Goal 1: Graduation Rate   **Pinellas County Schools** / Bridging the Gap Reporting Template / **2018-19**

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)		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%			**75.0**
			Target	67.3%	69.1%	70.9%	72.7%	
	Non-Black	83.4%	Actual	85.8%	88.1%			**10.7**
	GAP	17.9	Actual	16.5	11.9			
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%			
# 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%			
# and % of black students in high school (grades 9-11) with required credits earned to date.		No Baseline	Actual	81.6%	81.0%			

	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%**			
# and % of black students who graduated with a standard diploma via a concordant assessment score (WFT).	(242) **17.0%**	**Actual**	(371) **39.8%**	(448) **42.9%**			
# and % of black students who graduated with standard diploma via an ESE assessment waiver (WFW or WRW).	(98) **6.9%**	**Actual**	(100) **10.7%**	(78) **7.5%**			

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		**Gr 5:** **Black: 43.0%** **Non-Black: 71.6%** **GAP: 28.6%** **Gr 8:** **Black: 36.3%** **Non-Black: 66.1%** **GAP: 29.8%** **Gr 9:** (GPA, Credits only) **Black: 65%** **(820/1267)** **Non-Black: 82%** **GAP: 17%**		**Gr 5:** **Black:** **Non-Black:** **GAP:** **Gr 8:** **Black:** **Non-Black:** **GAP:** **Gr 9:** **Black:** **Non-Black:** **GAP:**

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
1.2 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.	# and % of schools provided with key standards that likely need re-teaching	Semester	Informal Report		**17 of 17 Traditional High Schools**		
	% of black students performing at or near proficiency on district cycle assessments by each subject **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. **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).	Quarterly	Informal Report	**31% / Gr. 9 RDG** (296/956) **52% / Gr. 9 ELA** (497/956) **28% / Gr. 10 RDG** (231/825) **51% / Gr. 10 ELA** (421/825) **23%/ Alg. 1A** (150/652) **58%/ Alg. 1** (115/199) **44%/ Bio** (551/1,259) **64% / US Hist** (521/812)	**24% / Gr. 9 RDG** **51% / Gr. 9 Writing** **31% / Gr. 10 RDG** **51% / Gr. 10 Writing** **18% / ALG 1A** (118/671) **39% / ALG 1** (79/203) **19% / Geo** (119/627) **72% / Geo Honors** (202/281) **49% / Bio** (608/1233) **63% / US Hist** (525/828)		

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			**The 6 schools with highest % of black students not-on-track to graduate: Gibbs, Lakewood, Boca Ciega, Northeast, St. Petersburg, Clearwater**		
1.4 Develop training materials for teachers and school leaders in support of standards-based grading and consistent grading procedures as a means of increasing learning and decreasing course failures.	Training team in place, materials developed	Semester	Training materials Training plan			**IN PROCESS** **Meetings convened with district leadership. Plan in place for RP/T&L training module for school teams on Standards Based Grading.** **Exploring PCS policy changes that might be necessary.**		

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 learning plan 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		MS – 5080 / 73% with plans. HS / School plans in place on paper. Converting to new online process. This conversion is just underway.		
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	Quarterly	Informal Report	All high schools, one visit. 10 high schools, two visits.	All high schools have received one visit during Q2		
	# of coaching sessions completed	Quarterly	Informal Report	Q1 Coaching Sessions: GHS: 3 BCHS: 1 LWHS: 4 DHHS: 2	Q2 Coaching Sessions: GHS: 3 BCHS: 1 LWHS: 1 DHHS: 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%)	17 traditional high schools (EAS programs also receive these updates) (100%)		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
1.9 Provide school counselors and teachers with strategies that can be employed to increase the likelihood that students complete each class with a C or better (eg. standards-based grading tools, task neutral rubrics, alternative assessments, performance assessment, grade recovery options).	# and % of counselors and core subject teachers provided such materials and-or strategies Repository of materials, strategies available for counselors, teachers	Semester	Informal Report		**On-going, part of Summer RP/T&L work. District is producing modules that teach teachers Standards Based Grading. Principals have had 2 workshops in preparation for teachers implementing. We have 19 "early implementing" teachers across all HS right now.**		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
1.11 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 # and % of black students in high school <u>not</u> on track who are attending Extended Learning Programs. Summer Bridge enrollment reported under Goal 2.	Quarterly (except Q1) Quarterly	Informal Report Informal Report		**End of SEM 1** **9th: 65%** (820/1267) **10th: 65%** (887/1374) **11th: 68%** (882/1293) **Total: 66%** (2589/3934)	**End of SEM 2** **9th: %** **10th: %** **11th: %** **Total:** **Total:** #,% attending ELP	**End of Summer** **9th: %** **10th: %** **11th: %** **Total:** **Total:** #,% attending ELP

