Goal 1: Graduation Rate   **Pinellas County Schools** / Bridging the Gap Reporting Template / **2020-21**

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

Baseline Condition (as of 2015-16)

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

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)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020 Target
Graduation Rate: # and % of black students who graduated on time with a standard, high school diploma / 4-year senior cohort.	Black	(932) **65.5%**	Actual	69.3%	76.2%	81.3%	85.5%	**75.0**
			Target	67.3%	69.1%	70.9%	72.7%	
	Non-Black	83.4%	Actual	85.8%	88.1%	90.0%	92.7%	
	GAP	**17.9**	Actual	16.5	11.9	8.7	7.2	**10.7**
Related Outcomes Measures (Data below include all high school sites)								
# and % of black students in high school (grades 9-11) with a 2.0 or above GPA.		(2,412) **70.0%**	Actual	70.0%	69.4%	76.6%	68.9%	
# and % of black students in high school (grades 9-11) with Algebra 1 credit / passing score on state Algebra 1 EOC.		No Baseline Data Established	Actual	60.0%	65.3%	45.8%	Data not available for 2019-20.	
# and % of black students in high school (grades 9-11) with required credits earned to date.		No Baseline	Actual	81.6%	81.0%	77.1%	79.7%	

	Data Established						
# and % of black students in high school (grades 9-10) with Level 3 or above on state ELA assessment (FSA ELA).	(530) 21.8%	Actual	22.0%	24.0%	24.6%	Data not available for 2019-20. No state testing.	
# and % of black students who graduated with a standard diploma via a concordant assessment score (WFT).	(242) 26.0%	Actual	(371) 39.8%	(448) 42.9%	(471) 44.1%	(434) 41.0%	
# and % of black students who graduated with standard diploma via an ESE assessment waiver (WFW or WRW).	(98) 10.5%	Actual	(100) 10.7%	(78) 7.5%	(53) 5.0%	(58) 5.5%	

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 below 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. The full plan with all of the district's actions listed is available on the district's website at pcsb.org/btg.

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)** **Data rules:** % of students who have at least Level 2 on the FSA ELA and MATH tests and no D or F grades exiting 5th grade and a 2.0 GPA or above exiting 8th grade. For 9th grade, % of students with satisfactory credits and at least a 2.0 GPA.	Semester	Report		Grade 5: 443 / 1,091 40.1% Grade 8: 524 / 1,240 42.3% Grade 9: 784 /1,501 52.2%		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter3 Q3	Quarter 4 Q4
1.2 Provide each high school the specific standards from district assessments in English, Mathematics, Biology, and U.S. History to support schools in identifying course concepts and 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 by each subject	Quarterly	Informal Report	**75% / Gr. 9 Writing** (638/853) **59% / Gr. 9 Reading** (512/874)	**80% / Gr. 9 Writing** (623/775) **66% / Gr. 9 Reading / Test version 1** (301/459)		
	Data rules: % is out of students who tested on district Cycle 1 assessments and scored at or near proficiency as represented by yellow and green color bands (most likely to succeed on state assessments).		**Note:** Cycle 1 is reported in Q1. Cycle 2 is reported in Q2. No reporting for second semester as students take state FSA and EOC tests and not district assessments.	**81% / Gr. 10 Writing** (547/676) **45% / Gr. 10 Reading** (325/725) **31%/ Alg. 1** (97/312) **46%/ Bio** (451/981) **52% / US Hist** (302/581) **43% / Geo** (538/1,252)	**38% / Gr. 9 Reading / Test version 2** (89/232) **84% / Gr. 10 Writing** (555/664) **50% / Gr. 10 Reading / Test version 1** (346/686) **32% / Gr. 10 Reading / Test version 2** (56/176) **39%/ Alg. 1** (472/1,211) **54%/ Bio** (570/1,056) **62% / US Hist** (378/606) **45% / Geo** (600/1,334)		

1.3 Assign district instructional experts (staff developers) to identified high schools to work directly with black seniors who are in need of additional ELA-reading or math support to graduate on time.	# of schools assigned staff developers # of staff developers providing support	Semester	Informal Report		**District staff developers have been working in schools covering classroom vacancies in response to the COVID-19 health crisis. In light of this change, district staff have provided training and curriculum materials for small group pullouts for 9th and 10th grade black students who are L1/L2 and are paying school-based teachers to provide this support as in-school interventionists.**		

| 1.4 Develop training materials for teachers and school leaders in support of standards-based grading and in support of equitable grading practices. These materials are for use by school leaders in coaching conversations with teachers with disproportionate failures for black students in core academic areas. | Trainings held, # of participants | Semester | Training materials

Training plan | | This action step is ongoing with all schools and reinforced when D/F course grades are finalized and released to schools.

