



District Strategic Plan 2018-19

Pending Board Approval

Pinellas County School Board

The mission of the Pinellas County School Board is to provide the best opportunities for all students to succeed by adopting policies that ensure continual improvement of highest student achievement, safe learning environment and effective, efficient operation. The District Strategic Plan represents one of the many ways the School Board supports the strategic work to ensure 100% student success.



FRONT ROW: Vice Chairperson: Peggy O'Shea | Chairperson: Rene Flowers | Carol Cook
BACK ROW: Superintendent: Dr. Michael Grego | Linda Lerner | Joanne Lentino | Terry Krassner | Eileen Long

Message from the Superintendent

The strategic planning process in Pinellas County Schools focuses on aligning initiatives and resources with desired results. Every goal in the 2018-19 District Strategic Plan is backed by measured, deliberate action steps. The 2018-19 plan includes highlights of major projects and new action goals that reflect continuous improvement in student achievement and operations. The effectiveness of this plan depends on the work of the dedicated professionals of Pinellas County Schools. This document is designed to serve as a guide not only for educators, school leaders and staff members, but also for the community. Successful public school districts depend on the collective will of a community to create a better future. As we grow greatness and move forward as a school district, we welcome the participation of all stakeholders.

Michael A. Grego, Ed.D.

Superintendent, Pinellas County Schools



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Vision, Mission and Core Values

The District Strategic Plan (DSP) is grounded in the vision, mission and core values of Pinellas County Schools. Informed by stakeholders, these foundational beliefs guide the development of the DSP and corresponding improvement plans to support a trajectory of growth for each student in Pinellas County.

Vision

100% Student Success

Mission

Educate and prepare each student for college, career and life.

Core Values

COMMITMENT TO CHILDREN, FAMILIES AND THE COMMUNITY

- Making decisions and committing resources to attain each student's success
- Seeking out and connecting with families and community

RESPECTFUL AND CARING RELATIONSHIPS

- Establishing positive relationships among all stakeholders
- Using the district vision to guide intentions, motives, and actions

CULTURAL COMPETENCE

- Understanding and honoring culturally-defined beliefs, needs, styles and behaviors of the students, families, and communities we serve
- Valuing the benefit that individual differences bring to our school district
- Recognizing the importance of individual similarities and differences while working effectively with all stakeholders from various cultures, races, ethnicities and religious backgrounds

INTEGRITY

- Maintaining the highest standards of behavior, ethics, fairness, and honesty with ourselves and others
- Committing to doing the right things for the right reasons
- Demonstrating fairness in our judgments and actions

RESPONSIBILITY

- Fulfilling commitments and promises through fact-based decision-making and problem solving
- Taking ownership of our own behaviors
- Seeking opportunities for continuous improvement

CONNECTEDNESS

- Teaming through internal and external partnerships by aligning efforts for the common purpose of each student's success
- Willing to share and transfer knowledge with others

District Strategic Plan Overview

Each day, students walk through the doors of schools across Pinellas County filled with talent, dreams, and infinite potential. It is the responsibility of every staff member to provide an outstanding education that will empower each student to grow their gifts and develop the skills they need to be successful in their postsecondary pathways following graduation. The DSP sets forward the roadmap to transformational change in support of continuous improvement and 100% student success.

Input

Each year, the district reviews the District Strategic Plan (DSP) in order to engage in a cycle of improvement that puts student success at the center of the work. The annual update to the DSP is informed by feedback received from students, parents, community members, partners and staff members throughout the year.

As the driving force for improvement across the district, the DSP is developed each year alongside the budget to ensure resources are prioritized and aligned with the programs and initiatives that support the district goals.

Structure

The DSP is structured to delineate long-term direction and annual action goals. The Strategic Directions and Strategic Goals are grounded in the vision, mission and core values of the district. These high-leverage areas set forth the long-term path for continuous improvement.

The action goals, aligned to each Strategic Goal, demonstrate the prioritized goals of the district for the 2018-19 school year. Each Action Goal has a district administrator who works collaboratively with teams to develop implementation plans and monitor progress throughout the year.

