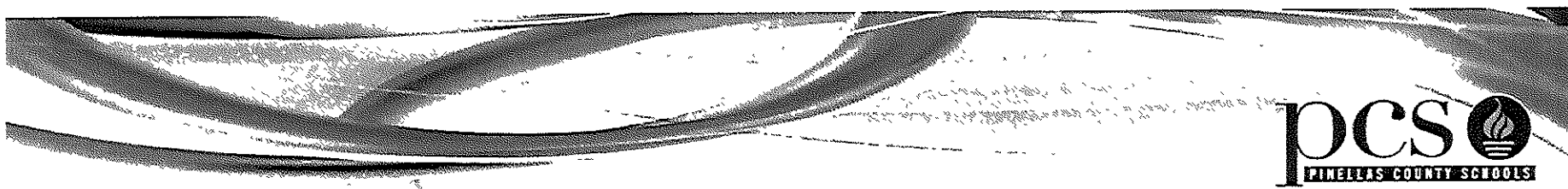
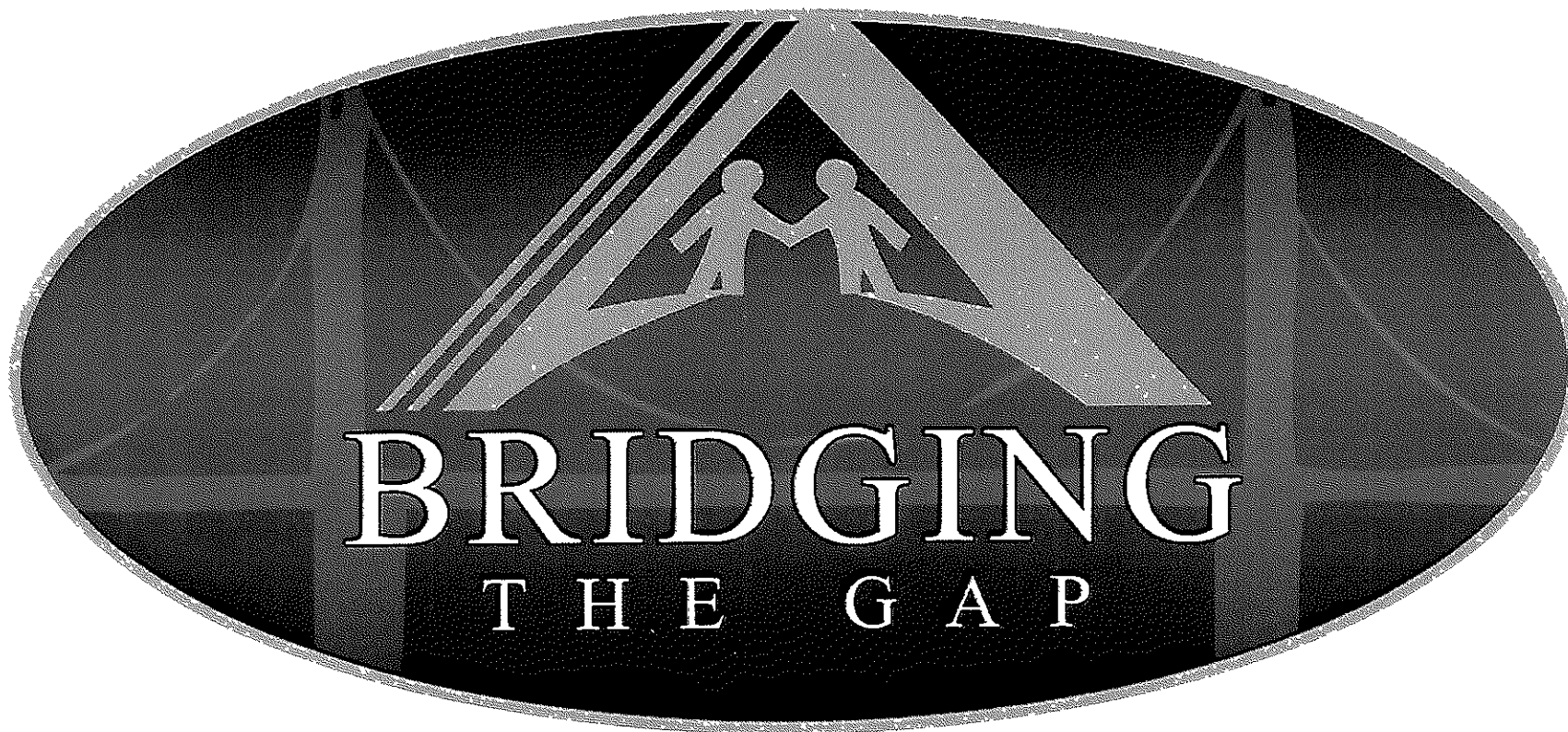


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Updated: December, 2014

Bridging the Achievement Gap Strategic Plan is designed to identify specific actions believed to positively impact the gap between black and non-black students. The five goals address:

- Graduation Rates
- Grade Level Proficiency
- Participation and Performance in Accelerated Courses/Programs
- *Disciplinary Infractions*
- Eligibility for Emotional/Behavioral Disabilities

The District Initiatives or Actions listed with each goal were gathered through a community think tank as well as input from district- and school-based leaders. The initiatives are regularly monitored and quantified where possible. These measures are included and updated periodically. If additional initiatives are determined to be a major factor for improvement, it can be added. Likewise, if an action plan is determined to have little or no impact on the targeted outcome measures it may be removed from the list. Please note-the practice might continue but the results must be specific to reducing the gap between black and non-black student achievement.