78 new HS teachers been trained this year. 224 more are signed up for this year and summer. 178 HS teachers had been trained previously. | | |

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
1.6 Develop a learner profile and personalized monitoring plans for all black students who are not on track to graduate.	#, % of black students in MS and HS not on track. % with a profile and plan in place	Semester	Informal Report		56% not on track and with an active plan in place.		
1.7 Provide side-by-side coaching as needed to high school leadership teams, assistant principals, and principals on using the Graduation Status Reports to focus support for black students and review personalized learning plans for students not on track to graduate.	# of schools visited for coaching support	Quarterly	Informal Report	Virtual grad support meetings have taken place at all high schools during Q1 this school year.	Same as Q1. Virtual supports only in light of COVID-19 health crisis.	Same as Q1. Virtual supports only in light of COVID-19 safety protocols. Additionally, virtual meetings were held in Q3 specific to seniors who were not-on-track due to GPA and credits. PCS staff analyzed every students' records and ensured they were in credit recovery courses.	
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	Semester	Informal Report		Most data reports (Items 1-3) have been completed for all schools during Q1 and Q2. Items 4-5 are not available due to no Spring FSA in 2019-20.		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
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) as needed. Employ recruitment and targeted resources strategies, including partnering with the community, to increase attendance for black students in all extended learning programs.	# and % of black students in high school who are <u>not</u> on track (grades, credits) – Grades 9-11	Quarterly (except Q1)	Informal Report		**9th: 784 / 1,501 52.2%** **10th: 834 / 1,333 62.6%**		**9th:** **10th:** **11th:**
	# and % of black students in high school <u>not</u> on track who are attending HS Extended Learning Programs. (Summer Bridge enrollment reported under Goal 2).	Quarterly	Informal Report		***Data rules:** All grades, <2.0 GPA, 9th <3 credits, 10th <9 credits, 11th <15 credits*		***Data rules:** All grades, <2.0 GPA, 9th <3 credits, 10th <9 credits, 11th <15 credits*
1.11 Ensure black students who are not on track to graduate are participating in "in-school" credit recovery classes to recover failed core courses and raise grade point averages to meet graduation requirements.	# and % of black students in high school <u>not</u> on track enrolled in in-school credit recovery programs.	Annually	Informal Report		**100% of black seniors not-on-track to graduate are in scheduled into APEX credit recovery during the school day or via ELP (Extended Learning).** **S1/ black students earned 601 out of the 1,924 semester course completions in APEX (31.2% of all course completions).**		

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
1.12 Ensure all black students participate in college readiness testing, such as ACT or SAT. Ensure that these testing options are tied to personalized learning plans for students who are not on track to graduate.	% of black students participating in college readiness testing	Annually	Informal Report		100% of black juniors and seniors not on track to graduate are registered for the March testing.		

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
1.15 Set up parent conferences with all black students who are not on track to graduate to review personalized learning plans.	% of required conferences held for students who are not on track	Semester	Informal Report				
	% of black families who report that they are satisfied or highly satisfied with school communication	Annually	Survey				

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

Baseline 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)	Planning Year (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.	**Black** (2,494) **24.2%**		(2,654) **25.7%**	(2,533) **24.6%**	(2,831) **27.1%**	No data available for 2019-20. Suspension of state testing.	**40**
		Target	27.4	30.6	33.8	37.0	
	Non-Black	Actual	**57.7**	**57.4**	**59.7**		
	GAP	Actual	**32.0**	**32.8**	**32.6**	No data available for 2019-20.	
# and % of black students districtwide scoring Level 3 or above on FSA Math.	**Black** (2,143) **27.9%**		(2,305) **29.0%**	(2,319) **29.2%**	(2,336) **30.0%**	No data available for 2019-20.	**45**
		Target	31.1	34.3	37.5	40.7	
	Non-Black	Actual	**62.0**	**62.2**	**62.8**	No data available for 2019-20.	
	GAP	Actual	**33.0**	**33.0**	**32.8**	No data available for 2019-20.	
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%**	(1,191) **27.0%**	(1,302) **29.6%**	No data available for 2019-20.	
# 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%**	(811) **22.0%**	(970) **25.6%**	No data available for 2019-20.	

# 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%**	(531) **24.0%**	(559) **24.6%**	No data available for 2019-20.	
# 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%**	(1,632) **36.8%**	(1,594) **36.6%**	No data available for 2019-20.	
# 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%**	(687) **19.6%**	(742) **21.7%**	No data available for 2019-20.	
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		(2,271) **55%** Proficient: 1061, **26%** Near Proficient: 1210, **29%**	(2,220) **55%** Proficient: 1039, **26%** Near Proficient: 1181, **29%**	(2,673) **58%** Proficient: 1541, **37%** Near Proficient: 1132, **21%**	
# 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		(2,361) **57%** Proficient: 1215, **30%** Near Proficient: 1146, **28%**	(2,292) **57%** Proficient: 1151, **29%** Near Proficient: 1141, **28%**	(2,664) **53%** Proficient: 988, **37%** Near Proficient: 1676, **16%**	
# and % of black students with A, B, C grades (no D or F grades) / elementary school / grade 5 (core courses only).	No baseline established	Actual	(975) **76.2%**	(990) **74.3%**	(1,060) **74.9%**	TBD	
# 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	(2,895) **76.4%**	(3,268) **75.8%**	(3,345) **85.0%**	(3,492) **85.6%**	
# and % of black students with a college ready score on the ACT or SAT / reading / compared to state.	No baseline established	Actual	**108 black seniors** **Combined average 11% on either ACT or SAT**	**2019 ACT** **State:** Reading Avg for black students / 17.9 **Pinellas:** Reading Avg for black students / 16.1 **2019 SAT:** **State:** Reading-Writing Avg for black students / 470 **Pinellas:** Reading-Writing Avg for black students / 451			