In support of the DSP, each school engages in a continuous improvement process through School Improvement Plans (SIPs). As schools build their SIPs, site-based teams review current progress, develop strategies, set goals and create action plans to support growth. Alignment between the DSP and SIPs is vital to ensure the entire district is working together to meet our Strategic Goals.

Monitoring

Pinellas County Schools does not achieve its goals by good-fortune or hard-work alone, but by aligning efforts and resources. Improvements are made by focusing intensely on the priorities, while maintaining high-service levels for ongoing work. The district monitors each Action Goal by utilizing the Plan, Do, Study, Act process. Goal managers develop targeted and cross-functional action plans for each Action Goal to support effective and efficient planning, implementation, monitoring, revision, and oversight.

A fully developed plan places the management of priorities and strategies in the context of support and accountability at every level. Action Goal managers ensure priorities are supported through:

- clearly defined priorities and strategies that support implementation and are aligned to goals;
- oversight throughout the planning, implementation and monitoring process; and
- ongoing reflection and adjustment to meet student, family, school and department needs.

Strategic Directions and Goals

The five strategic directions, encompassing seven strategic goals, guide the long-term work of Pinellas County Schools. These high-leverage areas of work directly align with the district's vision, mission and core values and set the direction for the continuous improvement of both schools and district departments. Each of the *strategic goals* have corresponding *action goals* that are reviewed and updated each year in order to support the transformational work of the district.

1: Student Achievement

Strategic Goal 1: Increase student achievement resulting in improvements for each school's learning gains, grade-level proficiency rates, graduation rates, and school grade designations of A or B.

Strategic Goal 2: Ensure curriculum, instruction, and assessment are designed and delivered with a focus on content rigor, student engagement, and continuous improvement of academic achievement.

2: Learning in a Safe Environment

Strategic Goal 3: Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement, and overall school improvement.

3: Equity with Excellence for All

Strategic Goal 4: Provide equity and excellence of education by increasing performance and reducing the disparity in graduation rates, proficiency scores on assessments, participation and performance in accelerated courses, disciplinary infractions, and placement in Exceptional Student Education programs.

4: Career- and College-Readiness

Strategic Goal 5: Achieve the District's mission for career- and college-readiness for all students by adopting high-quality standards, interdisciplinary curriculum content, aligned instructional practices, appropriate student supports, necessary resource allocations, and parent and community engagement.

5: Effective and Efficient Use of Resources

Strategic Goal 6: Develop and sustain effective and efficient use of all resources for improved student achievement and fiscal responsibility.

Strategic Goal 7: Provide quality technology and business services to optimize operations, communications, and academic results.

Strategic Initiatives

While identifying goals is critical to continuous improvement, more important is the cross-functional action planning to move the district forward and successfully meet objectives. The initiatives below represent a sample of the work Pinellas County Schools does every day to make the DSP more than a plan, but rather a true lever for transformational change.



Focused Instructional Model

In the 2018-19 school year, the instructional model for Pinellas County Schools is updating to the Marzano Focused Model. This shift takes the best, most effective, components of the model and condenses the elements from 60 to 23. The updated model has four parts, or domains, to provide the roadmap to rigorous student learning:

- **Standards-based planning:** sets the expectations and are the foundation for designing effective lessons that drive student achievement
- **Standards-based instruction:** outlines instructional strategies to help students access content at all levels through practices that include, identifying critical content and engaging students in cognitively complex tasks all in alignment to the standards.
- **Conditions for learning:** focuses on the engagement of students to meet the demands of the standards through building positive relationships, setting high expectations for all students, utilizing data to support the individual needs of students and moving toward student-centered classrooms.
- **Professional responsibilities:** underscores the importance of teacher leadership, expertise in content and pedagogy and commitment to professionalism.

As teachers and school leaders begin to utilize the Focused Model, the planning and resource development to support this work has been vital. A lesson planning template, designed as an option for teachers, to ensure alignment to the model and reduce the amount of time and effort it takes to plan daily lessons is available to all staff across the district. In addition, the district developed and launched an online Gateway SharePoint Site, a single location to find standards-based resources (including all district curriculum guides resources and sample lesson plans). Professional development will be ongoing throughout the year to ensure all staff have what they need to support increased student growth.

