

Goal 1: Graduation Rate

Pinellas County Schools / Bridging the Gap Reporting Template / 2017-18

Data Reporting Template

Action Goal (1.a.): Eliminate the gap between the graduation rates for black and non-black students.
Goal Manager: Rita Vasquez, Executive Director, High School Education

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.

Short-Range Target:

Increase the graduation rate for black students and decrease the gap by an average of 1.8% each year.

Long-Range Target:

Increase the graduation rate for black students each year with the goal of eliminating or greatly narrowing the gap within 10 years.

Annual Outcomes: To narrow or eliminate the gap between the graduation rates for black and non-black students within 10 years, PCS will monitor incremental change for the following annual outcomes:

Annual Outcome Measures	Baseline (2015/16)		2016-17	2017-18	2018-19	2019-20	2020 Target
# and % of black students in who graduated on time with a standard diploma / 4-year senior cohort.	(932) 65.5%	Actual	69.3%				75.0
		Target	67.3%	69.1%	70.9%	72.7%	
Related Outcomes Measures							
# and % of black students in high school (grades 9-11) with a 2.0 or above GPA.	(2,412) 70.0%	Actual	71.0%				
# 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	79.6%				
# and % of black students in high school (grades 9-11) with required credits earned to date.	No Baseline	Actual	74.7%				

	Data Established						
# and % of black students in high school (grades 9-11) with Level 3 or above on state ELA assessment (FSA ELA).	(530) 21.8%	Actual	22.0%				
# and % of black students who graduated with a standard diploma via a concordant assessment score (WFT).	(242) 17.0%	Actual	(374) 39.8%				
# and % of black students who graduated with standard diploma via an ESE assessment waiver (WFW or WRW).	(98) 6.9%	Actual	(100) 10.7%				

Strategies & In-Process Measures

Throughout the year, PCS will monitor the following strategies and in-process indicators for incremental change to ensure the strategies are effectively narrowing or eliminating the gap between the graduation rates for black and non-black students. **NOTE:** Not all strategies in this plan are listed for monitoring. Only those strategies specific to black learners and those required to support the fidelity of the plan and related research questions are listed below.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
In-Process indicator common for all action steps	% of black students meeting graduation readiness standards per grade level expectations (Grade 5 / Grade 8 /Grade 9)	Quarterly	Report	Gr 5: TBD / Data rules are under development Gr 8: TBD / Data rules are under development Gr 9: 76% as of Quarter 1 of 9 th grade.	Gr 5: TBD / Data rules are under development Gr 8: TBD / Data rules are under development Gr 9: 78.6% as of Quarter 2 of 9 th grade.	Gr 5: Gr 8: Gr 9:	Gr 5: Gr 8: Gr 9:
1.2 Provide targeted professional development and additional coaching to teachers and leaders on culturally	Training calendar	Annual	Website	PD calendar published. Available.			

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
<p>responsive strategies to increase engagement and improve pass rates and grade point averages (GPAs) for black students.</p> <p>Noted change to BTG plan: Delete action 1.2 from Goal 1 as it is already measured via Goal 2.</p>	<p>Introductory trainings</p> <p># and % leaders trained / principals, asst. principals and district staff</p>	Quarterly	Informal Report	<p>100% of school principals and assistant principals via monthly leadership trainings</p> <p>Q1 124 members of Teaching and Learning division</p>	<p>100% of school principals and assistant principals via monthly leadership trainings</p> <p>Q2 197 members of Teaching and Learning division</p>		
	# of whole school / staff trainings and # of teachers, staff members attending introductory training	Quarterly	Informal Report	Q1 869 faculty and staff members across 14 schools	Q2 564 faculty and staff members across 21 schools		
	<p>Equity Champions continuum</p> <p># of teachers, leaders trained as Equity Champions training facilitators</p>	Quarterly	Informal Report	<p>Q1 41 have completed the initial training</p> <p>Of those 41, 20 to date have been micro-credential as facilitators</p>	<p>Q2 18 S1 59 have completed the initial training to date</p> <p>Of those 59, 35 to date have ben micro-credential as facilitators</p>		
	# of teachers and staff members taking part in Equity Champions trainings	Quarterly	Informal Report	Q1 181 faculty and staff members across 3 schools	Q2 186 faculty and staff members across 13 schools		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	% black students (grades 9-11) earning 2.0+ GPA each semester	Semester	Informal Report		9 th : 64.8% 10 th : 64.5% 11 th : 72.0%		
	% black students (grades 9-11) earning 3.0+ GPA each semester	Semester	Informal Report		9 th : 23.4% 10 th : 21.3% 11 th : 21.4%		
1.3 Implement culturally responsive instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to improve pass rates and grade point averages (GPAs) for black learners. Noted change to BTG plan: Delete action 1.3 from Goal 1 as it is already measured via Goal 2.	# of targeted classrooms observed	Quarterly	Informal Report	Q1 / 2,293	Q2 / 1,005 S1 / 3,298 to date		
	% of targeted classrooms observed, cultural practices evident using updated district monitoring tool.	Quarterly	Informal Report	Q1 / 2% Occurring (Evident) 26% Developing	Q2 / 32% 4% Occurring (Evident) 28% Developing S1 / 29% cumulative to date		
1.4 Provide each high school the specific standards from district assessments in English, Mathematics, Biology, and US History to support	# and % of schools provided with key standards that needed re-teaching	Semester	Informal Report	16 high schools (100%) after Cycle 1			