# and % of black students with a college ready score on the ACT or SAT / math / compared to state.	No baseline established	Actual	**108 black seniors** **Combined average 11% on either ACT or SAT**	**2019 ACT:** **State:** Math Avg for black students / 16.4 **Pinellas:** Math Avg for black students / 15.1 **2019 SAT:** **State:** Math Avg for black students / 432 **Pinellas:** Math Avg for black students / 406	

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. The full plan with all of the district's actions listed is available on the district's website at pcsb.org/btg.

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	% of black students at or near proficiency on district cycle-progress monitoring assessments for ELA-reading and math.	Semester	Informal Report	**Cycle 1 / FALL** **30% / Gr. 3-5 Reading** (1,090/3,718) **23% / Gr. 3-5 Math** (841/3,696) **32% / Gr. 6-8 Reading** (899/2,772) **46% / Gr. 6 Math** (394/852) **55% / Gr. 7 Math** (511/922) **50% / MS Pre-Alg.** (300/598) **80% / MS Alg. 1** (192/241)		**Cycle 2 / SPRING** **29% / Gr. 3-5 Reading** (1,090/3,899) **25% / Gr. 3-5 Math** (978/3,881) **36% / Gr. 6-8 Reading** (1,025/2,858) **42% / Gr. 6 Math** (441/1,034) **52% / Gr. 7 Math** (655/1,265) **32% / MS Pre-Alg.** (246/780) **78% / MS Alg. 1** (221/285)	

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
				75% / Gr. 9 Writing (638/853) **59% / Gr. 9 Reading** (512/874) **81% / Gr. 10 Writing** (547/676) **45% / Gr. 10 Reading** (325/725) **31% / HS Alg. 1** (97/312) **46%/ HS Bio** (451/981) **52% / HS US Hist** (302/581) **43% / HS Geo** (538/1,252)		**80% / Gr. 9 Writing** (623/775) **66% / Gr. 9 Reading / Test version 1** (301/459) **38% / Gr. 9 Reading / Test version 2** (89/232) **84% / Gr. 10 Writing** (555/664) **50% / Gr. 10 Reading / Test version 1** (346/686) **32% / Gr. 10 Reading / Test version 2** (56/176) **39%/ Alg. 1** (472/1,211) **54%/ Bio** (570/1,056) **62% / US Hist** (378/606) **45% / HS Geo** (600/1,334)	
2.2 Provide targeted professional development and instructional coaching to teachers on culturally	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
relevant teaching strategies and teaching with an equity mindset to increase engagement of black learners and increase the percentage of proficient students.	**AVID's Culturally Relevant Teaching training** # of teachers trained / % of teachers trained to date	Semester	Informal Report	**2,465** **Approx. 36% of all teachers**		**2,756** **Approx. 40% of all teachers**	
	Equity Champions / Mindset training # of Equity Champions credentialed as trainers, # PD sessions held by Equity Champions	Semester	Informal Report	**514 Equity Champions** **17 sessions held by school- based Champions in Q1**	**515 Equity Champions** **19 sessions held by school- based Champions in Q1**		
	Additional Coaching # of teachers who have participated in follow-up training or coaching regarding culturally relevant teaching or equity mindset	Quarterly	Informal Report	**Summer: 1,230 teachers attended equity trainings** **Q1: 442 teachers attended equity trainings**	**Q2: 354 teachers attended equity trainings** **District Equity Training: 3 whole staff, 26 small group, 26 individual teacher coaching**	**Q3: 304 teachers attended equity trainings** **District Equity Training: 1 whole staff, 26 small group, 27 individual teacher coaching** **Equity Champions: 20 school-based sessions led by Equity Champions**	

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 trained in implementing equitable grading practices	Semester	Informal Report		256		
	% of black students earning A, B and C grades / elementary (Grade 5)	Semester	Informal Report		Grade 5: 734 / 1,256 58.4%		
	% of black students earning A, B, and C grades (2.0 GPA) / middle (Grades 6-8)	Semester	Informal Report		Grade 6-8: 3,316 / 4,020 82.5%		
	% of black students exiting middle school on track for high school (at least a 2.0 GPA and Level 2 or better on FSA ELA) / (Rising 9th) **Note:** *High school data found under Goal 1 above.*	Semester	Informal Report		Grade 8: 524 / 1,240 42.3%		
2.3 Implement culturally relevant instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback, and deliberate use of cultural references in lesson plans in order to increase	# of classrooms observed	Quarterly	Informal Report	**Q1 / Formal classroom observations not conducted in accordance with COVID-19 safety protocols.**	**S1 / Formal classroom observations not conducted in accordance with COVID-19 safety protocols.**	**Q3 / Formal classroom observations not conducted in accordance with COVID-19 safety protocols.**	**No visits quarter 4. Schools not visited in Q4.**