Strategic Direction: Student Achievement (1)
Strategic Goals: 1, 2



Strategic Initiatives

School Safety

Safety of the students and staff is of the utmost importance to ensure students can enter classrooms each day ready to learn. Over the past several years, the district has made strategic investments in buildings across Pinellas County to ensure campuses are secure with single points of entry. During the 2018-19 school year, students and families will see increased efforts to ensure safe campuses through security officers at every elementary school and school resource officers at secondary schools. In collaboration with local law enforcement agencies, site-specific safety plans have been developed and staff training is ongoing to support schools in maintaining a secure environment.

In addition, supports have increased for the mental and emotional health and well-being needs of students. Partnering with both national and local organizations, students and schools across the county will benefit from new programming, such as Sandy Hook Promise's *See Something, Say Something*. This partnership supports identifying, intervening and getting help for individuals who may be at-risk of hurting themselves or others and will be increased across the district.

Strategic Direction: Learning in a Safe Environment (2)
Strategic Goal: 3



Restorative Practices

Restorative Practices emphasize positive relationship building, inclusive decision-making, restorative dialogue and responsive classrooms which meet the needs of students and decrease the need for reactive discipline procedures for students. PCS began the first phase of districtwide implementation during the 2017-18 school year with every school training a team in Restorative Practices and bringing their learning back to their site. Throughout the year, staff and students engaged in Restorative Circles and classroom dialogues to build positive relationships. During summer 2018 PCS is expanding the commitment by ensuring a staff member from every school becomes a certified *Restorative Practices Trainer*. These staff members will go through intensive learning sessions with the International Institute of Restorative Practices (IIRP) and will allow for school-based expertise at all schools to ensure each and every teacher receives professional learning and support for implementing Restorative Practices across the district.

Strategic Directions: Learning in a Safe Environment (2) Equity with Excellence for All (3)
Strategic Goals: 3, 4



Strategic Initiatives



Elevating Excellence (EE), launched in April 2018, is an initiative to provide high-achieving students with a personalized path to college success. The goal is to equip students and families with the tools to not only be accepted at competitive universities, but thrive throughout their postsecondary careers. This initiative was born of the acknowledgement that traditional structures do not provide the needed level of support, especially for under-represented students. EE encompasses six multi-faceted areas to support the comprehensive needs of students throughout high school. The areas include: Academic Counseling and Targeted Support, Pathway Course Progression, Parent and Student Engagement, College Entrance Test Preparation, College and Financial/Scholarship Planning and Peer Collaboration. Every high school has an EE Champion serving as a site-based lead with school counselors and instructional staff developers directly supporting the work. The student experience kicked-off during Summer Seminars in June/July 2018 where Elevating Excellence scholars from across the district came together to build friendships, develop skills and gain exposure to the college-planning process. To learn more visit www.pcsb.org/ee.

Strategic Direction: Career- and College-Readiness (4)
Strategic Goal: 5



Launched in spring 2018, the Personalized Learner Pathway (PLP) is an electronic platform that connects students with learning resources tailored to their needs. The PLP allows students to see important pieces of their academic life and enables them to create a profile that includes their hobbies, achievements, volunteer and work experiences, and goals. The PLP is accessible anytime, anywhere and has many dynamic features including:

- an "About Me" section that supports resume building and a place to denote their academic support team
- personalized standards-based lessons
- credits and GPA as they relate to grade promotion or graduation
- career- and college-readiness section that displays SAT/ACT scores, industry certifications, and advanced coursework the students complete

Districtwide utilization of the PLP will ensure all students have the tools to advocate for their needs while increasing their skills in academic areas. Students can access their PLP by logging on through Clever.