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
schools in identifying course concepts / standards that need to be re-taught to improve student mastery and reduce the likelihood of course failures for black learners.							
	% of black students performing at or near proficiency on district cycle assessments	Semester	Informal Report	37% / Gr. 9 Reading 29% / Gr. 10 Reading 17% / Alg. 1A 46% / Alg. 1 59% / Bio 49% / US Hist			
1.6 Develop a learner profile and personalized learning plan for all black students who are not on track to graduate.	% of black students who are not on track who have personalized plans	Quarterly	Informal Report	Draft tool provided to all high schools for use in 2017-18.	Draft tool in use with 12 th graders. All black students in the 12 th grade now have a personalized plan in place.		
1.7 Provide side-by-side coaching as needed to high school leadership teams on using their school Graduation Status Reports to focus support for black students and review personalized learning plans for	# and % of school leadership teams targeted for coaching support	Quarterly	Informal Report	5 schools (31% of high schools) Gibbs, Lakewood, Dixie, Clearwater, Dunedin	6 schools (38% of high schools) Gibbs, Lakewood, Dixie, Clearwater, St. Pete, Northeast		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
students who are not on track to graduate.	# of coaching sessions completed	Quarterly	Informal Report	Gibbs: 1 Lakewood: 0 Dixie: 0 Clearwater: 1 Dunedin: 1	Gibbs: 1 Lakewood: 1 Dixie: 1 Clearwater: 1 Dunedin: 1 St. Pete: 1 Northeast: 1		
1.8 Provide school leadership teams with the following monthly data specific to black students who are not on track: 1) Mid- grading period core course failing grades; 2) Grading Period core course failures; 3) Semester 1 and 2 core course failures; 4) FSA 10th Grade ELA results 5) FSA ALG 1 EOC results.	# and % of schools provided data reports each month / reported as a quarterly percentage	Quarterly	Informal Report	16 high schools (100%)	16 high schools (100%)		
1.10 Ensure that all black students who are not on track to graduate are participating in extended learning opportunities before and after school and in the extended school year program (Summer Bridge) through recruitment and targeted resources.	# and % of black students in high school who are not on track (grades, credits, test scores) – Grades 9-11	Quarterly	Informal Report	Gr 9-11: 23% (based on Q1 grades only)	9 th : 50.0% 10 th : 36.7% 11 th : 30.5% Total: 1594 / 4080 39.1% (based on grades, credits, test scores)		
	# and % of black students not on track who are attending Extended Learning Programs, Summer Bridge.	Quarterly	Informal Report	New ELP tracking system under development. No data available yet.	New ELP tracking system under development. See initial districtwide data under Goal 2.		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
1.11 Establish an online, Open Access Extended Learning Program to support students who need to re-learn key skills and standards (a Restorative Academic Practices Program - RAPP). Noted change to BTG plan: Delete action 1.11 from Goal 1 as it is already measured via Goal 2.	# and % of users / access by black students	Semester	Informal Report		No data available yet. System still under development.		
1.12 Ensure black students who are not on track to graduate participate in "in school" credit recovery classes to recover failed core courses and raise grade point averages to meet graduation requirements.	# and % of black students not on track enrolled in credit recovery	Semester	Informal Report		S1 / 1,500 credit recovery course completions. All students. Data are now available but not yet available by race.		
1.13 Ensure all black students participate in college readiness testing, such as ACT, SAT, and PERT. Ensure	% of black students in high school participating in college readiness testing	Semester	Informal Report		100%		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
that these testing options are tied to the personalized plans for students who are not on track to graduate.	# and % of black students graduating using a ELA / reading concordant score	Annually	Informal Report		371 / 39.8%		
1.16 Set up parent conferences with all black students who are not on track to graduate to review personalized learning plans.	# and % of required conferences held	Quarterly	Informal Report	Counselors required to have conferences but a tracking system for these conferences is still under development.			
	% of black families who report that they are satisfied or highly satisfied with school communication	Annually	Report				
1.17 Ensure an equitable representation of black learners in school awards and recognition ceremonies.	% of black students recognized / all schools	Annually	Informal Report				
1.18 Invite families of black students to a graduation and scholarship evening specific to black students. Pull data specific to black learners and match to graduation status and scholarship opportunities.	# and % of high schools hosting events	Annually	Informal Report				
	# of events hosted by each high school / average	Annually	Informal Report				
	# of families of black students in attendance / average	Annually	Informal Report				

Goal 2: Student Achievement

Data Reporting Template

Action Goal (1.b.): Eliminate the gap between the proficiency rates on state and national assessments for black and non-black students.

Goal Manager: Kevin Hendrick, Associate Superintendent, Teaching and Learning

Condition (as of 2015-16)

Pinellas County Schools has a proficiency rate on the Florida Standards Assessment (FSA) for ELA-Reading of 56.4% for non-black students and 24.2% for black students, a gap of 32.2. 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.

Short-Range Target:

Decrease the gap in ELA-Reading and Math proficiency for black students by an average of 3.2% each year on state assessments.

Long-Range Target:

Increase the proficiency for black students and decrease the gap on state assessments by an average of 3.2% each year, with a target of equal proficiency for black and non-black students on state assessments.

Annual Outcomes:

To narrow or eliminate the gap between proficiency rates on state-required and national assessments for black students and non-black students within 10 years, PCS will monitor incremental change for the following annual outcomes:

Annual Outcome Measures / ELA and Math	Baseline (2015/16)	2016-17	2017-18	2018-19	2019-20	2020 Target
# and % of black students districtwide scoring Level 3 or above on state FSA ELA-Reading.	(2,494) 24.2%	(2,654) 25.7%				40
		Target 27.4	30.6%	33.8%	37.0%	

# and % of black students districtwide scoring Level 3 or above on FSA Math.	(2,143) 27.9%		(2,305) 29.0%					45
		Target	31.1%	34.3%	37.5%	40.7%		
Related Outcome Measures / ELA and Math								
# and % of black students in Grades 3-5 scoring Level 3 or above on state FSA ELA-Reading / elementary.	(1,129) 26.5%	Actual	(1,302) 29.5%					
# and % of black students in Grades 6-8 scoring Level 3 or above on state FSA ELA-Reading / middle school	(835) 23.1%	Actual	(859) 23.5%					
# and % of black students in Grades 9-10 scoring proficient / Level 3 or above on FSA ELA-Reading / high school.	(530) 21.8%	Actual	(493) 22.0%					
# and % of black students in Grades 3-5 scoring Level 3 or above on FSA Math / elementary.	(1,438) 33.7%	Actual	(1,607) 36.2%					
# and % of black students in Grades 6-8 scoring Level 3 or above on FSA Math / middle school.	(705) 20.7%	Actual	(698) 19.9%					
Other Outcome Measures								
# and % of black students in Grades K-2 scoring proficient in reading / at or near grade level on norm-referenced assessments.	NA / New Assessment Begins in 2017-18	Actual						
# and % of black students in Grades K-2 scoring proficient in math / at or near grade level on norm-referenced assessments.	NA / New Assessment Begins in 2017-18	Actual						
# and % of black students with an A, B, C average / elementary school / grade 5 (core courses only).	No baseline established	Actual	(975) 76.2%					
# and % of black students with an A, B, C average (2.0 GPA) / middle school / all grades / 6-8 (core courses only).	No baseline established	Actual	(2895) 76.4%					
# and % of black students with a college ready score on the ACT or SAT / reading / compared to state and nation.	No baseline established	Actual	TBD / not available yet					
# and % of black students with a college ready score on the ACT or SAT / math / compared to state and nation.	No baseline established	Actual	TBD / not available yet					