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
the percentage of proficient students.	% of classrooms observed where culturally relevant practices are evident	Quarterly	Informal Report				
2.5 Commission an Anti-Racist Curriculum Review Task Force to examine curriculum from an anti-racist perspective and implement recommendations from task force for the coming school year(s).	# of meetings held by committee	Annually	Informal Report				
	# of proposed changes to curriculum implemented by district	Annually	Informal Report				
2.6 Determine possible causes of disengagement and underachievement by black students and pilot possible solutions via implementation of School Climate Transformation Grant at five district middle schools.	Results from School Climate Transformation Grant annual report	Annually	Formal Report				
2.9 Implement effective intervention strategies based on the close monitoring of students with personalized monitoring plans.	Targeted intervention strategies provided to schools	Annually	Strategies menu	**Strategies and personal tracking tool provided**			

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
Ensure that evidence-based interventions are in place in the primary grades (i.e., *Reading Recovery* in 1st Grade).	#, % of black students who are tracked via a personalized plan of support (grade K-5)	Semester	Informal Report		**3,068 with progress monitoring plans**		
	# of elementary schools implementing *Reading Recovery*	Annually		**14**			
	#, % students in *Reading Recovery* who are black	Semester			**82 / 61% in 1:1 program. 246 / 69% in small groups.**		
	#, % of black students in *Reading Recovery* who are meeting grade-level proficiency / growth targets	Semester				**Of 82 students in 1:1, 72% met 1st grade reading level by end of Semester 1**	
2.13 Ensure that black students are participating in extended learning opportunities before and after school and in the extended school year program (and Summer Bridge) through recruitment and targeted resources.	# and % of black students who are not on track / ES, MS, HS (GPA below 2.0 and-or FSA Levels 1 or 2) (Grades 4-10)	Semester	Informal Report	**ES: 1,235 (44%) MS: 3,091 (73%) HS: 2,071 (73%)**			
	# and % of black students not on track who are attending Extended Learning Programs. Note: Summer Bridge from previous summer is reported in Quarter 1 only.	Quarterly	Informal Report	**6,397 black students are off track. 557 enrolled in ELP in Q1 (9%). (Data reported for grades 4-10).** **SB: 3,916 black students attended**	**5,971 black students are off track. 799 enrolled in ELP in Q2 (13%). (Data reported for grades 4-10).**	**5,894 black students are off track. 695 enrolled in ELP in Q2 (11%). (Data reported for grades 4-10).**	

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
				Summer Bridge. (25.9% of all participants).			
2.15 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	Annually	Informal Report				
2.16 Ensure that elementary schools with high minority enrollments provide additional, strategically-focused time during and after school to support academic interventions and flexible instructional delivery (including intervention program specific to increasing 3rd grade proficiency).	# of schools with high minority enrollments (defined as at least 40% black enrollment)	Semester	Informal Report	**22**		**22**	
	# of high minority schools offering additional instructional time (extended school day, etc.)	Semester	Informal Report	**11**		**11**	
	# of black students in high minority schools entering 3rd grade below proficient	Annually	Informal Report	**179**			
	# of black 3rd grade students in high minority schools participating in proficiency / intervention support program	Quarterly	Informal Report	**179**	**517**	**268**	**No Data for Q4 — Intervention ended in Q3.**
2.17 Partner with families to monitor usage among black students of digital resources that are provided	# and % of schools providing these programs	Annually	Informal Report	**100% of schools through PCS Connects**			

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 through PCS Connects, Connect for Success computer (for increased access to iReady, iStation, Dreambox and myOn), Math Nation, Reading Plus, Personalized Learning Pathway (PLP) and Khan Academy.	# and % of black students participating / users	Semester	Informal Report		**100% of black students via Clever**		
	% of black students participating in the programs who have improved their reading or math skills / assessments	Annually	Research report				
2.20 Design an engaging, robust outreach program for black students who are behind academically in elementary school in offering them personalized support on how to access district choice programs so as to increase black enrollment in middle and high school programs and placement into AVID courses.	Creation of program, outreach provided to families / # of families contacted	Semester	Informal Report		**Program created. Phone calls made as outreach to families.**		
	#, % of black students enrolled in district choice programs / MS and HS	Annually	Formal Report				
2.21 Ensure Parent Academy events are provided in locations that make attendance convenient for black families.	# of events / locations across the district	Semester	Informal Report		**25 webinars**		
	# of black families attending at each location	Semester	Informal Report		**87 families**		
2.22 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		**25**		
	% of black families who report that they are satisfied or highly satisfied with school communication	Annually	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
2.23 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 high minority schools hosting parent workshop events linked to learning	Semester	Informal Report		**17 targeted schools**		
	# of families of black students in attendance / average	Semester	Informal Report		**55 families**		