Strategic Directions: Career- and College-Readiness (4) Effective and Efficient Use of Resources (5)
Strategic Goals: 5, 6, 7



Strategic Initiatives



Bridging the Gap Plan

The Bridging the Gap (BTG) plan represents the steadfast commitment of Pinellas County Schools to close the achievement gap between black students and non-black peers. The six key goals of the plan address: Graduation rates, Grade-level proficiency, Participation and performance in accelerated courses, Disciplinary infractions, Eligibility for Exceptional Student Education (ESE) programs and Minority Hiring. Targeted work plans that support both school and district actions to improve are in place and continually monitored to ensure progress is made. During the 2017-18 school year, the first year of plan implementation, the district saw gaps narrowed in five of the six areas. The continued implementation of the BTG plan is one of the key levers for district improvement and, ultimately, a measure of success for Pinellas County Schools. To learn more visit www.pcsb.org/btg.

Strategic Direction: Equity with Excellence for All (3)
Strategic Goal: 4

To learn more about Pinellas County Schools and the exciting initiatives in place to support students, visit our website and connect through social media.



Website: www.pcsb.org



Facebook: www.facebook.com/mypinellaschools



Twitter: http://twitter.com/my_pcs



YouTube: <http://www.youtube.com/c/PinellasCountySchoolsvideos>



Action Goals

Each action goal has a plan of action that is developed and managed by District staff.

Strategic Goal 1: Increase student achievement resulting in improvements for each school's learning gains, grade-level proficiency rates, graduation rates, and school grade designations of A or B.

- 1.1 Increase successful promotion rates in grades 3, 6 and 9 to at least 95% for each student subgroup.
- 1.2 Increase graduation rates for each student group leading to the achievement of at least 90% districtwide graduation rate and increase the rate by at least 6 percentage points for each subgroup.
- 1.3 Increase the percent of freshmen earning at least 6 credits by the end of freshman year to 95% and the percent of freshmen maintaining a 2.0 minimum Grade Point Average (GPA) to 85%.
- 1.4 Increase the district English/language arts (ELA) Florida Standards Assessment (FSA) proficiency rate at each grade level by at least 3 percentage points.
- 1.5 Increase the district mathematics FSA proficiency rate at each grade level by at least 3 percentage points.
- 1.6 Increase the district science proficiency rate on Science Standards Assessment (grades 5 and 8) and the Biology End-of-Course (EOC) by at least 3 percentage points.
- 1.7 Increase the district proficiency rate on US History EOC and Civics EOC by at least 3 percentage points.
- 1.8 Increase the percent of K-12th grade English Language Learners (ELL) who achieve proficiency on the required state assessments in ELA, math, and science by at least 3 percentage points.
- 1.9 Increase the percent of K-12th grade Exceptional Education Students (ESE) who achieve proficiency on the required state assessments in ELA, math, and science by at least 3 percentage points.
- 1.10 Increase the percent of K-12th grade low-socioeconomic (Title I) students who achieve proficiency on the required state assessments in ELA, math, and science by at least 3 percentage points.
- 1.11 Increase the percent of K-8 gifted students demonstrating a Level 4 or 5 on the FSA by at least 3 percentage points.

- 1.12 Eliminate gender achievement gaps in ELA as measured by ELA standardized assessments in grades 2 and 3.
- 1.13 Ensure each PCS Voluntary Pre-Kindergarten (VPK) program demonstrates at least 60% student proficiency on the Florida Kindergarten Readiness Screener (FLKRS) assessment.
- 1.14 Increase the percent of students attending PCS VPK programs who demonstrate proficiency on the FLKRS assessment to 70% with at least 3 percentage point increases in each subgroup.
- 1.15 Use MAP assessment results in grades K-2 to determine readiness for grades 1, 2 and 3 as measured by mean percentile scores.
- 1.16 Increase the district average in Accelerated Performance in middle and high school to at least 71% by 2019 and 80% by 2020.
- 1.17 Increase participation and scores for Music Performance Assessments (MPA), All-State auditions and ensemble participation, thespian festival events and participation and music achievement levels for elementary music.
- 1.18 Increase participation and art-work scores for visual arts exhibits and participation and passing scores for Advanced Placement (AP) art courses.
- 1.19 Increase completion rates for students enrolled in Pinellas Virtual School (PVS) from 65% to 80% to accelerate or maintain grade-level performance.

Strategic Goal 2: Ensure curriculum, instruction, and assessment are designed and delivered with a focus on content rigor, student engagement, and continuous improvement of academic achievement.