A graph or chart summarizing the outcome data is provided for each goal. In addition, highlights represent the measurable progress for the goal and initiatives.

Bridging the Gap Strategic Plan Goal 1: Eliminate the gap between Pinellas County graduation rates for black students as compared to non-black students.

Goal Managers: Rita Vasquez, Executive Director High School Education; Valerie Brimm, Director Strategic Partnerships and Mary Conage, Director Title I

Highlights: Progress monitoring of the initiatives or action items.

- 100% of our Black seniors who are not on-track to graduate have an adult advocate in each school helping the student monitor progress toward graduation and address areas of need specific to each student.
- The rate at which Black students are earning the necessary concordant score for the graduation reading assessment (FCAT 2.0) increased from 8.74% in 2011-12 to an expected 11.06% in 2013-14 once final graduation data is released by the DOE.
- In 2013-14, high schools facilitated the recovery of just under 4900 course credits through in-school credit recovery systems. Although last year, Black v. Non- Black data was not specifically tracked (accomplished for this year) we've quantified the following which is indicative of the success of the in-school credit recovery program for black students:

Effect of In-School Credit Recovery Programs 2013-14				
	Total "n" for Black students in senior cohort in June 2014	Total "n" for Black students in senior cohort in June 2014 who remained "not on track to graduate"	Total # of non-graduates in June due to GPA or credit issues	% of Total who did not graduate because of GPA or credit issues
Boca Ciega	127	28	2	1.57%
Gibbs	207	62	0	0.00%
Lakewood	207	49	2	0.97%

Bridging the Gap Strategic Plan Goal 1: Eliminate the gap between Pinellas County graduation rates for black students as compared to non-black students.

Goal Managers: Rita Vasquez, Executive Director High School Education; Valerie Brimm, Director Strategic Partnerships and Mary Conage, Director Title I

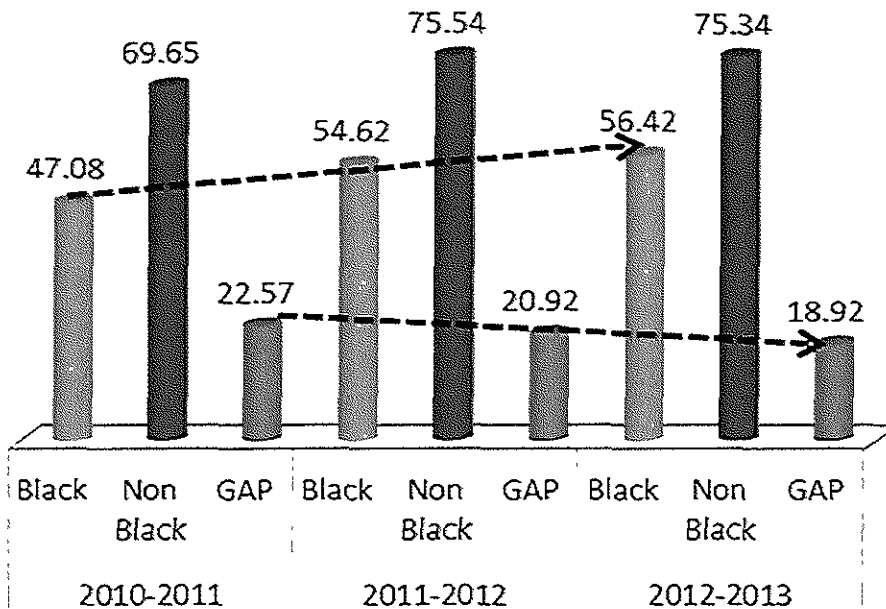
District Action Items/Initiatives: Primary contributing factors to reduce or eliminate the achievement gap.

1. Monitor consistent use of PCS' Graduation Cohort Report which contains multiple data points for at-risk African American students
2. Assign mentors to African American grades 9-12 students at risk of not graduating (identified and monitored through cohort report data system)
 - 2.1 Assign adult mentors to at-risk African American seniors at beginning of school year
 - 2.2 Assign peer and/or adult mentors to at-risk African American 9th-11th graders at beginning of each school year
3. Increase in-school credit recovery options/opportunities through changes in master schedules and monitor to ensure at-risk African American students are targeted and take advantage of these credits recovery options. The various options assist students who must work after school for the economic health of their family.
 - 3.1 Ensure at-risk African American students remain on grade level with their graduation cohort groups (utilize in-school credit recovery, ELP, and Summer Bridge as interventions to accomplish.)
4. Target and follow-through for African American students testing on PERT and ACT to obtain concordant scores for students who have not passed FCAT reading.
 - 4.1 Continue to monitor and support systems schools have in place now to ensure all students who have not passed the state English Language Arts/Reading assessment and who need fee waivers for ACT and SAT exams to obtain those fee waivers.
5. Offer PERT multiple times each semester every school year.
6. Conduct parent data meetings where parents are provided data regarding the progress of their student toward graduation.

Goal 1: Eliminate the gap between the Pinellas County graduation rates for black students as compared to non-black students.