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

Baseline 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)	Planning Year (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%**		(4,691) **13.7%**	(5,269) **14.5%**	(5,666) **15.1%**	**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	(1,540) **12.5%**	(1,859) **13.3%**	(2,253) **14.2%**	(2,521) **15.5%**	
# and % of black middle school students enrolled in an accelerated (high school) course.	(443) **8.9%**	Actual	(309) **8.1%**	(368) **8.3%**	(378) **8.2%**	(451) **9.5%**	
# and % of black high school students enrolled in an honors course.	(2,052) **12.3%**	Actual	(2,225) **12.8%**	(2,528) **14.9%**	(2,656) **15.3%**	(2,899) **15.6%**	
# and % of black high school students enrolled in an accelerated course (AP, IB, AICE, or Dual Enrollment).	(718) **8.6%**	Actual	(857) **9.1%**	(996) **9.6%**	(1,020) **9.6%**	(1,335) **10.9%**	
# and % of black students in high school enrolled in a career, technical education course (high schools).	(2,503) **14.2%**	Actual	(2,459) **13.8%**	(2,555) **13.8%**	(2,507) **13.4%**	(2,589) **14.0%**	
# and % of black students enrolled in district choice / application programs / total across the district	(1,167) **6.3%**	Actual	(1,235) **6.8%**	(3,830) **18.9%**	(4,428) **18.3%**	**TBD**	
% black middle school students earning high school credit through accelerated coursework.	(663) **3.3%**	Actual	(509) **2.5%**	(604) **3.0%**	(608) **16.0%**	(1,118) **26.0%**	
% of black students in high school completing an industry certification (measured as % of black graduates).	No baseline data established	Actual	**31%**	**23%**	**16%**	**15%**	

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. The full plan with all of the district's actions listed is available on the district's website at pcsb.org/btg.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter1 Q1	Quarter2 Q2	Quarter3 Q3	Quarter4 Q4
3.5 Implement Plan B eligibility measures and related processes in support of a wider identification of students for gifted services.	# of black students screened for gifted through universal screening process	Annually	Informal Report			**1,261 of 5,266 total (24% of group screened in 2021)**	
	# and % of black students identified for further evaluation as a result of universal screening	Annually	Informal Report				
	# of students found eligible through Plan B measures, process	Annually	Informal Report				
	% of black students identified via Plan B compared to non-black students	Annually	Informal Report				
3.6 Ensure equitable access for black students to on-site, college readiness testing in every high school (PSAT, ACT, SAT).	% of black seniors in high school participating in college readiness testing	Annually	Informal Report				
	# and % of black high school students earning a college-readiness score	Annually	Informal Report				

3.10 Provide the accelerated component report, related talking points, and an Acceleration Plan template to principals and counselors to be used in individual meetings with black students who have not yet successfully completed an accelerated option.	% of black seniors who have successfully completed an accelerated course or industry certification	Annually	Reporting Template			**313/1162 (27%) have completed an accelerated option; 359/1162 (31%) are in process now.**	
3.11 Provide side-by-side coaching as needed to assistant principals and principals on how to support their 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.	# of schools targeted for coaching # of counselors supported	Semester	Informal Report		**Initial AP Potential Reports sent to school Assistant Principals & Principals in January; Presentations to school leaders scheduled for February. Monthly review of course request data to be conducted March through May and coaching to occur as a result.**		
3.12 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 appropriate support is provided (i.e. AVID).	# of black high school students showing potential	Annually	Informal Report			**103 seniors**	

	% black students showing potential who are scheduled into a course for the appropriate subject	Annually	Informal Report			72/103 took course matched with student's "potential" per AP potential report; 19 took another AP course; 7 took no AP course; 5 went to district Early College Program to pursue an AA degree.	

3.13 Provide AVID elective in all schools to meet the needs of minority learners. Ensure that all black learners who are eligible and targeted for AVID elective are personally invited and encouraged to enroll.	# of AVID sections districtwide, change from previous year	Annually	Informal Report			**310 sections in 2020-21**	
	% of AVID students who are black; change from previous year	Annually	Informal Report			**1,683/7,049 (24%)**	
3.14 Provide school principals with real-time academic data (ex. grades) specific to black students in accelerated courses. Provide a summary report of accelerated courses and sections that black students are struggling in so as to support teacher growth and creative solutions at the school site.	# and % of black middle school students taking an accelerated course who earned a D or F grade compared to non-black students.	Semester	Informal Report		**149 black students with a D or F in S1. 29.7% of all grades for black students in accelerated courses. Non-black students with D or F in S1 was 16.7%**		
	# and % of black high school students taking an accelerated course who earned a D or F grade compared to non-black students.	Semester	Informal Report		**569 black students with a D or F in S1. 26.8% of all grades for black students in accelerated courses. Non-black students with D or F in S1 was 11.8%**		
3.16 Identify and invite the top 15% of black students in 7th grade students to take the SAT and participate in the PCS Talent Identification Program (TIP)	# of black students invited to participate	Annually	Informal Report		**181**		
	# and % of invited black 7th graders taking the SAT	Annually	Informal Report		**66 students (36% of invited black students)**		