Strategies & In-Process Measures

Throughout the year, PCS will monitor the following strategies and in-process indicators for incremental change to ensure the strategies are effectively narrowing or eliminating the gap between the proficiency rates on state and national assessments for black and non-black students. **NOTE:** Not all strategies in this plan are listed for monitoring. Only those strategies specific to black learners and those required to support the fidelity of the plan and related research questions are listed below.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
In-Process indicators common for all action steps	% black students at or near proficient on Reading-ELA and Math district assessments	Semester	Report	Testing Cycle 1: Grades 3-5: <ul style="list-style-type: none"> • 27% / ELA • 36% / Math Grades 6-8: <ul style="list-style-type: none"> • 38% / Gr. 6 Reading • 40% / Gr. 7 Reading • 37% / Gr. 8 Reading <ul style="list-style-type: none"> • 31% / Gr. 6 Math • 38% / Gr. 7 Math • 10% / Pre-Alg • 69% / MS Alg. 1 • 91% / MS Alg. 1 Hon Grade 9-10: <ul style="list-style-type: none"> • 37% / Gr. 9 Reading • 29% / Gr. 10 Reading • 17% / HS Alg. 1A • 46% / HS Alg. 1 	Testing Cycle 2: Grades 3-5: <ul style="list-style-type: none"> • 24% / ELA • 34% / Math Grades 6-8: <ul style="list-style-type: none"> • 37% / Gr. 6 Reading • 40% / Gr. 7 Reading • 37% / Gr. 8 Reading <ul style="list-style-type: none"> • 39% / Gr. 6 Math • 41% / Gr. 7 Math • 30% / Pre-Alg • 91% / MS Alg. 1 • 99% / MS Alg. 1 Hon Grade 9-10: <ul style="list-style-type: none"> • 48% / Gr. 9 Reading • 38% / Gr. 10 Reading • 24% / HS Alg. 1A • 18% / HS Alg. 1 		
2.2 Provide targeted professional development and additional coaching to teachers and leaders on	Training calendar	Annually	Website	Calendar published. Available.			

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
culturally responsive strategies to increase engagement in rigorous instruction for minority learners and increase the percentage of proficient students.	Introductory trainings # and % leaders trained / principals, asst. principals and district staff	Quarterly	Informal Report	100% of school principals and assistant principals via monthly leadership trainings Q1 124 members of Teaching and Learning division	100% of school principals and assistant principals via monthly leadership trainings Q2 197 members of Teaching and Learning division		
	# of whole school / staff trainings and # of teachers, staff members attending introductory training	Quarterly	Informal Report	Q1 869 faculty and staff members across 14 schools	Q2 564 faculty and staff members across 21 schools		
	Equity Champions continuum # of teachers, leaders trained as Equity Champions training facilitators	Quarterly	Informal Report	Q1 41 have completed the initial training Of those 41, 20 to date have ben micro-credential as facilitators	Q2 18 S1 59 have completed the initial training to date Of those 59, 35 to date have ben micro-credential as facilitators		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	# of teachers and staff members taking part in Equity Champions trainings	Quarterly	Informal Report	Q1 181 faculty and staff members across 3 schools	Q2 186 faculty and staff members across 13 schools		
	% of black students excelling, earning As and Bs / elementary (Grade 5)	Semester	Informal Report		39.3%		
	% of black students excelling, earning As and Bs (3.0 GPA) / middle (Grades 6-8)	Semester	Informal Report		34.8%		
	% of black students on track (2.0 GPA) / middle (Grades 6-8) Note: High school data found in Goal 1 above.	Semester	Informal Report		81.2%		
2.3 Implement culturally responsive instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to increase the percentage of proficient students.	% of targeted classrooms observed	Quarterly	Informal Report	Q1 / 2,293 to date	Q2 / 1,005 S1 / 3,298 to date		
	% of targeted classrooms cultural practices evident using updated district monitoring tool	Quarterly	Informal Report	Q1 / 28% 2% Occurring (Evident) and 26% Developing	Q2 / 32% 4% Occurring (Evident) and 28% Developing		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
					S1 / 29% cumulative to date		
2.4 Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement.	% of classrooms with access to culturally-rich supplemental materials	Semester	Informal Report		100%		
	% of classrooms showing evidence of use of culturally-rich supplemental materials	Semester	Informal Report		28% / via sampling of PCS classrooms		
2.5 Ensure equity by providing easy access for all black students to on-site, college readiness testing in every high school (ACT, SAT, PERT).	% of black students seniors in high school participating in college readiness testing	Semester	Informal Report		All high school students are provided free, on-campus testing in each of the college readiness tests. 12 th Graders / Black / % participating PERT: 78.7% ACT: 67.5% SAT: 63.4%		
2.7 Provide training to school principals and school leadership teams on using early warning data to	# schools / teams targeted for training	Quarterly	Informal Report	All schools	All schools		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
monitor and support black students in development of personalized learning plan for each student at risk based on early warning indicators.	# of school leaders trained / all principals, assistant principals	Quarterly	Informal Report	100% of school principals and asst. principals via monthly leadership trainings	100% of school principals and asst. principals via monthly leadership trainings		
	% of black students who are not tracked via a personalized plan of support	Quarterly	Informal Report	Draft personalized planning tools are in use. Common tool still under development. No data yet available.	Draft personalized planning tool is in use. 35 schools were trained in use of the pilot tool. 23 are using it currently.		
	# and % of black students with personalized plans who are now making adequate academic progress (no early warning indicators)	Semester	Informal Report		No significant changes to data yet.		
2.8 Implement effective intervention strategies based on the close monitoring of students with personalized learning plans.	Targeted intervention strategies provided to schools	Annually	Strategies menu	Revised and available for 2017-18			
	% of black students who are not tracked via a	Quarterly	Informal Report	Draft personalized planning tools are in use. Common tool still under	336 black students across 23 schools using a pilot		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	personalized plan of support			development. No data yet available.	personalized planning tool		
2.9 Ensure teachers have access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning.	% of teachers with access to real-time data specific to black students with personalized plans	Semester	Informal Report		100%		
	# and % of black students with personalized plans who are now making adequate academic progress (no early warning indicators)	Semester	Informal Report		No sufficient evidence yet to report on this metric.		
2.12 Ensure that black students are participating in extended learning opportunities before and after school and in the extended school year program (Summer Bridge) through recruitment and targeted resources.	# and % of black students who are not on track / ES, MS, HS (GPA below 2.0 and FSA Levels 1 or 2) (Grades 4-10)	Quarterly	Informal Report	GPA / Grades: 3,938 28.6% FSA ELA: 7,654 74.3% / Levels 1-2 FSA Math: 5,644 71.0% / Levels 1-2			
	# and % of black students not on track who are attending Extended Learning Programs.	Quarterly	Informal Report	New ELP tracking system under development. No data available yet.	S1 / 12,080 total students in ELP S1 / 1,971 are black (16.3%) 1,381 in Grades 4-12 1,053 of those students are off track (76.2%).		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
					Others are attending for enrichment.		
2.13 Establish an online, Open Access Extended Learning Program to support students who need to re-learn key skills and standards (a Restorative Academic Practices Program—RAPP). Note: Name change will occur.	Creation of new program	Annually	Presentation of program				
	# and % of users / access by black students	Semester	Informal Report		No data available yet.		
2.14 Identify and monitor the number of minority students participating in enrichment opportunities, such as STEM (Science, Technology, Engineering, and Mathematics) Academies, academic competitions, arts opportunities and clubs.	# and % of black students participating in STEM or related enrichment programs / by level	Quarterly	Informal Report				
2.15 Ensure that schools with high minority enrollments provide additional, strategically-focused time during and after school to support academic interventions and flexible instructional delivery.	# of schools with high minority enrollments (defined as at least 40% black enrollment)	Semester	Informal Report		19		
	# of high minority schools offering additional instructional time (extended school day, etc.)	Semester	Informal Report		12		
2.16 Partner with families to monitor usage among black students of digital resources that are provided	# and % of schools providing these programs	Annual	Informal Report				