Goal Managers: Rita Vasquez, Executive Director High School Education; Valerie Brimm, Director Strategic Partnerships and Mary Conage, Director Title I

Pinellas Non- Black vs. Black 3 Year Comparison



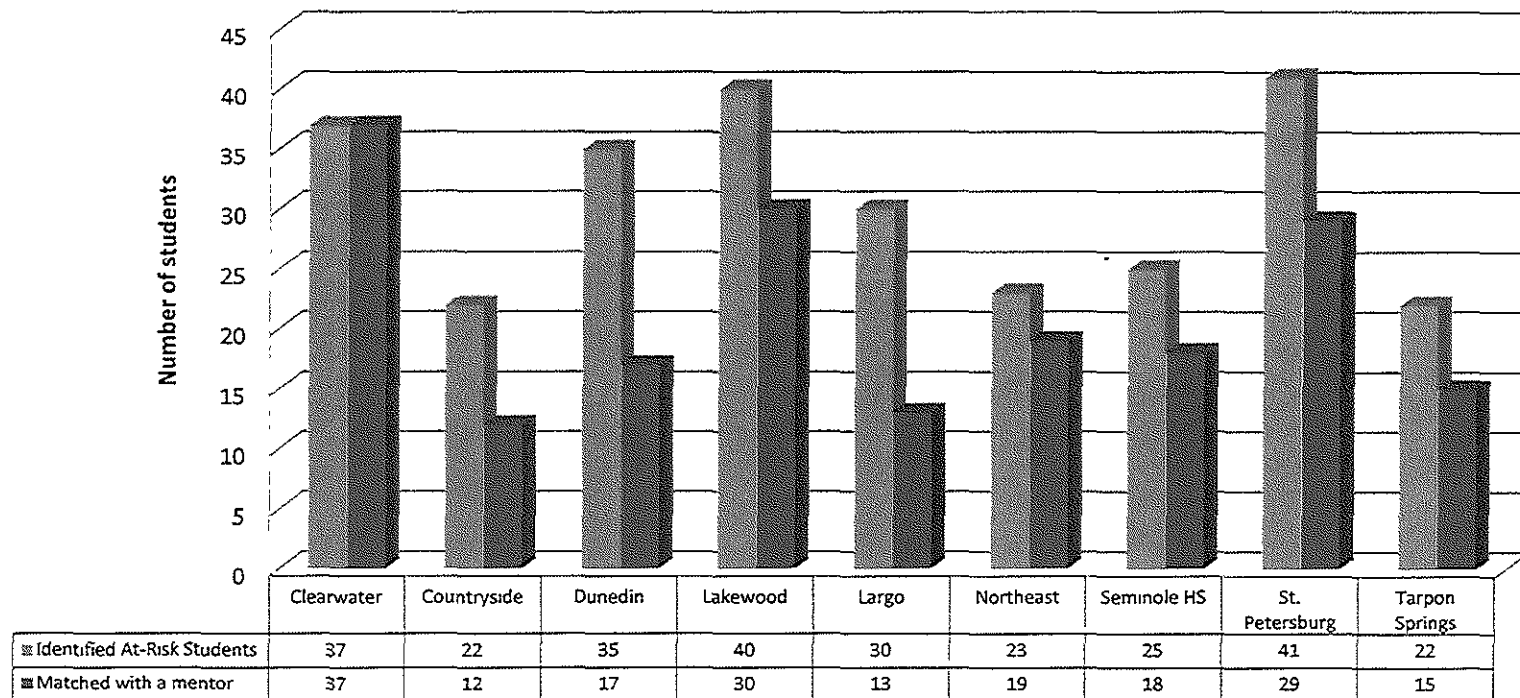
Graduation Rates	2010-2011			2011-2012			2012-2013		
	Black	Non Black	GAP	Black	Non Black	GAP	Black	Non Black	GAP
Pinellas	47.08	69.65	22.57	54.62	75.54	20.92	56.42	75.34	18.92

Source: State Federal Grad Rate Report 2010-2011, 2011-2012, 2012-2013

Goal 1: Eliminate the gap between the Pinellas County graduation rates for black students as compared to non-black students.

Goal Managers: Rita Vasquez, Executive Director High School Education; Valerie Brimm, Director Strategic Partnerships and Mary Conage, Director Title I