	# and % of black students in high school <u>not</u> on track enrolled in credit recovery programs.	Semester	Informal Report		**SEM 1 CR totals for black students: 592 semester courses completed or 35% of the total courses completed during semester 1 in-school credit recovery. (592/1,700)**		**Total:** #,% attending credit recovery
1.12 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.							
1.13 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 in high school participating in college readiness testing	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
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	Semester	Informal Report	■	■		
	% of black families who report that they are satisfied or highly satisfied with school communication	Annually	Survey	■	■	■	
1.17 Ensure an equitable representation of black learners in school awards and recognition ceremonies.	% of black students recognized / all schools / compared to black enrollment by school	Annually	Informal Report	■	■	■	
1.18 Initiate a targeted email 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 and minority achievement officer.	# and % of events held, # of families of black students in attendance	Annually	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)	Short-Range Target:	Long-Range Target:
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.	Decrease the gap in ELA-Reading and Math proficiency for black students by an average of 3.2% each year on state assessments.	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%**	(2,533) **24.6%**			**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%**	(2,319) **29.2%**			**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%**	(1,191) **27.0%**			
# 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%**			
# 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%**			
# 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%**			
# 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%**			
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) **54.8%** Proficient: 1061, **25.6%** Near Proficient: 1210, **29.2%**			
# 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) **57.3%** Proficient: 1215, **29.5%** Near Proficient: 1146, **27.8%**			
# 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%**			
# 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%**	(3268) **75.8%**			
# and % of black students with a college ready score on the ACT or SAT / reading / compared to state.	No baseline established	Actual		TBD / not available yet	**ACT:** **State:** Reading Avg for black students 17.9, 21% college ready **Pinellas:** 17.9 Avg for black students, 147/861			

				college ready, 17.1%
				SAT: **State:** Reading-Writing Avg for black students 470, 42% college ready **Pinellas:** 465 Avg for black students, 335/869 college ready, 39%
# and % of black students with a college ready score on the ACT or SAT / math / compared to state.	No baseline established	Actual	TBD / not available yet	**ACT:** **State:** Math Avg for black students 16.6, 10% college ready **Pinellas:** 15.7 Avg for black students, 39/861 college ready, 4.5% **SAT:** **State:** Math Avg for black students 444, 17% college ready **Pinellas:** 428 Avg for black students, 55/869 college ready, 6.3%	

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 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	**Testing Cycle 1:** Grades 3-5: • **25% / ELA** • **37% / Math** Grades 6-8: • **17% / Gr. 6 Reading** • **22% / Gr. 7 Reading** • **39% / Gr. 8 Reading** • **30% / Gr. 6 Math** • **11% / Gr. 7 Math** • **12% / Pre-Alg** • **87% / MS Alg. 1** • **81% / MS Alg. 1 Hon**	**Testing Cycle 2:** Grades 3-5: • **27% / ELA** • **38% / Math** Grades 6-8: • **13% / Gr. 6 Reading** • **20% / Gr. 7 Reading** • **27% / Gr. 8 Reading** • **6% / Gr. 6 Math** • **9% / Gr. 7 Math** • **19% / Pre-Alg** • **90% / MS Alg. 1** • **93% / MS Alg. 1 Hon**		

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
				Grade 9-10: • **31% / Gr. 9 Reading** • **28% / Gr. 10 Reading** • **23% / HS Alg. 1A** • **58% / HS Alg. 1**		Grade 9-10: • **24% / Gr. 9 Reading** • **31% / Gr. 10 Reading** • **18% / HS Alg. 1A** • **39% / HS Alg. 1**	
2.2 Provide targeted professional development and instructional coaching to teachers on culturally relevant teaching strategies and teaching with an equity mindset to increase engagement of black learners and increase the percentage of proficient students.	Training calendar	Annually	Website	**Calendar published. Available.**			
	AVID's Culturally Relevant Teaching training # of teachers trained / % of teachers trained to date	Semester	Informal Report	**710 teachers, 9% districtwide**			
	Equity Champions / Mindset training # of Equity Champions credentialed as trainers, # PD sessions held by Equity Champions	Semester	Informal Report	**226 Equity Champions, 30 school Equity Champions facilitated PD in Q1**	**244 Equity Champions, 24 school Equity Champions facilitated PD in Q2**		
	Additional Coaching # of teachers who have participated in follow-up coaching regarding culturally relevant teaching or equity mindset	Quarterly	Informal Report	**28 teachers, 90 sessions, focus was on creating model CRT classrooms**	**53 teachers, 108 sessions, 3 CRT Model classrooms established, 20 faculty visited model classrooms**		
	Equity Teams #, % of schools with an Equity Team on site (with	Annually	Informal Report	**116 schools with Equity Champions (95%) leading**			