- 2.1 Increase the percent of classrooms demonstrating standards-based instruction with complex tasks and student-centered classrooms by at least 3 percentage points as measured by evidence collected during Instructional Support Model (ISM) visits.
- 2.2 Launch and implement the new district Gateway and lesson plan template to improve standards-based planning for teachers across the district.
- 2.3 Increase participation in enrichment and academic opportunities including mathematics, science, history and technology competitions, fairs and clubs at the elementary, middle, and high school levels.
- 2.4 Refine and enhance the Talent Development work of gifted teachers with a focus on structured curriculum and goal-oriented expectations to determine the impact of Talent Development on student learning gains.
- 2.5 Increase the percent of students utilizing Khan Academy (SATpractice.org) accounts for college entrance test preparation by at least 5 percentage points.
- 2.6 Increase participation in targeted online support programs accessible through Clever for all students by monitoring usage reports.
- 2.7 Increase the enrollment in Extended Learning Programs (ELP) by at least 5 percentage points in each school to increase proficiency in core academic courses and courses recovered.
- 2.8 Reduce the number of students who are overage and academically behind two to three years through the implementation of targeted interventions, programs and monitoring systems.
- 2.9 Ensure at least 60% of the students in grades 1-5 who are below grade level in reading enroll in and attend Summer Bridge.
- 2.10 Utilize MAP data to ensure students who attend Summer Bridge demonstrate academic growth throughout the summer.

Strategic Goal 3: Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement, and overall school improvement.

- 3.1 In order to support the behavior needs of students and decrease the need for reactive discipline procedures, all schools will have a certified Restorative Practices Trainer to ensure the training and implementation of climate and culture plans that emphasize positive relationship building, inclusive decision-making, restorative dialogue and responsive classrooms.
- 3.2 Ensure all staff are provided ongoing training opportunities regarding mental health and wellness and violence prevention to support student safety and well-being.
- 3.3 Ensure the Mental Health and Wellness plan is implemented through enhancement of physical, emotional and mental health services that meet the needs of students.
- 3.4 Ensure all schools have high-quality and proactive threat assessment teams in collaboration with the district threat assessment team to connect students and schools with appropriate services for safety and well-being.
- 3.5 Strengthen and articulate the continuum of K-12 school counseling and college advising services.
- 3.6 Develop and implement the student advocate framework that school staff will utilize to ensure all students, particularly those in need, have access to an adult advocate.
- 3.7 Ensure schools have an active and documented Principal's Multicultural Advisory Committee (PMAC) program that addresses an environment reflective of the district's core value of cultural competence.
- 3.8 Improve the professional culture and morale at each school site by targeting related areas identified in the School Improvement Plans (SIPs) using data from the annual District and school-based AdvancED survey.
- 3.9 Ensure all teachers are provided the opportunity for professional development within prioritized areas identified through teacher appraisal data, deliberate practice processes and district initiatives.
- 3.10 Increase the percent of newly hired teachers retained for at least three years through a continuum of support including robust onboarding, mentoring, professional development and job-embedded growth opportunities.
- 3.11 Increase the number of high-quality teacher candidates through the recruitment and development of PCS graduates, current employees and external candidates, in partnership with universities and colleges.
- 3.12 Increase teacher effectiveness by providing a defined process for teacher development including a continuum of support that ranges from professional learning opportunities, coaching and modeling.

- 3.13 Increase the number of high-quality, administrative candidates ready to lead at all school-based supervisory levels (e.g. Assistant Principal, Principal) including:
 - i. all grade spans;
 - ii. turnaround and/or high needs
 - iii. specialized sites (e.g. ESE Centers, Technical, Alternative)
- 3.14 Ensure the use of cross-training processes to develop a pool of employees with targeted skills to ensure ongoing, efficient operations across the district.
- 3.15 Enhance the Employee Wellness Program to encourage and reward employee participation in preventative screenings, nutrition education, stress management and tobacco cessation programs.
- 3.16 Engage schools in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program and provide all physical education students the opportunity to achieve the level of Healthy Fitness Zone (HFZ) in the Presidential Youth Fitness Program.
- 3.17 Ensure that district and school emergency plans are submitted to the proper law enforcement agency for review in accordance with the requirements as set forth in the Marjory Stoneman Douglas High School Public Safety Act.
- 3.18 Provide a safe and secure environment for all students and employees at each work site through collaboration and agreements among district employees, Schools Police, and outside law enforcement agencies to proactively address safety and security issues.
- 3.19 Continue School Board members' participation in Florida School Boards Association professional development.
- 3.20 Conduct parent/PTA cadre meetings throughout the district.
- 3.21 Participate in meetings with officials on issues directly impacting education and the community including:
 - i. local, state and national speaking engagements
 - ii. collaboration and partnership with state, college and university officials
 - iii. advisory and business organizations within the local and state community
 - iv. local, state and national education organizations/collaboratives