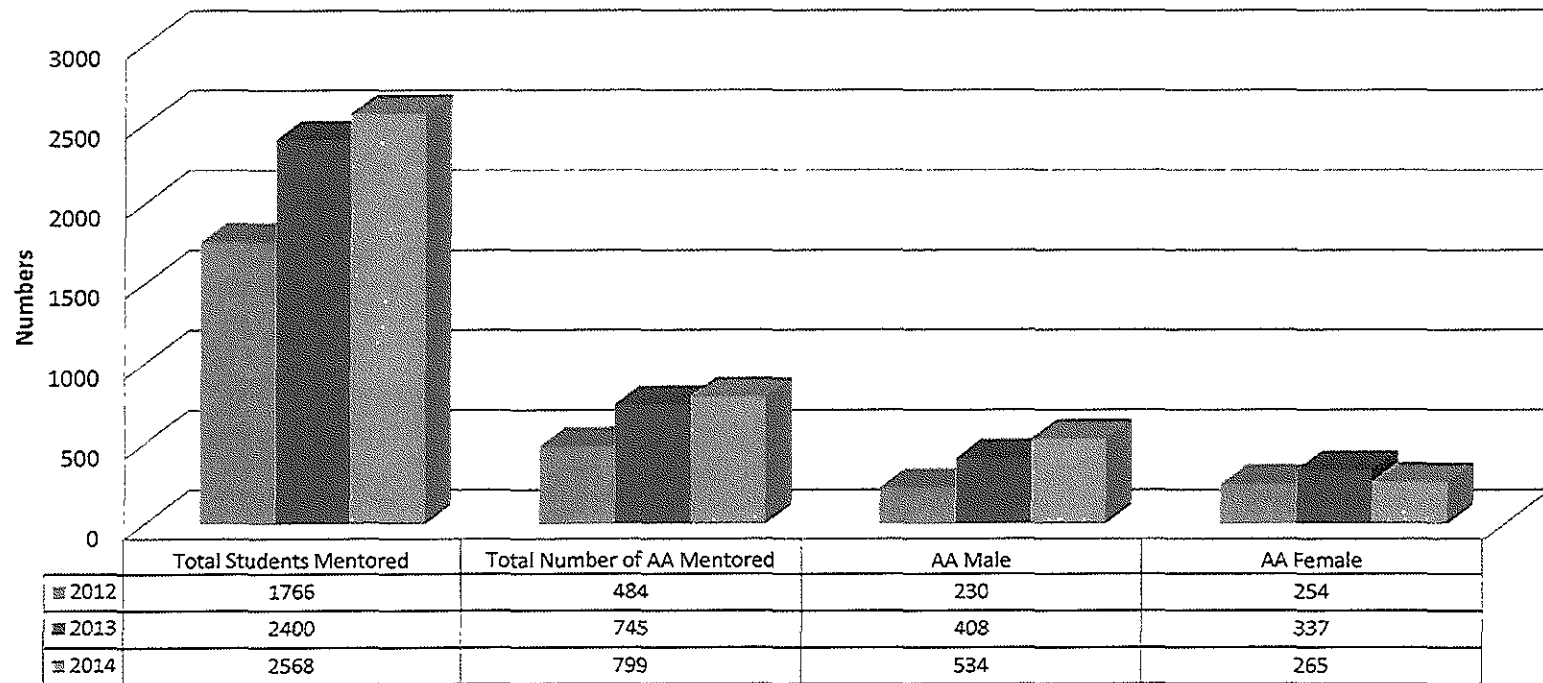
9th Grader At-Risk/African American Students with Mentor Match



Goal 1: Eliminate the gap between the Pinellas County graduation rates for black students as compared to non-black students.

Goal Managers: Rita Vasquez, Executive Director High School Education; Valerie Brimm, Director Strategic Partnerships and Mary Conage, Director Title I

African American Students with Mentors



Bridging the Gap Strategic Plan Goal 2: Eliminate the gap between Pinellas County's proficiency rates on state required assessments for black students as compared to non-black students.

Goal Manager: Pam Moore, Associate Superintendent Teaching & Learning

Highlights: Progress monitoring of the initiatives or action items.

- Black students' proficiency rates increased in Grade 5 and 8 Science, Algebra I EOC, and U.S. History EOC by 4% in Grade 5 Science, by 5% in Grade 8 Science, by 8% on Algebra I EOC, and by 7% on the U. S. History EOC.
- Black students, specifically black male students achieved the highest growth points of all students participating in the Read 180 reading intervention program in middle and high schools.
- Schools with high numbers of struggling black learners received additional funding in order to expand learning opportunities before and after school.
- Summer Bridge participation for black students increased from 1,963 in summer, 2013 to 3,114 in summer, 2014.
- There is a positive correlation between the achievement on FCAT reading and math for black students participating in Beyond the Classroom/Connect for Success initiative.
- In middle and high schools, the district implemented Carnegie Algebra as the adaptive algebra curriculum through which the district can monitor the skills acquisition of black students.
- Placement of black students in Algebra I in middle school increased from 11% in 13-14 to 13% in 14-15.
- Participation of black students in STEM Academies has increased to 18%.

District Action Items/Initiatives: Primary contributing factors to reduce or eliminate the achievement gap.

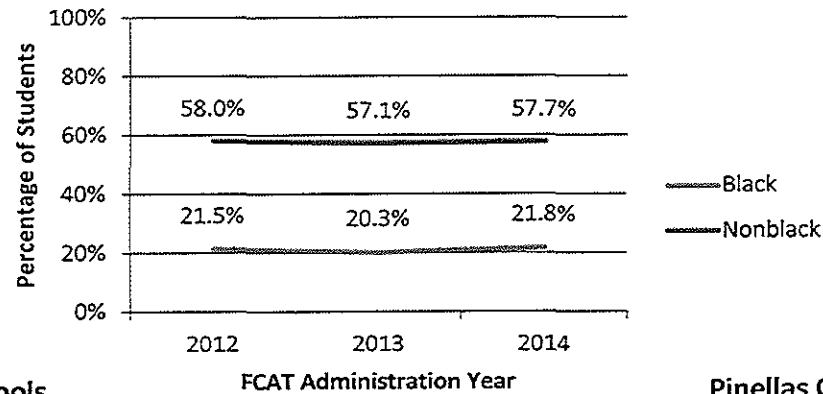
1. Utilize the district's progress monitoring system to track black students' academic progress and provide interventions as indicated by data to meet their specific needs in all content areas and all grade levels.
2. Implement extended learning programs and monitor the participation/progress of black students enrolled in these programs (Extended Learning Before or After School Programs, Course/Credit Recovery Programs, STEM Clubs).
3. Continue to target black students not performing on grade level for participation in Summer Bridge Program to close learning gaps and reduce summer learning loss. Monitor the participation/progress of black students in Summer Bridge.
4. Expand PCS' *Beyond the Classroom/Connect for Success* initiative to provide black students in elementary Title 1 schools with access to supplemental instructional resources via technology devices and applications that will support and extend the learning at home.
5. Increase the number of black students enrolled in higher level courses such as Algebra I, Geometry, and Advanced math at the middle school level and gifted/ talented programs at the elementary level.
6. Develop a plan to provide professional development opportunities regarding culturally responsive instruction to schools with the greatest achievement gaps.
7. Develop a plan to connect family engagement with instructional practices through specific, targeted activities for parents to use with their students.