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
	qualified trainers)			school Equity Teams. 9 pilot schools implementing Equity Audits.			
	% of black students earning A, B and C grades / elementary (Grade 5)	Semester	Informal Report				
	% of black students earning earing A, B, and C grades (2.0 GPA) / middle (Grades 6-8)	Semester	Informal Report		S1 / 77.2% (3579 / 4637)		
	% 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) / (Grade 8) **Note:** *High school data found under Goal 1 above.*	Semester	Informal Report		S1 / 36.3% (462/1271)		
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 classrooms observed	Quarterly	Informal Report	Q1 / 2,273	S1 YTD / 3,468	Q3 /	No visits quarter 4. Schools not visited so as not to disrupt testing.
	% of classrooms observed where culturally relevant practices are evident	Quarterly	Informal Report	Q1 / Relationships: 81% Experiences: 46% Expectations: 42%	S1 YTD / Relationships: 80% Experiences: 46% Expectations: 46%	Q3 /	

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
2.4 Identify and provide to schools culturally relevant books, resources, and technology to supplement core instruction that represent diverse perspectives as a way to increase student engagement.	% of classrooms with access to culturally-rich supplemental materials	Annually	Informal Report		100%		No visits quarter 4. Schools not visited so as not to disrupt testing.
	% of sampled classrooms showing evidence of use of culturally-rich supplemental materials	Annually	Informal Report		40%		
	# of school literacy teams assembling, distributing and implementing culturally relevant texts	Annually			All Literacy Leadership Teams identified CR texts for each grade level.		
2.5 Determine possible causes of disengagement and underachievement by black students through the use of systematic equity audits across schools.	# of schools conducting equity audits	Semester	Informal Report		Equity audit conducted at 9 schools first semester		
2.7 Provide training to school leadership teams, assistant principals, and principals on using early warning data to monitor and support black students in development of personalized learning plans for each student at risk based on early warning indicators.	# schools / teams targeted for training	Quarterly	Informal Report	All schools	All schools		
	# 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		

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 who are tracked via a personalized plan of support	Quarterly	Informal Report	**Tool developed, beginning use in Q2**	**ES – 3,213 / 100% MS – 5080 / 73%** **HS tool still being finalized.**		
	# and % of black students with personalized plans who are now making adequate academic progress (no early warning indicators)	Annually	Informal Report				
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 2018-19**			
	#, % of black students who are tracked via a personalized plan of support	Quarterly	Informal Report	**Tool developed, beginning use in Q2**	**ES – 3,213 / 100% MS – 5080 / 73%** **HS tool still being finalized.**		
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%**		
2.12 Ensure that black students are participating in extended learning opportunities before and after	# and % of black students who are not on track / ES, MS, HS (GPA below 2.0	Semester	Informal Report	**6,011** **ES: 1,908**			

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
school and in the extended school year program (and Summer Bridge) through recruitment and targeted resources.	and FSA Levels 1 or 2) (Grades 4-10)			(64.4%) MS: 2,411 (60.2%) HS: 1,692 (62.7%)	▮		▮
	# 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	Q1 / 12,854 total students in ELP K-12, 7,651 in 4-12. Q1 / 1,386 are black (18%) in Grades 4-12 Q1/ 978 of all black students who are not on track participated in ELP (12% of the 7,935 in grades 4-12 are off track). Summer Bridge 2018: 4,509 black students attended. 30.9% of Summer Bridge participants were black.	Q2 / 16,789 total students in ELP K-12, 10,781 in 4-12. Q2 / 1,893 are black (18%) in grades 4-12. Q2 / 1,371 of all black students who are not on track participated in ELP (16% of 8,810 off track in grades 4-12).	Q3 /	YTD /
2.13 Monitor usage among black learners of new online, Open Access Extended Learning Program to support students who need to re-learn key skills and standards	# and % of users / access by black students	Semester	Informal Report	▮	3,760 black students using PLP in Q2, 19% of all users.	▮	▮