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
beyond the school day, such as STEMScopes, Think Through Math, Connect for Success computer (for increased access to iReady, iStation, STMath and myOn), Math Nation, Reading Plus and Khan Academy.	# and % of black students participating / users	Annual	Informal Report				
	% of black students participating in the programs who have improved their reading or math assessments	Annual	Research report				
2.19 Ensure Parent University sessions are provided in locations that make attendance convenient for black families. Noted change to BTG plan: Change name from Parent University to Parent Academies (a series of events offered to parents)	# of sessions / locations across the district	Semester	Informal Report		1 (John Hopkins MS)		
	# of black families attending at each location	Annual	Informal Report		Approx. 100		
	% of black families who report that they are satisfied or highly satisfied with school communication	Annual	Report				
2.20 Support teachers by providing professional development on building relationships and sharing student data with black families.	# of schools, teachers targeted for training	Semester	Informal Report		55 schools / approx. 2,500 teachers		
	% of black families who report that they are satisfied or highly satisfied with school communication	Annual	Report				

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
2.21 Provide parent workshops in high minority schools that are "linked to student learning" in collaboration with Dr. Karen Mapp. Empower parents by providing a deeper understanding of student data, resources available and personalized learning plans.	# and % of schools hosting parent workshop events linked to learning	Semester	Informal Report		15 schools trained. 100% hosting events.		
	# of families of black students in attendance / average	Semester	Informal Report		In process. Data not yet collected in any systematic way at each school.		



Goal 3: Advanced Coursework

Data Reporting Template

Action Goal (1.c.): Eliminate the gap between accelerated participation and performance rates for black and non-black students.

Goal Manager: Judith Vigue, Director, Advanced Studies

Condition (as of 2015-16)

Pinellas County Schools has a participation rate that ranges from 12.8% for black students in high school honors classes to 9.1% in high school accelerated courses. The percentage of black students enrolled in career programs (CAPE) is about 17%. The total gap in enrollment among all advanced and accelerated courses for 2015-16 was 5.9 percentage points.

Short-Range Target:

Increase the percentage of black students enrolled in advanced and accelerated courses by an average of 1% each year, and increase the percentage of black students earning college credit and industry certifications by .5% each year.

Long-Range Target:

Increase the percentage of black students enrolled in advanced and accelerated courses by 1% each year to meet or exceed the percentage enrollment of black students (which was 18% in 2015-16), as well as increase the percentage of black students earning college credit and industry certifications to meet or exceed the district or state average.

Annual Outcomes:

To narrow or eliminate the gap between accelerated participation and performance rates for black and non-black students within 10 years, PCS will monitor incremental change for the following annual outcomes:

Annual Outcome Measures	Baseline (2015/16)	2016-17	2017-18	2018-19	2019-20	2020 Target
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%				17.0
		Target 13%	14%	15%	16%	

Annual Outcome Measures	Baseline (2015/16)		2016-17	2017-18	2018-19	2019-20	2020 Target
Related Outcome Measures							
# and % of black middle school students enrolled in an advanced course.	(1,583) 12.6%	Actual	(1,324) 11.1%				
# and % of black middle school students enrolled in an accelerated (high school) course.	(443) 8.9%	Actual	(309) 8.1%				
# and % of black high school students enrolled in an honors course.	(2,052) 12.3%	Actual	(2,225) 12.8%				
# and % of black high school students enrolled in an accelerated course (AP or Dual Enrollment).	(718) 8.6%	Actual	(857) 9.1%				
# and % of black students in high school enrolled in a career, technical education course.	(2,232) 19%	Actual	(2,742) 17%				
# and % of black students enrolled in district choice / application programs / total across the district	(1,167) 6.3%	Actual	(1,235) 6.8%				
# and % black middle school students earning high school credit through accelerated coursework.	(663) 3.3%	Actual	(509) 2.5%				
% black high school students (individual students) earning college credit through success in course grades or exam scores that articulate to college (of those students taking these courses).	6.0%	Actual	(385) 6.8%				
# and % of black students in high school completing an industry certification.	No baseline data established	Actual	(1,938) 31%				

Strategies & In-Process Measures

Throughout the year, PCS will monitor the following strategies and in-process indicators for incremental change to ensure the strategies are effectively narrowing or eliminating the gap between accelerated participation and performance rates for black and non-black students. **NOTE:** Not all strategies in this plan are listed for monitoring. Only those strategies specific to black learners and those required to support the fidelity of the plan and related research questions are listed below.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
3.4 Provide training for teachers of accelerated courses (HS courses in MS and college courses in HS) that is specific to culturally relevant instruction to ensure engagement of black learners.	# and teachers targeted for training	Semester	Informal Report		Approx. 330 remaining. 172 trained last summer.		
	% of teachers trained	Semester Change to Annual measure	Informal Report		Q2 / None to date this year. Training scheduled again for Summer 2018. 172 teachers trained last summer.		
	% classrooms observed	Quarterly	Informal Report	Data only available for all classrooms observed. The data will be disaggregated for only "advanced" courses beginning Quarter 2. 2,293 / All PCS classrooms	S1 / 126 advanced, accelerated, and AVID classrooms observed to date		