Updated: 12/4/14

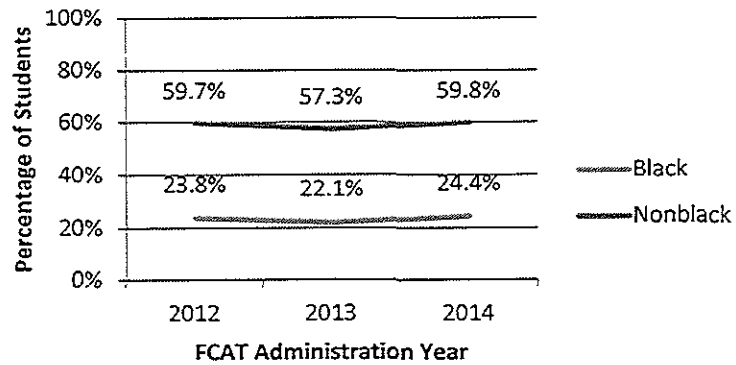
Goal 2: Eliminate the gap between Pinellas County's proficiency rates on state required assessments for black students as compared to non-black students.

Goal Manager: Pam Moore, Associate Superintendent Teaching & Learning

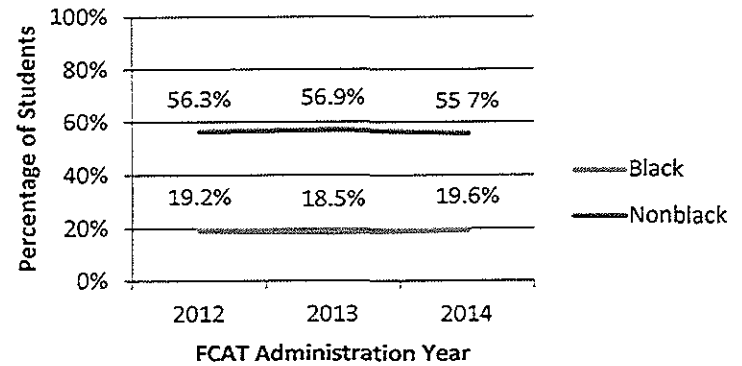
**Pinellas County Schools
Students Scoring Achievement Level 3+
FCAT Math**



**Pinellas County Schools
Students Scoring Achievement Level 3+
FCAT Math: Grades 3 - 5**



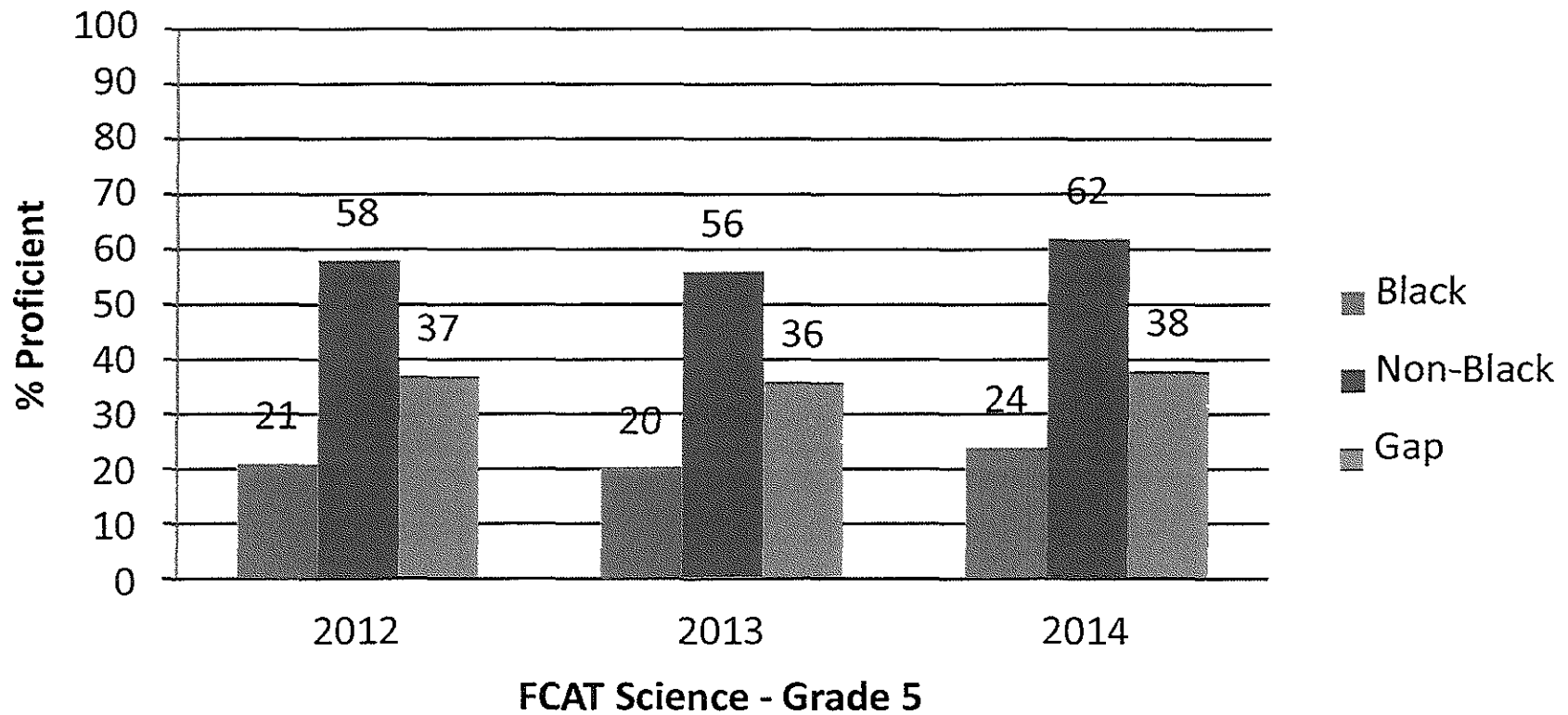
**Pinellas County Schools
Students Scoring Achievement Level 3+
FCAT Math: Grades 6 - 8**