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
2.14 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	Annually	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		22		
	# of high minority schools offering additional instructional time (extended school day, etc.)	Semester	Informal Report		10 implement extended day, 22 offered extended learning programs		
2.16 Partner with families to monitor usage among black students of digital resources that are provided 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 schools providing these programs	Annually	Informal Report				
	# and % of black students participating / users	Annually	Informal Report				
	% of black students participating in the programs who have improved their reading or math skills / assessments	Annually	Research 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
2.19 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 in middle and high school, priority placement into AVID, college-and-career counseling, and enrichment field trips specific to their interests and passions.	Creation of program, outreach provided to families / # of families contacted	Semester	Informal Report		**Invitations sent, no metrics yet available.**		
	#, % of black students enrolled in district choice programs / MS and HS	Annually	Formal Report				
2.20 Ensure Parent Academy events are provided in locations that make attendance convenient for black families.	# of events / locations across the district	Semester	Informal Report		**11 webinars, events held at CAP Center, PTC-Clw, Maximo ES, Campbell Park ES, T. Marshall MS, Great Explorations.**		
	# of black families attending at each location	Semester	Informal Report		**Ranges from 20-300 for face to face, over 1,000 participants in webinars, 100 parents at Trans Zone event.**		
2.21 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		**75 teachers, 100 support personnel**		
	% of black families who report that they are satisfied or highly satisfied	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
	with school communication						
2.22 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		All 68 Title I schools have held events		
	# of families of black students in attendance / average	Semester	Informal Report		20-35 average per 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

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)		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%**			**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%**	(1,859) **13.3%**			
# and % of black middle school students enrolled in an accelerated (high school) course.	(443) **8.9%**	Actual	(309) **8.1%**	(368) **8.3%**			
# and % of black high school students enrolled in an honors course.	(2,052) **12.3%**	Actual	(2,225) **12.8%**	(2,528) **14.9%**			
# and % of black high school students enrolled in an accelerated course (AP or Dual Enrollment).	(718) **8.6%**	Actual	(857) **9.1%**	(996) **9.6%**			
# and % of black students in high school enrolled in a career, technical education course (high schools).	(2,232) **19%**	Actual	(2,742) **17.0%**	(2,555) **17.0%**			
# 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%**			
# and % black middle school students earning high school credit through accelerated coursework.	(663) **3.3%**	Actual	(509) **2.5%**	(604) **3.0%**			
% 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	**6.8%**	**6.7%**			
% of black students in high school completing an industry certification (measured as % of black graduates).	No baseline data established	Actual	**31%**	**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 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		**777 (18% of the students screened) with Trans Zone not yet finished.**		
	# 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 schools tracking black learners (setting goals) who have not yet successfully completed an accelerated option.	Annually	Reporting Template				
	% of black seniors who have successfully completed an accelerated course or industry certification	Semester	Informal Report		**76% complete or in progress**		
3.11 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.	# of schools targeted for coaching # of counselors supported	Semester	Informal Report		**17 high schools and 22 middle schools provided resources. System of support fully in place. Individual coaching will be pushed in based on course request data.**		
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				

	% black students showing potential who are scheduled into a course for the appropriate subject	Annually	Informal Report	**52% enrolled in exact course identified. 79% enrolled in some AP course.**			
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 enrolled.	# of AVID sections districtwide, change from previous year	Annually	Informal Report				
	% of AVID students who are black; change from previous year	Annually	Informal Report				
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.	% of schools provided summary report. # of schools targeted for additional support	Semester	Informal Report	**New report under development**	**New report complete.** **Schools targeted for support / still TBD.**		
	# 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		**S1 / Black 179 / 1137 (15.7%)** **Non-Black 959 / 8805 (10.9%)**		
	# 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		**S1 / Black 1044 / 2835 (36.8%)** **Non-Black 3110 / 14,860 (20.9%)**		

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				
	# and % of invited black 7th graders taking the SAT	Annually	Informal Report				
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 dual enrollment eligibility and participation.	# and % black students identified as meeting eligibility criteria	Semester	Informal Report				
	% of black students meeting criteria compared to non-black students	Semester	Informal 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.	# 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	# and % of high schools hosting events	Annually	Informal Report				

graduation / scholarship evening specific to their students. Coordinate with high school education department events and minority achievement officer.	# 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)

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.