Strategic Goal 4: Provide equity and excellence of education by increasing performance and reducing the disparity in graduation rates, proficiency scores on assessments, participation and performance in accelerated courses, disciplinary infractions, and placement in Exceptional Student Education programs.

- 4.1 In recognition of the district's ongoing commitment to its African-American community and as further described in the Bridging the Gap plan, the district shall:
 - i. eliminate or greatly narrow the gap between the graduation rates for black and non-black students
 - ii. eliminate or greatly narrow the gap between proficiency rates on state-required and national assessments for black and non-black students
 - iii. eliminate or greatly narrow the gap between accelerated participation and performance rates for black and non-black students
 - iv. reduce the disparity in the rates of disciplinary infractions between black and non-black students
 - v. reduce the number of black students being found eligible for Exceptional Student Education (ESE) programs
 - vi. increase teacher recruitment and retention efforts to ensure that faculty diversity mirrors the student population
- 4.2 Increase the number of K-12 minority students who score on or above grade level on the Florida Standards state test and End-of-Course (EOC) exams in reading, math, and science by providing needed resources, research-based strategies, and needed support to students, teachers, and staff.
- 4.3 Increase the enrollment of minority students in effective PreK programs and the percentage of minority students who score at or above the state set requirements on the VPK assessment.
- 4.4 Increase the percent of minority and socio-economically disadvantaged students enrolled in 6th grade advanced level or higher courses focusing on math, science and ELA by 5%.
- 4.5 Increase the number of underrepresented English learner and socio-economically disadvantaged students in gifted programs by at least 5 percentage points through the implementation of Plan B (Florida Rule 6A-6.03019).
- 4.6 Reduce the minority/non-minority and socioeconomic gap in participation in advanced, accelerated, Advanced Placement (AP) and Dual Enrollment courses by 3%.
- 4.7 Increase overall secondary students with successful completion of advanced, accelerated Advanced Placement and Dual Enrollment courses by 3% and reduce the minority/non-minority successful completion gap by 5%.
- 4.8 Increase the percentage of minority students who demonstrate readiness for college and careers upon graduation as measured by the PSAT, SAT, ACT, or PERT by at least 5%.
- 4.9 School staff will utilize the student advocate framework to implement one-to-one and group mentoring for minority students.

- 4.10 Ensure all schools have approved, research-based, and fully operational behavior plans that include teachers and staff training to assure effective implementation and the use of best practices to reduce minority student referrals and in- and out-of-school suspension rates.
- 4.11 Increase District attendance rate to 95% for all schools while reducing the number of students missing 10% or more days of school by 5% and within each subgroup.
- 4.12 Engage parents and the community in efforts of the district to close minority and non-minority student outcome gaps.
- 4.13 Develop data tracking systems and reports, in alignment with Every Student Succeeds Act (ESSA) subgroup requirements, to monitor efforts and support access to information for decision-making and reducing disparity among subgroups.
- 4.14 Increase the percent of minority and socio-economically disadvantaged students who complete an industry certification by 10 percentage points.
- 4.15 Ensure at least 25 percent of teachers are trained in Culturally Relevant Teaching (CRT) strategies in order to have all teachers trained by 2022.
- 4.16 Increase teacher recruitment efforts to ensure faculty diversity mirrors the student population.