3.17 Ensure open access by administering college readiness testing (ACT, SAT, PERT) during the school day for all black students in grades 10 and 11 who have an unweighted GPA of at least 3.0 (to increase college readiness and dual enrollment eligibility and participation).	# and % black students identified as meeting eligibility criteria	Annually	Informal Report			**Reported in end-of-year report**
	% of black students meeting criteria compared to non-black students	Annually	Informal Report			**Reported in end-of-year report**
3.18 Invite black students who show potential for success in rigorous courses to participate in each Elevating Excellence activity for their grade level or college boot camps hosted by minority achievement officer.	# of black students identified as showing potential	Annually	Informal Report			
	# and % participating in Elevating Excellence	Annually	Informal Report			
3.21 Ensure an equitable 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			
3.22 Initiate a targeted email and-or phone campaign to provide families of black students with scholarship information relevant to their child. Invite those families to a graduation / scholarship evening specific to their students. Coordinate with high school education department events and minority achievement officer.	# and % of high schools hosting events	Annually	Informal Report			
	# of black families in attendance	Annually	Informal Report			

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

Baseline Condition (as of 2015-16)	Short-Range Target:	Long-Range Target:
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 represented by a "risk ratio" and that number is 2.38 for referrals and 4.33 for suspensions, which means that black students are two times more likely to receive a referral and four times more likely to receive a suspension.	Reduce the risk ratio for out of school suspensions by 0.33 each year.	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)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020 Target
Discipline Disparity Rate / Risk Ratio (referrals) / black students	2.38	Actual	2.64	2.43	2.60	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	3.61	3.79	4.34	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) 35.7% of all referrals	Actual	(6,919) 38.0%	(6,867) 37.6%	(6,548) 38.3%	(5,343) 38.5%	
# 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%	(2,625) 47.2%	(2,481) 47.6%	(1,790) 50.7%	

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 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. The full plan with all of the district's actions listed is available on the district's website at pcsb.org/btg.

Action Steps	In-Process Indicators	In-Process Reporting	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
4.1 / 4.2 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	82.7%			
	% of schools scoring satisfactory or higher on the PBIS Implementation Checklist (PIC) or the Benchmarks of Quality (BOQ) assessment	Annually	Informal Report				
	% of schools showing satisfactory implementation in each tier as measured by the PBIS-RP Tiered Fidelity Inventory (TFI)	Annually	Informal Report				

| 4.5 Provide school leadership teams with strategies on Social and Emotional Learning (SEL) and programs to help students develop specific SEL competencies. | % of school leadership teams trained | Annually | Informal Report | | **100% / initial training** | | |

Action Steps	In-Process Indicators	Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
4.6a Closely monitor school discipline data to eliminate Out-of-School Suspension (OSS) for non-violent infractions (such as skipping, missed detentions, excessive tardies, electronic devices, leaving school grounds w/o permission, or being in an unauthorized location).	# and % of non-violent infractions for black students that resulted in OSS.	Quarterly	Informal Report		**Q2 / YTD 5 / less than 1% of suspensions issued**	**Q2 / YTD 13 / approx. 1% of suspensions issued**	
4.6b Closely monitor school discipline data to review practices regarding out-of-school suspension (OSS) for the following infractions: defiance and classroom disruption	# and % of defiance and classroom disruption referrals for black students that resulted in OSS.	Quarterly	Informal Report		**Q2 / YTD 71 / 13% of suspensions issued**	**Q3 / YTD 142 / 15% of suspensions issued**	
4.7 Continue to 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	Annually	Informal Report		**100%**		
	# and % of black students arrested	Quarterly	Informal Report		**41 (75% of arrests)**	**TBD**	

Action Steps	In-Process Indicators	Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
4.8 Train all school administrators in the use of restorative circles, conferences and related best practices and ensure strong implementation across schools.	% leaders trained	Annually	Informal Report		100%		
	# and % of black students receiving referrals and suspensions (OSS) compared to all other students receiving referrals and suspensions	Quarterly	Informal Report	**Q1 Referrals 1233 40%** **OSS 182 49%**	**Q2 / YTD Referrals 1659 41%** **OSS YTD 419 53%**	**Q3 / YTD Referrals 2,755 40%** **OSS YTD 760 53%**	**Q4 Referrals** **OSS**
4.9 Continue collaborative discussions with the Community Discipline Committee to garner support and feedback in order to improve and/or reduce discipline disparity practices.	# of meetings held	Semester	Informal Report		**1 / Virtual Meeting / January 2021**		
4.10 Ensure that Area Superintendents, using an Office Discipline Referrals (ODR) analysis, identify those schools with high numbers of referrals and-or OSS and provide appropriate support and training.	# of schools identified as needing additional support	Quarterly	Informal Report	**20**	**21**	**20**	