Goal 2: Eliminate the gap between Pinellas County's proficiency rates on state required assessments for black students as compared to non-black students.

Goal Manager: Pam Moore, Associate Superintendent Teaching & Learning

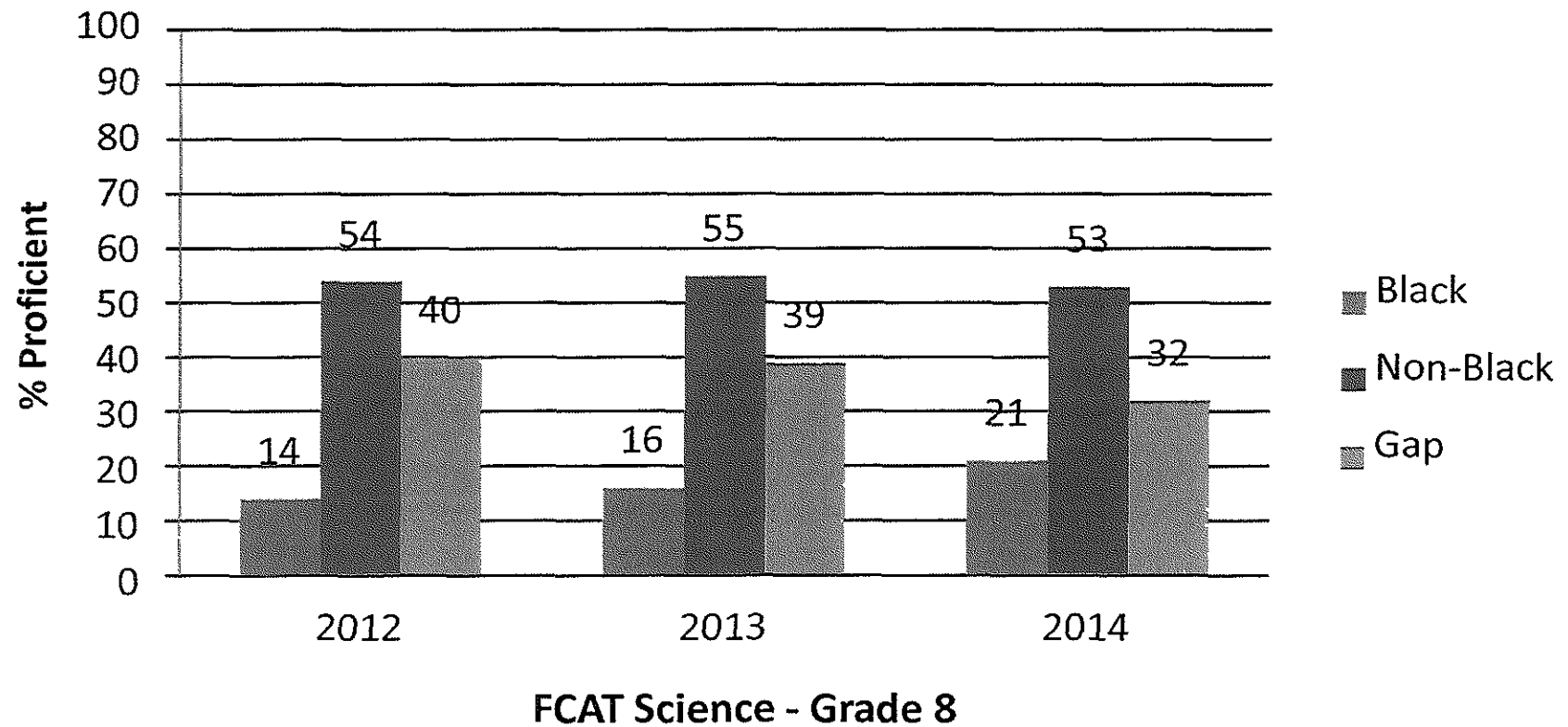
**Comparison Science FCAT Proficiency
2012-2014 Grade 5 BLACK NON-BLACK GAP**



Goal 2: Eliminate the gap between Pinellas County's proficiency rates on state required assessments for black students as compared to non-black students.