Strategic Goal 5: Achieve the District’s mission for career- and college-readiness for all students by adopting high-quality standards, interdisciplinary curriculum content, aligned instructional practices, appropriate student supports, necessary resource allocations, and parent and community engagement.

- 5.1 Ensure all 8th grade students have a completed four-year high school plan and all high school seniors have a completed postsecondary plan aligned to their Academic Pathway.
- 5.2 Increase the enrollment in and completion of Advanced Placement (AP) courses for high school students demonstrating potential as identified through the AP potential report at each school.
- 5.3 Increase overall secondary student participation in advanced and accelerated courses by at least 3 percentage points.
- 5.4 Increase the number of college credits earned by graduating seniors by at least 3 percentage points by increasing the number of AP, IB and AICE exam scores that articulate to college credit and the number of Dual Enrollment college credits earned.
- 5.5 Increase the percentage of graduates who earn a nationally/internationally recognized diploma (AICE, AP Capstone, and IB) or an Associate Degree to at least 10%.
- 5.6 Maintain AVID Site Certification for 35 traditional secondary schools and continue to expand AVID Elementary to at least two additional sites per year.
- 5.7 Increase the percentage of graduates who meet the College- and Career-Readiness benchmarks (SAT Suite of Assessments) and provide the guidance and instruction necessary to expand eligibility for FL Bright Futures.
 - i. increase the percent of students in grades 8-10 who participate in the PSAT School Day (grade 8: 93%, grade 9: 85%, grade 10: 80%);
 - ii. 30% of students in grade 11 participate in PSAT/NMSQT;
 - iii. 90% of students in grade 11 participate in SAT School Day;
 - iv. 3 percentage point increase in students recognized as National Merit Semifinalists and Hispanic Scholars;
 - v. 3 percentage point increase in graduates meeting the SAT Evidence-Based Reading and Writing College Readiness Benchmark;
 - vi. 3 percentage point increase in graduates meeting the SAT Mathematics College Readiness Benchmark.
- 5.8 Ensure all students who take the PSAT/NMSQT have a linked College Board/SATpractice.org account.
- 5.9 Increase the percent of all seniors who qualify for Bright Futures by at least 5 percentage points with a 15 percentage point increase for low-income and minority students.

- 5.10 Increase the percentage of students with disabilities who are found to be (1) enrolled in higher education, or (2) competitively employed, or (3) enrolled in any other postsecondary education or training program or employed in some other employment in the year following their exit from public school to surpass the state average for students with disabilities as reported by the Florida Education and Training Placement Information Program (FETPIP) data.
- 5.11 Increase the number and percent of students earning industry certifications to enable each school to reach 50% of graduates receiving industry certification by 2020.
- 5.12 Increase the number of middle-grades students enrolled in a career exploratory experience during their middle school years by 5 percentage points.
- 5.13 Increase the number of students participating in youth pre-apprentice work-based learning programs in all appropriate occupational areas with an emphasis on high-demand occupations by at least 10 percentage points.
- 5.14 Ensure all high school career technical programs of study have an industry/corporate advisory committee.
- 5.15 Increase the enrollment of PCS graduating seniors in Pinellas Technical College by at least 10 percentage points.
- 5.16 Increase the percentage of graduating seniors applying to a two-year and four-year postsecondary institution by at least 5 percentage points.
- 5.17 Ensure all graduating students eligible for Bright Futures complete the Florida Financial Aid Application.
- 5.18 Increase the number of students with a completed Free Application for Federal Student Aid (FAFSA) to 50% districtwide.
- 5.19 Increase the percent of graduating seniors with a completed Pinellas Education Foundation Scholarship Application by 5% at every high school.

Strategic Goal 6: Develop and sustain effective and efficient use of all resources for improved student achievement and fiscal responsibility.