	% classrooms engagement evident	Quarterly	Informal Report	Q1 / 28% All PCS classrooms 2% Occurring (Evident) / All PCS classrooms 26% Developing / All PCS classrooms	S1 / 31% Advanced, Accelerated Classrooms 6% Occurring (Evident) and 25% Developing / Advanced, Accelerated, AVID classrooms		
3.5 Implement universal screening for gifted identification for all students by the end of 2 nd grade and for any grade for those not previously screened in the Transformation Zone/ Scale Up schools to expand the number of black students served within the talent development groups or identified as gifted learners.	# of black students targeted for universal screening	Annually	Informal Report		1,718 District-wide		
	% of black students participating in universal screening	Annually	Informal Report		100%		
	# and % of black students identified through universal screening for further evaluation as a result of universal screening	Annually	Informal Report		62 black students out of 775 total students identified (8% of all students who were identified for further evaluation were black)		
	Delete. # and % of students in Transformation Zone identified as gifted	Semester	Informal Report	Process often takes more than one semester to complete. This is			

		already measured annually via the district's BTG report.					
3.6 Ensure equity by providing easy access for all black students to on-site, college readiness testing in every high school (ACT, SAT, PERT).	% of black students seniors in high school participating in college readiness testing	Semester	Informal Report		12th Graders / Black / % participating PERT: 78.7% ACT: 67.5% SAT: 63.4%		
	# and % of black high school students earning a college-readiness score	Annually	Report				
3.9 Provide to all high school principals twice a year an accelerated component report disaggregated by race and require schools to track as part of each student's personalized learning to successfully complete an accelerated course or industry certification.	% of black students on track to graduate (grades 11 and 12) who have successfully completed an accelerated course or industry certification	Annually	Informal Report				
3.10 Provide side-by-side coaching as needed to school counselors on using their SAT Suite of Assessments data and academic data disaggregated by race to identify black students who could take more rigorous classes.	# high school counselors / % trained	Semester	Informal Report		100% Trained / Ongoing coaching provided		
3.11 Ensure that all black students who show potential to succeed in an AP or dual enrollment course are scheduled into a course for the appropriate subject and that	# of black high school students showing potential	Annually	Informal Report			344	
	% black students showing potential who are scheduled into a course	Annually	Informal Report		52% 166 / 317 (Note: Updated after Q1 per		

appropriate support is provided (i.e. AVID).	for the appropriate subject			latest data available)				
	% of black students enrolled in AVID; % change in AVID enrollment from previous year	Annually	Informal Report					
3.12 Develop report to provide school principals with real-time academic data (ex. grades) specific to black students in accelerated core courses prior to the end of each grading period to support increased success in those courses.	% of black students earning D and F grades in accelerated core courses at mid-quarter	Quarterly	Informal Report	Report under development. Will be available Quarter 3.	Report finalized. Will be available Quarter 3.			
	# and % of black middle school students who have at least one weighted core content course, and earn all A's and B's / 3.0 GPA for the semester	Semester	Informal Report		1,921 / 52.7%			
	# and % of black high school students who have at least one weighted core content course for the grading period, and earn at least a 3.0 GPA	Semester	Informal Report		3,523 / 46.5%			
3.14 Identify and invite the top 15% 20% of black 7th grade students in each middle school to participate in the PCS Talent Identification Program which includes taking the SAT and/or attending the summer STEM camp.	# black students invited to participate	Annually	Informal Report		189 for 2017-18			
	# and % of invited black 7 th graders taking the SAT	Annually	Informal Report					
	# and % of invited black students participating in SAT and/or STEM camp	Annually	Informal Report					

3.16 Provide to each high school principal by the end of third quarter a roster of the black students in 9th and 10th grades who show potential and should be taking part in courses or extended learning opportunities tied to PSAT preparation for the purposes of improving scholarship opportunities.	# black students identified for PSAT support	Annually	Informal Report				
	# schools with extended learning opportunities tied to PSAT preparation	Annually	Informal Report	8			
	# and % of students identified for PSAT support who participated	Annually	Informal Report				
	% of participating black students whose SAT scores qualify for Bright Futures Scholarships	Annually	Informal Report				
3.19 Increase representation of black learners in Advanced Studies recognition ceremonies (such as PRIDE, AVID Pinning and the Honors Breakfast).	% of black students recognized across all ceremonies	Annually	Informal Report				
3.20 Coordinate with each level's education department to invite families of black students to a curriculum fair for accelerated courses, and pathways to graduation.	# and % of schools hosting curriculum fair events (all levels)	Annually	Informal Report				
	# of curriculum fair events hosted	Annually	Informal Report				
	# of families of black students in attendance (all events) / average	Annually	Informal Report				
	% of black families who report that they are satisfied or highly satisfied with school communication.	Annually	Informal Report				



Goal 4: Student Discipline

Data Reporting Template

Action Goal (1.d.): Reduce the disparity in the rates of disciplinary infractions between black and non-black students.

Goal Manager: Area Superintendents

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 “risk ratio” and that number is 2.38 for referrals and 4.33 for suspensions, which means that black students remain about two times more likely to receive a referral and four times more likely to receive a suspension.

Short-Range Target:

Reduce the risk ratio for out of school suspensions by 0.33 each year.

Long-Range Target:

Reduce the number of referrals and suspensions for black students and reduce the risk ratio for black students for referrals and suspensions until it reaches the target ratio of 1.0 within 10 years.