Goal Manager: Pam Moore, Associate Superintendent Teaching & Learning

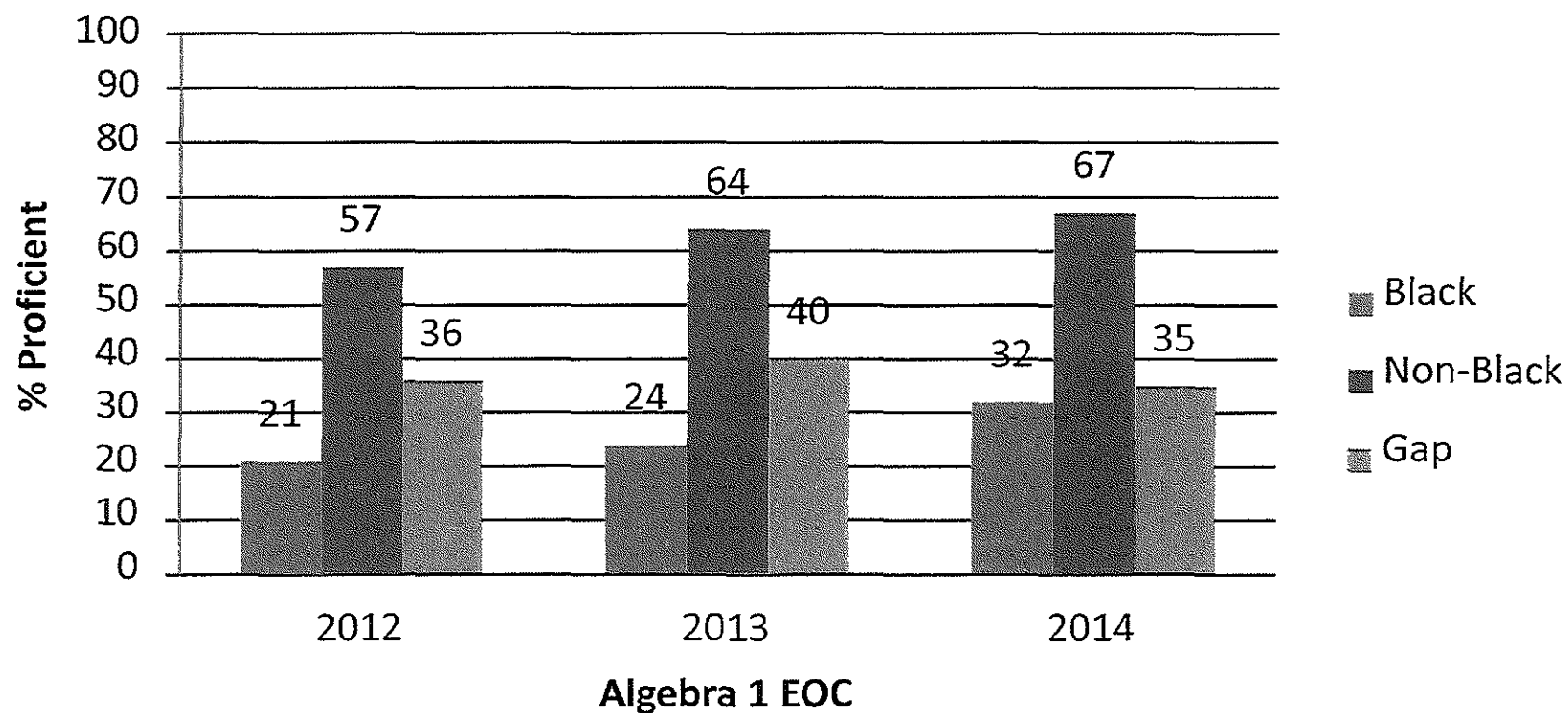
**Comparison Science FCAT Proficiency
2012-2014 Grade 8 BLACK NON-BLACK GAP**



Goal 2: Eliminate the gap between Pinellas County's proficiency rates on state required assessments for black students as compared to non-black students.

Goal Manager: Pam Moore, Associate Superintendent Teaching & Learning

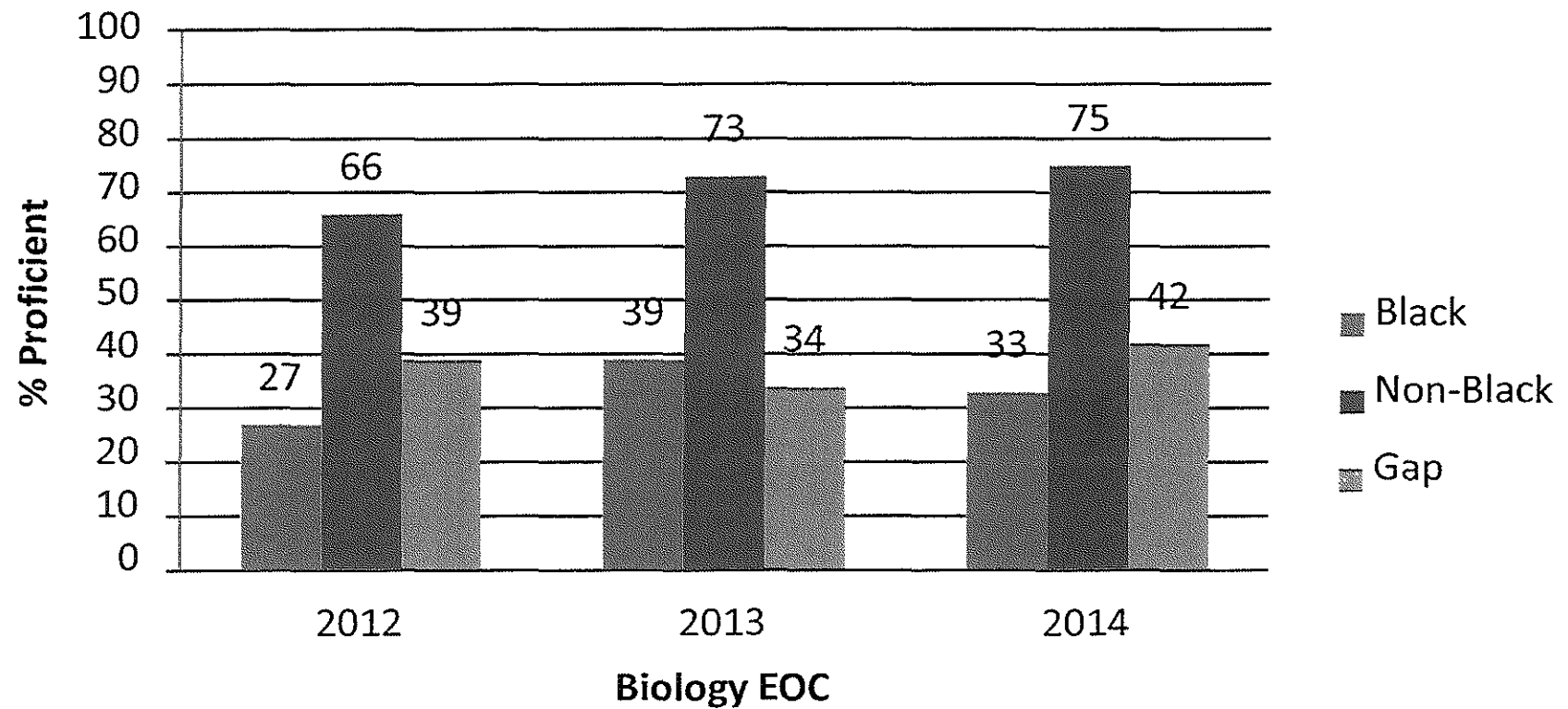
Comparison Algebra 1 EOC Proficiency 2012-2014 BLACK NON-BLACK GAP