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	2.43			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			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%**	(6,867) **45.7%**			
# 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) **51.3%**			

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 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 Frequency	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	100%			
	% of schools scoring satisfactory or higher on the PBIS Implementation Checklist (PIC) or the Benchmarks of Quality (BOQ) assessment.	Annually	Informal Report		74% scoring satisfactory (87 / 117)		
	% of schools showing satisfactory implementation in each tier as measured by the PBIS Tiered Fidelity Inventory (TFI)	Annually	Informal Report				% satisfactory % TIER 1 % TIER 2 % TIER 3
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	Semester	Informal Report		100%		

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	**Q1 / 4** Less than 1% of all suspensions given to black students were for infractions listed as non-violent.	**S1 / YTD / 18** Less than 1% of all suspensions given to black students were for infractions listed as non-violent.	**Q3 /**	**Q4 /**
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	**Q1 / 223** 23.1% of all suspensions given to black students were for defiance or classroom disruption.	**S1 / YTD / 620** 26.5% of all suspensions given to black students were for defiance or classroom disruption.	**Q3 /**	**Q4 /**
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	Semester	Informal Report		**100%**		
	# and % of black students arrested	Quarterly	Informal Report	**Q1 / 63** 65.6% of students who were arrested were black.	**Q2 / 88** **S1 / YTD / 151** 64.7% of students who were arrested were black.	**Q3 /**	**Q4 /**

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 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 (2,766)** 41.0% of all referrals have gone to black students. **OSS (738)** 47.0% of all suspensions have gone to black students.	**S1 / YTD Referrals (4,330)** 39.0% of all referrals have gone to black students. **OSS (1,486)** 48.0% of all suspensions have gone to black students.		
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		**2 community meetings**		
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 school identified as needing additional support	Quarterly	Informal Report	**Q1/ 19**	**Q2/ 25**		

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)	Semester	Informal Report		**S1 / 505 black students received more than one suspension. 33.8%** **66.2% of black students who returned from a suspension did not get suspended again.**		

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	**Q1 /139 students (up from 60 Q1 last school year).** **Participation** •**Clearwater Intermediate 37/68** Black Students (54%) •**PTC = 31/53** Black Students (59%) •**Bayside HS 6/18** Black Students (33%) **Total % of Participants who are Black:** 53.2%	**Q2 /166 students** **Participation** •**Clearwater Intermediate 35/56** Black Students (63%) •**PTC = 48/82** Black Students (59%) •**Bayside HS 11/28** Black Students (39%) **Total % of Participants who are Black:** 56.6%		
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	Semester	Informal Report		**S1 / 17 out of 1,486 black students who were suspended** **ESE students: 0**		

Action Steps	In Process Indicators	Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
4.17 Ensure procedure is followed that no elementary students are suspended without consulting with Area Superintendent.	# and % of black elementary students given OSS with or without consultation with Area Superintendent	Quarterly	Informal Report	**Q1 / 65** 68.4% of suspensions in elementary school went to black students. No suspensions were given without approval from an Area Superintendent.	**S1 / YTD / 168** 68.8% of suspensions in elementary school went to black students. No suspensions were given without approval from an Area Superintendent.		
4.18 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	Semester	Informal Report		**S1 / 4**		
4.19 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.	% leaders trained	Annually	Informal Report				
	# black students receiving such interventions	Annually	Informal Report				

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)		2016-17	2017-18	2018-19	2019-20	2020 Target
Risk Ratio (ESE overall) / black	1.45	Actual	1.45	1.46			1.25
		Target	1.45	1.40	1.35	1.30	
Risk Ratio (EBD) / black	4.20	Actual	3.94	3.84			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%			
# and % of black students eligible for Emotional Behavioral Disability (EBD) identification / Total	(427) 49%	Actual	(335) 49%	(363) 48%			
# and % of black students found eligible for Emotional Behavioral Disability (EBD) identification / Identified in Pinellas	(20) 47%	Actual	(16) 57%	(14) 52%			
# and % of black students found eligible for Emotional Behavioral Disability (EBD) identification / Transfers Into County	(24) 42%	Actual	(23) 40%	(13) 39%			

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	5	3		
	# of record reviews completed for black transfer students into Pinellas County	Semester	Informal Report		S1 / 8		
	# of black transfer students identified for EBD re-evaluation process	Quarterly	Informal Report	3	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	64	51		
	# of such requests for services / black students	Quarterly	Informal Report	25	21		