Annual Outcomes: To reduce the disparity in the rates of disciplinary infractions between black and non-black students within 10 years, PCS will monitor incremental change for the following annual outcomes:

Annual Outcome Measures	Baseline (2015/16)	2016-17	2017-18	2018-19	2019-20	2020 Target
Discipline Disparity Rate / Risk Ratio (referrals) / black students	2.38	Actual 2.64				1.90
		Target 2.30	2.20	2.10	2.00	
Discipline Disparity Rate / Risk Ratio (OSS) / black students	4.33	Actual 4.07				2.70
		Target 4.00	3.70	3.40	3.00	
Related Outcomes Measures	Baseline (2015/16)	2016-17	2017-18	2018-19	2019-20	2020 Target

# and % of black students with an office disciplinary referral (also report detailed findings by gender and type of infraction)	(7,009) 46.1% of all referrals	Actual	(6,919) 47.6%			
# and % of black students with an out-of-school suspension (OSS) (also report detailed findings by gender and type of infraction)	(2,918) 49.5% of all OSS	Actual	(2,374) 48.5%			

Strategies & In-Process Measures

Throughout the year, PCS will monitor the following strategies and in-process indicators for incremental change to ensure the strategies are effectively reducing the disparity in the rates of disciplinary infractions between black and non-black students. **NOTE:** Not all strategies in this plan are listed for monitoring. Only those strategies specific to black learners and those required to support the fidelity of the plan and related research questions are listed below.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
4.1 / 4.8 Develop and implement with fidelity in all schools a school-wide behavior plan that integrates all the critical components of PBIS (school-wide expectations / rules, guidelines for success, plan for teaching pro-social / appropriate student behavior, and positive reinforcement for behavior).	% of schools with behavior plans that integrate critical components of PBIS (using rubric)	Annually	Informal Report	100%			
	% of schools scoring satisfactory or higher on the PBIS Implementation Checklist (PIC) / 70%	Semester	Informal Report		65% scored satisfactory or higher		
	% of schools scoring 70% or higher on the Benchmarks of Quality (BOQ) assessments	Annually	Informal Report				
4.2 Closely monitor school discipline data to eliminate Out-of-School Suspension (OSS) for non-violent infractions, such as skipping class/school, missed detentions,	# and % of non-violent infractions for black students that resulted in OSS	Quarterly	Informal Report	5 All for bus misconduct	0 None this quarter		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
excessive tardies, electronic devices, leaving school grounds w/o permission, or being in an unauthorized location.				Less than 1% of all suspensions given to black students			
4.2 Closely monitor school discipline data to review practice regarding out-of-school suspension (OSS) for the following non-violent infractions: defiance and classroom disruption	# and % of defiance and classroom disruption referrals for black students that resulted in OSS	Quarterly	Informal Report	Q1 / 193 23.7% of all suspensions given to black students	Q2 / 309 23.9% of all suspensions given to black students		
4.3 Train all School-Based Resource Officers (SROS) to ensure full implementation of the Collaborative Interagency Agreement, which is designed to decrease arrests in favor of school consequences.	% of officers trained	Semester	Informal Report		100%		
	# and % of black students arrested	Quarterly	Informal Report	Q1 / 67	Q2 / 13 S1 / 80 black students arrested 62.9% of all students arrested were black		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
4.4 Ensure policy is followed that that no more than 10 days of Out-of-School Suspension (OSS) is given to general education students in one semester without consultation with the Area Superintendent.	# of black students with 10+ (more than 10) days OSS / semester	Semester	Informal Report		11		
4.4 Ensure procedure is followed that that no more than 10 days of Out-of-School Suspension (OSS) is given to ESE students in the entire year.	# of black ESE students with 10+ (more than 10) days OSS / year	Annually	Informal Report				
4.5 Ensure procedure is followed that no elementary students are given OSS without consultation with Area Superintendent.	# and % of black elementary students given OSS with or without consultation with Area Superintendent	Quarterly	Informal Report	Q1 / 53	Q2 / 72 S1 / 125 to date 65.4% of suspensions in elementary school went to black students. Note: No elementary suspensions were issued without consultation with an Area Supt.		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
4.6 Ensure procedure is followed that no more than 3 days of In-School Suspension (ISS) or OSS is given for any one infraction without consultation with Area Superintendent.	# of black students given ISS or OSS for one infraction that is more than 3 days with and without consultation with Area Superintendent	Quarterly	Informal Report	0	0		
4.7 Collaborate with the Community Equity Committee to garner support and feedback in order to improve and/or reduce discipline disparity practices.	# of meetings held	Semester	Informal Report		1		
4.10 Train all school administrators in the use of culturally responsive disciplinary practices and ensure strong implementation in all schools, beginning with those schools with high minority enrollments.	% leaders trained	Annually	Informal Report	100% / 123 principals and school teams			
	# and % of black students receiving referrals and suspensions (OSS)	Quarterly	Informal Report	Referrals (2568) 48.8% of referrals have gone to black students. OSS (619) 54.6% of suspensions have gone to black students.	Referrals Q2 (1977) S1 4545 46.9% of referrals have gone to black students. OSS Q2 (691) S1 1310 51.4% of suspensions have gone to black students.		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
4.11 Provide school leadership teams with strategies on Social and Emotional Learning (SEL) to support a student's ability to contribute to a school's positive culture.	% leadership teams trained	Annually	Informal Report	95% of principals have been trained at the awareness level			
4.12 Provide professional development to principals on the use of Check-In Check-Out as a Culturally Responsive Intervention for black male students.	% leaders trained	Semester	Informal Report		100% received training		
	# black males students receiving the intervention	Semester	Informal Report		1,757 black students have received this intervention (male and female)		
4.18 Implement an Alternative Placement Program (APP) for suspension for middle and high school students as an alternative setting for students to serve a suspension.	# of total students taking part in Alternative Placement Program.	Quarterly		Q1 / 73	Q2 / 21 S1 / 94 to date		
4.20 Provide professional development on restorative practices to all schools, delivered by the licensed PCS restorative practice trainers.	% school teams schools participating in PD	Semester	Informal Report	100%			
	#, % of schools implementing restorative practices at an application level.	Semester	Informal Report		0% All schools still operating at an awareness level		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
					during this first-year of implementation		

Data Reporting Template

Action Goal (1.e.): Reduce the disparity of black students being found eligible for Exceptional Student Education (ESE) programs.

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

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 one 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.

Short-Range Target:

Reduce the risk ratio for EBD placement by one quarter (0.25) each year.

Long-Range Target:

Reduce the risk ratio each year with a target disparity rate at or near 1.0 within 10 years.