Action Steps	In Process Indicators	Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
4.13 Implement a re-integration process for all middle and high school students returning from an OSS for more than one school day and for any OSS for elementary school students.	#, % of black students with an OSS who receive a subsequent suspension (recidivism)	Annually	Informal Report				
4.14 Continue offering an Alternative Placement Program (APP) in middle and high schools as an alternative setting for students to serve a suspension, staffed by certified teachers and counselors.	# of students taking part in APP program	Quarterly	Informal Report	**CIS and PTC SP locations** **Total = 10** Black = 2 Non-Black = 8	**CIS and PTC SP locations** **Total = 9** Black = 3 Non-Black = 6	**CIS and PTC SP locations** **Total = 34** Black = 10 Non-Black = 24	

4.15 Ensure that Area Superintendents continue to participate in the Rethink Discipline Districts webinars and-or related national, professional development opportunities.	# of events attended by Area Superintendents	Annually	Informal Report				
4.16 Closely monitor district policy that no more than 10 days of Out-of-School Suspension (OSS) is given for one semester for regular education students and no more than 10 days is given for the entire year for ESE students.	# of black students with 10 days or more OSS / semester # of black ESE students with 10 or more days OSS / year	Annually	Informal Report				
4.19 Conduct a root cause analysis in high minority schools to determine causes of discipline disparity and to pilot additional interventions.	# of school identified for review. # of interventions piloted.	Semester	Informal Report		**12**		
4.20 Provide professional development to principals on the use of evidence-based interventions (such as Check-In, Check Out) as a tiered support for black students.	# of black students receiving such interventions	Annually	Informal Report		**TBD**		

Data Reporting Template

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

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

Baseline Condition (as of 2015-16)	**Short-Range Target:**	**Long-Range Target:**
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.	Reduce the risk ratio for EBD placement by one quarter (0.25) each year.	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)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020 Target
Risk Ratio (ESE overall) / black	1.45	Actual	1.45	1.46	1.40	1.43	1.25
		Target	1.45	1.40	1.35	1.30	
Risk Ratio (EBD) / black	4.20	Actual	3.94	3.84	3.34	3.50	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%	(3,947) 23%	(3,945) 25%	(4,033) 25%	
# and % of black students eligible for Emotional Behavioral Disability (EBD) identification / Total	(427) 49%	Actual	(335) 49%	(363) 48%	(300) 46%	(255) 46%	
# and % of black students found eligible for Emotional Behavioral Disability (EBD) identification / Identified in Pinellas	(20) 47%	Actual	(14) 50%	(14) 52%	(19) 29%	(5) 29%	
# and % of black students found eligible for Emotional Behavioral Disability (EBD) identification / Transfers Into County	(24) 42%	Actual	(17) 30%	(13) 39%	(9) 35%	(7) 23%	

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. The full plan with all of the district's actions listed is available on the district's website at pcsb.org/btg.

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 Initiate a records review by the district ESE Department for transfer students who arrive as new students to PCS with an EBD eligibility. Students will receive current IEP services during the time they are being re-evaluated.	# of black transfer students into Pinellas County identified as EBD	Quarterly	Informal Report	8	4	0	
	# of record reviews completed for black transfer students into Pinellas County	Semester	Informal Report		2		
	# of black transfer students identified for EBD re-evaluation process	Quarterly	Informal Report	3	1	0	
	# of re-evaluations completed for EBD transfer students / black	Semester	Informal Report		0		
	# of black transfer students identified for EBD after re-evaluation process	Semester	Informal Report		0		
5.3 Provide intensive and intentional early intervening services, using direct resources, to students prior to being identified as having an Emotional Behavioral Disability (EBD).	# of school support requests for early intervening services for students under consideration for EBD / all students	Quarterly	Informal Report	3	3	1	
	# of such requests for services / black students	Quarterly	Informal Report	1	1	0	

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 black students receiving early intervening support	Quarterly	Informal Report	10	12	14	
	# of new EBD eligibilities / identified by PCS / all students	Quarterly	Informal Report	10	6	6	
	# of new EBD eligibilities / identified by PCS / black students	Quarterly	Informal Report	4	1	3	
5.4 Initiate a records review through the Exceptional Student Education (ESE) department and re-evaluation if needed for all black students who are designated as EBD; additionally, the ESE department will identify students with multiple eligibilities (including EBD) and initiate a records review when applicable.	# of black students identified as EBD	Annually	Informal Report	172			
	# of record reviews completed after identification for black EBD students	Semester	Informal Report		70		
	# of re-evaluations completed for black EBD students	Annually	Informal Report				
	# of transfers of EBD to a secondary disability for black students	Annually	Informal Report				
	# of dismissals from EBD for black students	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
5.6 Continue to provide targeted and sustainable professional development to school-based behavior specialists that includes the utilization of student specific data and interventions, (including cultural components) in student's behavior intervention plan (PBIP), along with side-by-side coaching from district behavior specialists.	# of behavior specialists. % trained.	Semester	Informal Report		93 total		
5.7 Provide four district Coordinated Early Intervening Services (CEIS) Behavior Specialists to provide intensive support to students with a focus in high minority schools.	# of high minority schools receiving services	Quarterly	Informal Report	13	17	13	
	# of black students served by CEIS specialists	Quarterly	Informal Report	8	12	14	
5.8 Provide four district ESE Behavior Specialists to provide intensive support to ESE students in all schools.	# of schools receiving services	Quarterly	Informal Report	75	77	68	
	# of black students served by district ESE Behavior Specialist	Quarterly	Informal	30	52	50	

