisition webpage to include photos and quotes from current teachers of diverse backgrounds, PCS TA events, IT Factor video, and PCS recruitment videos. The HR department also streamlined (one click) links with pertinent information for candidates.
- Continued an on-going collaboration with Strategic Communications to post major events on the PCS website, Facebook, and Instagram pages.
- Continued to utilize Handshake, Diversity in Ed, and K12 Job Spot to review resumes of potential applicants. HR specialists are contacting candidates across various platforms -- Messenger, phone call, and/or email.



Outreach/Community Connections

- Attended Career Source Pinellas Information Session to spark interest in district and a career in teaching.
- Attended Black Excellent Expo Information Session to provide exposure to PCS and a career in education.
- Presented to 6th-8th graders at Dunedin Middle during Black American Teach-In Day.
- Continued to support the district's black educators (PABSE organization) as needed. New promotional materials were created including a new banner, table runner, consumable items, and informational flyer to recruit new teachers to join the organization. Held Inaugural "Coffee & Conversation" in February (14 attendees, 10 new memberships). Focus Group were also conducted to gain understanding of the challenges that black teachers face in the district. A Lunch & Learn event was held at District-Wide Training to increase awareness of the organization and generate new memberships (19 attendees, 10 new memberships).

Recruitment

- HR hosted its 2nd annual PCS Orientation for final interns (68 attended, 5 black interns).
- Conducted weekly review of black applicants via Search Soft software. Continued to reach out, provide guidance on certification, etc. Tracking number of applicants, fully certified applicants, and hire status.
- Visited University of Illinois at Chicago in March. Provided marketing material to be distributed by Career Services to black student organizations and Urban Ed program.
- Conducted virtual outreach to meet and recruit black teachers through both urban education and traditional programs (HBCUs).
- Attended FL African American Student Association Tampa Bay Chapter meeting to promote and increase awareness of PCS and encourage a career as an educator in our district.