Annual Outcomes:

To reduce the number of black students being found eligible for Exceptional Student Education programs within 10 years, PCS will monitor incremental change for the following annual outcomes:

Annual Outcome Measures	Baseline (2015/16)		2016-17	2017-18	2018-19	2019-20	2020 Target
Risk Ratio (ESE overall) / black	1.45	Actual	1.47				1.25
		Target	1.45	1.40	1.35	1.30	
Risk Ratio (EBD) / black	4.20	Actual	3.94				2.95
		Target	3.95	3.70	3.45	3.20	
Related Outcomes Measures							
# and % of black students eligible for ESE services	(3,618) 25%	Actual	(3,371) 25%				
# and % of black students eligible for Emotional Behavioral Disability (EBD) identification / Total	(427) 49%	Actual	(335) 49%				
# and % of black students found eligible for Emotional Behavioral Disability (EBD) identification / Identified in Pinellas	(20) 47%	Actual	(16) 57%				
# and % of black students found eligible for Emotional Behavioral Disability (EBD) identification / Transfers Into County	(24) 42%	Actual	(23) 40%				

Strategies & In-Process Measures

Throughout the year, PCS will monitor the following strategies and in-process indicators for incremental change to ensure the strategies are effectively reducing the number of black students being found eligible for Exceptional Student Education programs. **NOTE:** Not all strategies in this plan are listed for monitoring. Only those strategies specific to black learners and those required to support the fidelity of the plan and related research questions are listed below.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
5.2 The Exceptional Student Education (ESE) department will initiate a record review for new to Pinellas transfer students with an EBD eligibility from outside of the district to determine most appropriate services in PCS. Students will receive current IEP services during the time they are being reevaluated.	# of black transfer students into Pinellas County identified as EBD	Quarterly	Informal Report	Q1 / 14	Q2 / 3		
	# of record reviews completed for black transfer students into Pinellas County	Semester	Informal Report		S1 / 17		
	# of black transfer students identified for EBD re-evaluation process	Quarterly	Informal Report	Q1 / 14	Q2 / 2		
	% # of re-evaluations completed for EBD transfer students / black	Semester	Informal Report		0 (not completed as of yet)		
	# of black transfer students identified for EBD after review, re-evaluation process	Semester	Informal Report		0 (not completed as of yet)		
5.3 Provide intensive supports from district personnel to ensure interventions are being implemented for black students who received evaluation consent at the end of the prior school year. Noted change to BTG plan: This action step will be removed. It can no longer be tracked since all students fall under the new process.	# of students referred late in the previous school year	Quarterly	Informal Report	— N/A			
	# of late referral students receiving support	Quarterly	Informal Report	— N/A			

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	# and % of late referral students found eligible after evaluation	Semester	Informal Report				
5.4 Provide intensive and intentional early intervening services, using district resources, prior to Emotional Behavioral Disability (EBD) identification.	# of school support requests for early intervening services for students under consideration for EBD	Quarterly	Informal Report	Q1 / 6	Q2 / 14		
	# of school support requests for early intervening services for black students under consideration for EBD	Quarterly	Informal Report	Q1 / 4	Q2 / 7		
	# of black students receiving early intervening support (using the district behavior specialists' database for	Quarterly	Informal Report	Q1 / 4 students receiving support	Q2 / 7		
	# of new EBD eligibilities / black students / identified by PCS	Quarterly	Informal	Q1 / 21	Q2 / 5		
	# of new EBD eligibilities for black students identified by PCS	Quarterly	Informal Report	Q1 / 9	Q2 / 1		
5.5 The Exceptional Student Education (ESE) department will initiate a records review and re-evaluation as needed for black students who are designated as EBD. Additionally, the ESE department will identify students with multiple eligibilities (including EBD) and initiate a records review when applicable.	# of black students identified as EBD	Annually	Informal Report	293			
	# of record reviews completed after identification ≠ for black EBD students	Semester	Informal Report		34		
	# of re-evaluations completed for black EBD students						

	# of transfers of EBD to a secondary disability ≠ for black students					
	# of dismissals from EBD ≠ for black students	Annually	Informal Report			
5.7 Provide targeted and sustainable professional development to behavior specialists that includes the utilization of student specific data and interventions, including, cultural components in student's positive behavior plans (PBIP).	# and % of behavior specialists trained	Semester	Informal Report		76 trained (88%)	
	# of black students identified as EBD at schools with trained behavior specialists	Semester	Informal Report		1	

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
5.8 Pilot a model for collaborative and proactive solutions (CPS), literacy instruction (IRLA), and social emotional learning (SEL) at one elementary school as a potential model for other schools to follow. Noted change to BTG plan: Change measures to annual.	# and % of school- based staff at pilot school trained in collaborative problem solving	Annually	Informal Report	100%			
	# of student-teacher meetings	Quarterly	Informal Report	Q1 / 41			
	# of collaborative problem solving plans developed	Quarterly	Informal Report	Q1 / 21			
	# of requests for school support services and # of new eligibilities at pilot school	Semester	Informal Report		0		
5.9 Provide a district Coordinated Early Intervening Services (CEIS) Behavior Specialist to provide intensive support to students with a focus in high minority schools.	# of high minority schools receiving services	Quarterly	Informal Report	Q1 / 2	Q2 / 11		
	# of black students receiving services Change. See below.	Quarterly	Informal Report				
	# of black students served by CEIS specialist	Quarterly	Informal Report	Q1 / 13	Q2 / 20		
5.10 Provide a district ESE Behavior Specialist to provide intensive support to ESE students in all schools.	# of schools receiving services	Quarterly	Informal Report	Q1 / 50	Q2 / 63		
	# of black students receiving services	Quarterly	Informal Report	Q1 / 33	Q2 / 46		
	# of black students served by district ESE Behavior Specialist	Quarterly	Informal				



Goal 6: Minority Hiring

Data Reporting Template

Action Goal (4.17.) Increase the number of black teachers and administrators to closely mirror the student enrollment by ethnicity.

Goal Manager: Paula Texel, Assistant Superintendent, Human Resources

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. The district enrollment of black students in 2015-16 was 18%.

Short-Range Target:

Increase the number of black teachers hired by an average of 1% each year.

Long-Range Target:

Increase the number of black teachers by 1% each year, with a target of meeting or exceeding the enrollment of the black student population.