- 6.1 Ensure that 100% of entitlement grant expenditures correlate with student growth scores or learning gains using reviews of progress monitoring data with school staff to track student progress and make necessary adjustments:
 - i. Title I
 - ii. Title II
 - iii. Title III
 - iv. Title IV
 - v. IDEA
 - vi. Carl A. Perkins
- 6.2 Enhance and document the process for allocation of units at schools and work sites, including evidence of school-level autonomy over staffing, scheduling and budgeting to support student achievement in alignment with changing legislative requirements.
- 6.3 Improve the review and processing of FTE data, including transportation records, to ensure the district receives all FTE monies entitled.
- 6.4 Ensure any audit comments are corrected within a calendar year.
- 6.5 Examine all new state mandates to determine funding sources and identify significant unfunded mandates as a part of the district's legislative efforts.
- 6.6 Continually review the budget process to ensure it includes steps that incorporate appropriate stakeholders and a timely sequence of all essential components.
- 6.7 Implement facility condition assessment and educational suitability assessment analyses to provide a foundation for the district five-year capital outlay plan.
- 6.8 Provide safe, healthy and efficiently operated schools as measured through a facility condition assessment and educational suitability assessment.
- 6.9 Provide safe and efficiently operated bus transportation to ensure the success of our students by increasing on-time performance and reducing accidents, breakdowns and fuel costs.
- 6.10 Develop data tracking systems and reports, in alignment with industry standards, to monitor the closure of maintenance work orders.
- 6.11 Increase the capacity of all supervisors to set and ensure performance expectations are met through the sharing and use of data, the recognition of high performers and/or guidance and support of low performers.
- 6.12 Monitor School Improvement Plans (SIPs) for alignment of goals, action plans, professional development and budget with the District Strategic Plan, ensuring strategies are capable of increasing student achievement and closing any gaps.

- 6.13 Monitor and communicate progress on improvement plans for all state-designated Differentiated Accountability (DA) schools for 2018-19.
- 6.14 Incorporate the AdvancED Report in the District Strategic Plan and within school, department and work site plans to ensure accomplishment of priority areas in preparation for re-accreditation in 2020.
- 6.15 Regionalize district application programs to increase options for families that are closer to their homes while increasing transportation route efficiency.
- 6.16 Increase and promote opportunities for school choice for both application programs and home-zoned schools by offering an engaging curriculum, competitive school programs, and attractive campuses selected by parents and students.

Strategic Goal 7: Provide quality technology and business services to optimize operations, communications, and academic results.

- 7.1 Ensure the established district reporting systems include relevant data points in alignment with ESSA requirements and Pinellas Pathways to Graduation.
- 7.2 Ensure all schools are prepared for the state-required Computer-Based Assessments in grades 7-12.
- 7.3 Implement Enterprise Resource Planning (ERP) software to improve the efficiency of business practices and to enhance productivity.
- 7.4 Upgrade wireless infrastructure at all sites to meet increasing curricular and assessment demands on the network.
- 7.5 Complete the installation of interactive technology in all classrooms to improve student achievement and strengthen teaching and learning.
- 7.6 Ensure all hardware and software purchase requests are submitted to the IT Governance Council for review and approval prior to making purchases.
- 7.7 Continue the communication and number of offerings of the Superintendent's Annual State of the District and Roundtable events to share progress on the District Strategic Plan with community leaders.
- 7.8 Continue the Superintendent's Educator of the Year Teacher Task Force to provide input and feedback as it relates to student achievement, instruction, and continuous improvement efforts.
- 7.9 Continue the Superintendent's focus group meetings for teachers, staff, community members, and administrators to gather input and feedback as it relates to student achievement, instruction and the district's continuous improvement efforts.
- 7.10 Continue to partner with the Pinellas Education Foundation to align efforts and initiatives that support leadership development, student achievement and multiple pathways for students.
- 7.11 Develop a process for using site analytics and stakeholder feedback to drive decisions on District/school website content delivery and design.
- 7.12 Enhance and create promotional strategies focused on educating and engaging stakeholders and promoting areas where Pinellas County Schools is a regional, state, and national leader for quality teaching, learning and student achievement.
- 7.13 Provide customized training solutions to school and department leaders that increase their ability to effectively demonstrate their innovative practices in order to communicate with internal and external stakeholders.
- 7.14 Expand course offerings and professional development/technical support for distance learning lab teachers to provide the necessary opportunity for students to earn their online course credit required for graduation and to increase FTE earned by Pinellas Virtual School (PVS) by at least 10% until PVS becomes self-sufficient.



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