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	25	28		
	# of new EBD eligibilities / identified by PCS / all students	Quarterly	Informal Report	25	12		
	# of new EBD eligibilities / identified by PCS / black students	Quarterly	Informal Report	5	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	252			
	# of record reviews completed after identification for black EBD students	Semester	Informal Report		Data not yet available		
	# 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.	# and % of behavior specialists trained	Semester	Informal Report		53 (84%)		
	# of black students identified as EBD at schools with training behavior specialists	Semester	Informal Report		209		
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	14	13		
	# of black students served by CEIS specialist	Quarterly	Informal Report	12	24		
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	102	81		
	# of black students served by district ESE Behavior Specialist	Quarterly	Informal	67	90		

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)

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%	(671) 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%			
# and % of total administrative positions (combined district-based and school-based) / black	(83) 21.2%	Actual	(86) 21.5%	(87) 22.0%			

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		647		
	# of active instructional applicants, self-identified as black	Semester	Report		44		
	# and % of instructional applicants hired / black	Semester	Report		76		
6.6 Complete an internal, semi-annual review of the practices and processes around the recruiting and hiring of minority teachers to determine areas of strength and areas for improvement within the district's Human Resources Department.	Semi-annual review complete / findings shared with district leadership team	Semester	Informal Report Semi-Annually	Completed			
		Annually	Formal Report Annually				
6.8 Continue strong relationships with colleges and universities, including historically black colleges and universities (HBCUs) and black student organizations within majority white institutions.	# HBCU identified / contacts	Semester	Informal Report		5		

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
	# visits to each HBCU	Semester	Informal Report		0		
	# 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 Refine and update annually a recruitment plan/packet specific to attracting black applicants to be used by all hiring managers in the district.	Plan/packet created, available for use	Annually	Publication				
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. Education Week, Facebook, Indeed and LinkedIn).	# social media and digital instructional recruitment posts, by medium type	Quarterly	Informal Report	449	758		
	# of new / unique print instructional recruitment posts distributed (Job Fair & PCS School Recruitment Flyers; Tampa Bay Times; FL Courier)	Quarterly	Informal Report	11	16		

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	438	250		
	# applicants recruited by medium as reported on application for employment	Quarterly	Informal Report	485 applicants (approx. 50%) identified media as a driver of recruitment.	478		
6.11 Collaborate with the Pinellas Alliance of Black School Educators (PABSE) and community stakeholder groups.	# of contacts and events held with each stakeholder group	Semester	Informal Report		4 Pinellas County Urban League		
6.12 Attend state and national conferences to gather current strategies for the recruitment of black educators.	# conference attended	Annually	Informal Report		1 USCHA/ Video Conf		
6.13 Continue partnership with the Urban Schools Human Capital Academy to provide feedback as to the district's processes for hiring and supporting a more diverse workforce.	# site visits from USHCA	Semester	Informal presentation update		2		
	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 Identify future black educators among current PCS high school students as part of a Future Educators program. Work alongside local colleges to provide high school students and current staff employees with a pathway to careers in teaching.	Plan in place for implementing the program / location of plan / school contacts made / # of students enrolled or interested in initial program	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		**All Principals**		
	# and % of hiring managers trained	Semester	Informal Report		**100%**		
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 or feedback sessions	Semester	Informal Report		**1-survey 12/17/18** **2nd at USFSP 2/26/19**		
	# minority teachers participating in focus groups or feedback sessions	Semester	Informal Report		**Scheduled 2/26/19**		
	# of black teachers total and % retained (June to August)	Annually	Informal Report	**644 total 577 retained (89.6%)**			
	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 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	**82.1%**			
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	**39 attending (Title 1 schools) 17 from TZ schools**			
6.23 Establish a differentiated 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				
6.26 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				
6.27-6.28 Establish positive relationships with current and aspiring black leaders to enhance the leadership pipeline and	# focus group meetings or feedback sessions with minority administrators	Semester	Informal Report		**3 (via PABSE, Transformation Zone, New Leaders)**		

maintain or increase the percent of minority administrators.	# minority administrators participating in focus groups or feedback sessions	Semester	Informal Report		**Approximately 40**		
	Areas for improvement identified through focus groups or employee exit survey data	Annually	Informal Report		**Still under review**		
	# and % of black teachers in AP (Asst. Principal) and APs in Principal Pool	Semester	Informal Report		**AP Pool 49 (19%)** **Principal Pool 33 (8%)**		