Annual Outcomes:

To increase teacher recruitment and retention efforts to ensure that faculty diversity mirrors the student population, PCS will monitor incremental change for the following annual outcomes:

Annual Outcome Measures	Baseline (2015/16)		2016-17	2017-18	2018-19	2019-20	2020 Target
# and % of total instructional positions / black	(622) 8.3%	Actual	(647) 8.8%				13.0
		Target	9%	10%	11%	12%	
Related Outcomes Measures							
# and % of new instructional hires / black	No baseline	Actual	(18 / 153) 11.7%				
# and % of total administrative positions (combined district-based and school-based) / black	(83) 21.2%	Actual	(86) 21.5%				

Strategies & In-Process Measures

Throughout the year, PCS will monitor the following strategies and in-process indicators for incremental change to ensure the strategies are effectively increasing teacher recruitment and retention efforts to ensure faculty diversity mirrors the student population. **NOTE:** Not all strategies in this plan are listed for monitoring. Only those strategies specific to black learners and those required to support the fidelity of the plan and related research questions are listed below.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
In-Process indicator common for all action steps	# of qualified active instructional applicants / total	Semester	Report		S1 / 1020		
	# of active instructional applicants, self-identified as black	Semester	Report		S1 / 110 22 of 110 were listed as certified and eligible for hire		
	# and % of instructional applicants hired / black	Semester	Report		S1 / 96 (16% of total hires were black)		
6.6 Establish a semi-annual process to review the practices and processes around recruiting and hiring of teachers in critical shortage areas to determine areas of strength and areas for improvement.	Semi-annual review complete / findings shared with district leadership team	Semester	Informal Report Semi-Annually	Preliminary review is underway			
		Annually	Formal Report Annually				
6.7 Hire a minority recruitment specialist to focus on recruiting a highly qualified, diverse workforce. Noted change to BTG plan: Remove. Job is filled. Delete this action step.	Position created, job description, job filled	Annually	Informal Report				
6.8 Establish strong relationships with colleges and universities, including historically black colleges and universities (HBCUs) and black	# HBCU identified / contacts	Semester	Informal Report		10 Identified in FL, GA and NC 5 contacted		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
student organizations within majority white institutions.							
	# visits to each HBCU	Quarterly	Informal Report	0 1 had to be rescheduled by the university	1 (FAMU)		
	# of black student organizations identified, by college/university	Semester	Informal Report		0		
	# contact or events with black student organizations, by college/university	Semester	Informal Report		0		
6.9 Create a recruitment plan/packet specific to attracting minority applicants to be used by all hiring managers in the district.	Plan/packet created, available for use	Annually	Publication				
6.10 Establish a marketing campaign designed to attract black applicants via Education Week and social media. Noted change to BTG plan: Make change in action step to be more specific, including district website / Facebook, Education Week, Indeed, LinkedIn, Handshake, etc.)	# social media and digital instructional recruitment posts, by medium type	Quarterly	Informal Report	Q1 / 598 Facebook. Ed Week. Indeed. LinkedIn Monster.com	Q2 / 236		
	# of new / unique print instructional recruitment posts distributed (Job Fair & PCS School Recruitment Flyers; Tampa Bay Times; FL Courier)	Quarterly	Informal Report	Q1 / 11	Q2 / 4		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	# Education Week instructional recruitment posts	Quarterly	Informal Report	Q1 / 299 Revised from 595 originally reported. Updated data rules.	Q2 / 118		
	# applicants by recruited by medium as reported on application for employment	Quarterly	Informal Report	Q1 / 55 Revised from 89 originally reported. Updated data rules	Q2 / 22		
6.11 Identify and collaborate with community stakeholder groups, including the Pinellas Alliance of Black School Educators (PABSE).	# stakeholder groups identified for collaboration	Semester	Informal Report		5 / PABSE, NAACP, etc.		
	# of contacts and events with each stakeholder group	Semester	Informal Report		6		
6.12 Attend National Alliance of Black School Educators (NABSE) conference to gather most current ideas for recruitment of black educators.	# attending conference	Annually	Informal Report		6		
6.13 Partner with the Urban Schools Human Capital Academy to provide a comprehensive review of the district's processes for hiring and supporting a more diverse workforce.	# site visits from USHCA	Semester	Informal presentation update		1		
	Recommendations from review / recommendations implemented	Annual	Informal presentation update				

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
6.14 Develop a Grow Your Own program to identify future black educators among current PCS high school students, and connect them with teaching academies in the schools.	Plan for implementing the program / location of plan / school contacts made	Annual	Informal Report				
6.15 Develop and implement a training program for all hiring managers that focuses on shifting mindset and implementing strategies for hiring related to recognizing unconscious bias, equity and excellence and cultural responsiveness.	# of hiring managers identified for training	Semester	Informal Report		Training under development		
	# and % of hiring managers trained	Semester	Informal Report		Training under development		
6.20 Establish positive relationships with our current black teachers and discuss current work / school conditions for success (ex. Conduct focus groups based on experience and teaching assignments – successes, struggles, suggestions, experience of onboarding).	# of focus group meetings or feedback sessions	Semester	Informal Report		S1 / 1 / Feedback session held for all 1 st year teachers though not specific to black teachers		
	# minority teachers participating in focus groups or feedback sessions	Semester	Informal Report		S1 / 0		
	# and of black teachers total and % retained	Annually	Informal Report				
	Areas for improvement identified through focus groups or employee exit survey data	Annually	Informal Report				

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
6.21 Provide substantial recruitment and retention bonuses in Transformation Zone schools to attract and retain highly effective teachers in the neediest schools.	# of teachers (all races) in Transformation Zone schools / % receiving bonus	Annually	Informal Report				
	% of teachers in Transformation Zone schools who report that bonus pay is an attractor	Annually	Informal Report				
	% of teachers in Transformation Zone schools who returned for following school year	Annually	Informal Report	93% retained in the district			
6.22 Establish a summer, cultural awareness training for all teachers who are hired into high minority schools, with a robust onboarding program for teachers working in the district's Transformation Zone.	Training developed / scheduled for roll-out	Annually	Training Calendar				
	# of teachers attending / % of all teachers attending from targeted schools	Annually	Informal Report	Overall: 37 teachers TZ: 17 teachers (46%)			
6.25 Research strategies and best practices for advancing black school leaders into district leadership positions.	Best practices review completed / strategies identified from research	Annually	Informal Report				
6.25-6.27 Establish positive relationships with current black administrators to enhance the leadership pipeline and maintain or increase the percent of minority administrators.	# focus group meetings or feedback sessions with minority administrators	Semester	Informal Report		3		
	# minority administrators participating in focus groups or feedback sessions	Semester	Informal Report		15		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	Areas for improvement identified through focus groups or employee exit survey data	Annually	Informal Report				
	# and % of black teachers in AP (Asst. Principal) and APs in Principal Pool	Semester	Informal Report				