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

Baseline Condition (as of 2015-16)	**Short-Range Target:**	**Long-Range Target:**
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%.	Increase the number of black teachers hired by an average of 1% each year.	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)**	**Planning Year (2016-17)**		**2017-18**	**2018-19**	**2019-20**	**2020 Target**
# and % of total instructional positions / black	(622) **8.3%**	Actual	(647) **8.8%**	(671) **9.2%**	(651) **9.1%**	(665) **9.2%**	**13.0**
		Target	9%	10%	11%	12%	
Related Outcomes Measures							
# and % of new instructional hires / black	**No baseline**	Actual	**11.7%**	(110 / 737) **14.9%**	(88/664) **13.3%**	(43/450) **9.6%**	
# and % of total administrative positions (combined district-based and school-based) / black	(83) **21.2%**	Actual	(86) **21.5%**	(87) **22.0%**	(91) **20.6%**	(85) **20.3%**	

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. The full plan with all of the district's actions listed is available on the district's website at pcsb.org/btg.

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 active instructional applicants / total	Semester	Report		610		
	# of active instructional applicants, self-identified as black / total	Semester	Report		90		
	# of active instructional applicants, black, certified / eligible for hire	Semester	Report		30		
	# and % of instructional applicants, black / hired during current school year	Semester	Report		23		
6.8 Continue strong relationships with colleges and universities, including historically black colleges and universities (HBCUs), black student organizations within other colleges and universities, and Urban Education programs.	# of HBCU visits, events, or specific contacts made	Semester	Informal Report		4		
	# of visits, events, or contacts made with black student organizations or Urban Education programs	Semester	Informal Report		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
6.10 Review traffic and usage patterns from the platforms used as part of the district's marketing campaign designed to attract black applicants via publications and social media (e.g. Diversity in Ed, YouTube, Instagram, Facebook, Indeed, and LinkedIn).	# social media and digital instructional recruitment posts, by medium type	Quarterly	Informal Report	28	19	41	
	# of new / unique print instructional recruitment posts distributed (Job Fair & PCS School Recruitment Flyers; Tampa Bay Times; FL Courier)	Quarterly	Informal Report	78	105	568	
	# Diversity in ED instructional recruitment posts	Quarterly	Informal Report	578	198	187	
	# applicants recruited by medium as reported on application for employment	Quarterly	Informal Report	118	62	82	

6.11 Collaborate with the Pinellas Alliance of Black School Educators (PABSE) and community stakeholder groups.	# of events held with each stakeholder group	Semester	Informal Report		**5** PABSE COQEBS DMAC		
6.12 Attend state and national conferences to gather current strategies for the recruitment of black educators.	# and types conferences attended • *Webinars (national) on Diversity and Inclusion, Minority Hiring.	Annually	Informal Report		**7***		

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 Research and partner with USF to implement a Call Me MISTER program to identify and increase black male teacher candidates and placements within Title 1 elementary schools.	Programs established / # of black males enrolled or interested in initial program	Annually	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.	# and % of hiring managers (e.g., principals) identified and trained	Semester	Informal Report		Ongoing		
6.20 Conduct ongoing feedback sessions with our current black teachers to discuss their current work / school conditions for success, as well as their onboarding and training (ex. Focus groups, school visits).	# of focus group meetings, feedback sessions or surveys offered	Semester	Informal Report		1		
	# minority teachers participating in focus groups, feedback sessions or surveys	Semester	Informal Report		41		
	# of black teachers total and % retained from the end of the previous school year to the next (June to August)	Annually	Informal Report	713 (93.8%)			

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 the five original Scale Up schools to attract and retain highly effective teachers in the neediest schools.	# of teachers (all races) in Scale Up elementary schools / % receiving bonus	Annually	Informal Report				
	% of teachers in Scale Up schools who returned for the following school year (June to August)	Annually	Informal Report	**70%**			
6.22 Establish a summer, cultural awareness training for teachers who are hired into high minority schools, with a robust onboarding program for teachers working in the district's Scale Up and Transformation Zone.	Training developed / scheduled for roll-out	Annually	Training Calendar				
	# of teachers attending / % of all teachers attending from targeted schools	Annually	Informal Report	**Ignite: 38 total teachers (18 from TZ)** **TZ Boot Camp: 141**			
6.23 Establish an ongoing onboarding and support system for new black teachers hired into the district to ensure a smooth transition and successful school year.	Formal support system established	Annually	Informal Report				
6.27-6.28 Establish positive relationships with current and aspiring black leaders 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		**Not yet scheduled**		
	# minority administrators participating in focus groups or feedback sessions	Semester	Informal Report		**0**		
	# and % of black teachers in AP (Asst. Principal) Pool and # of black APs in Principal Pool	Annually	Informal Report				