Goal 2: Eliminate the gap between Pinellas County's proficiency rates on state required assessments for black students as compared to non-black students.

Goal Manager: Pam Moore, Associate Superintendent Teaching & Learning

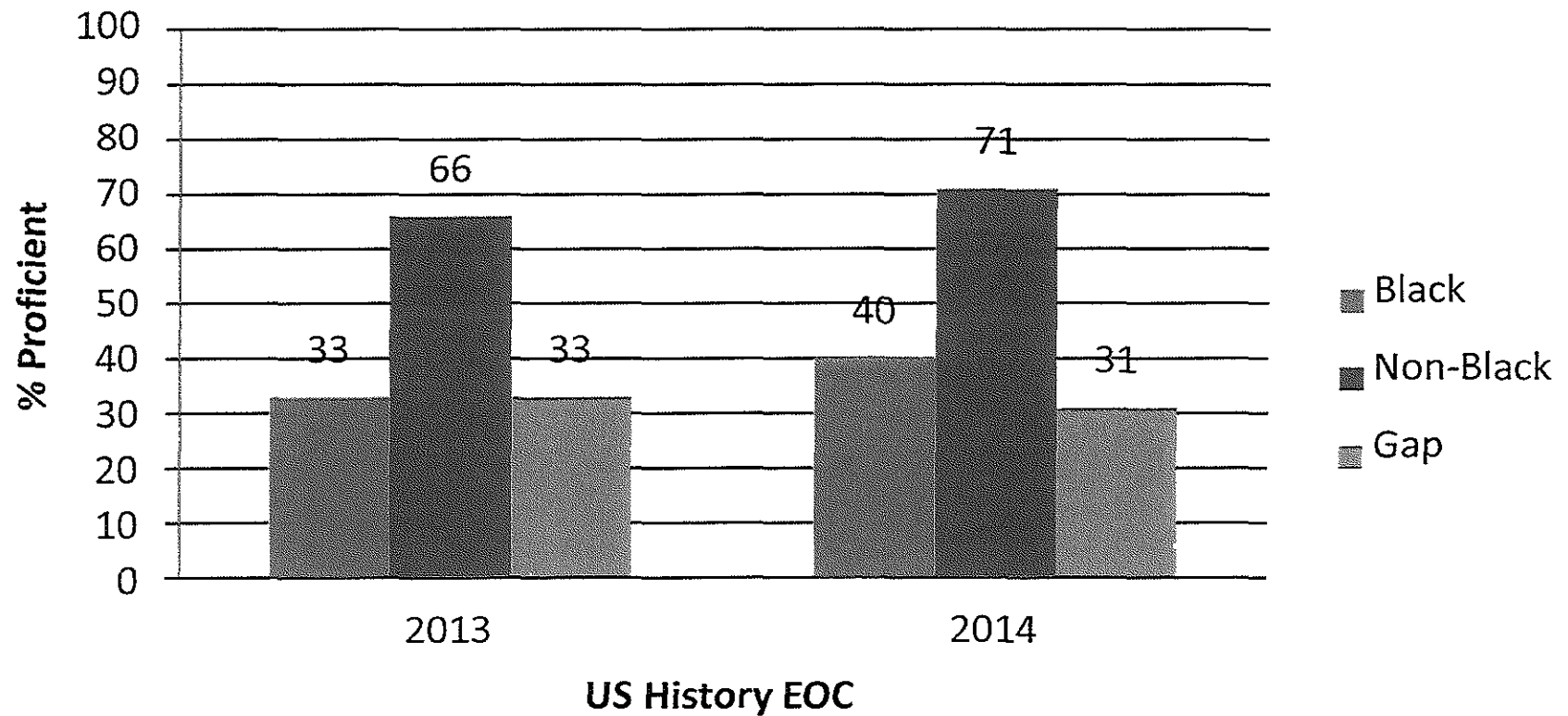
**Comparison Biology EOC Proficiency
2012-2014 BLACK NON-BLACK GAP**



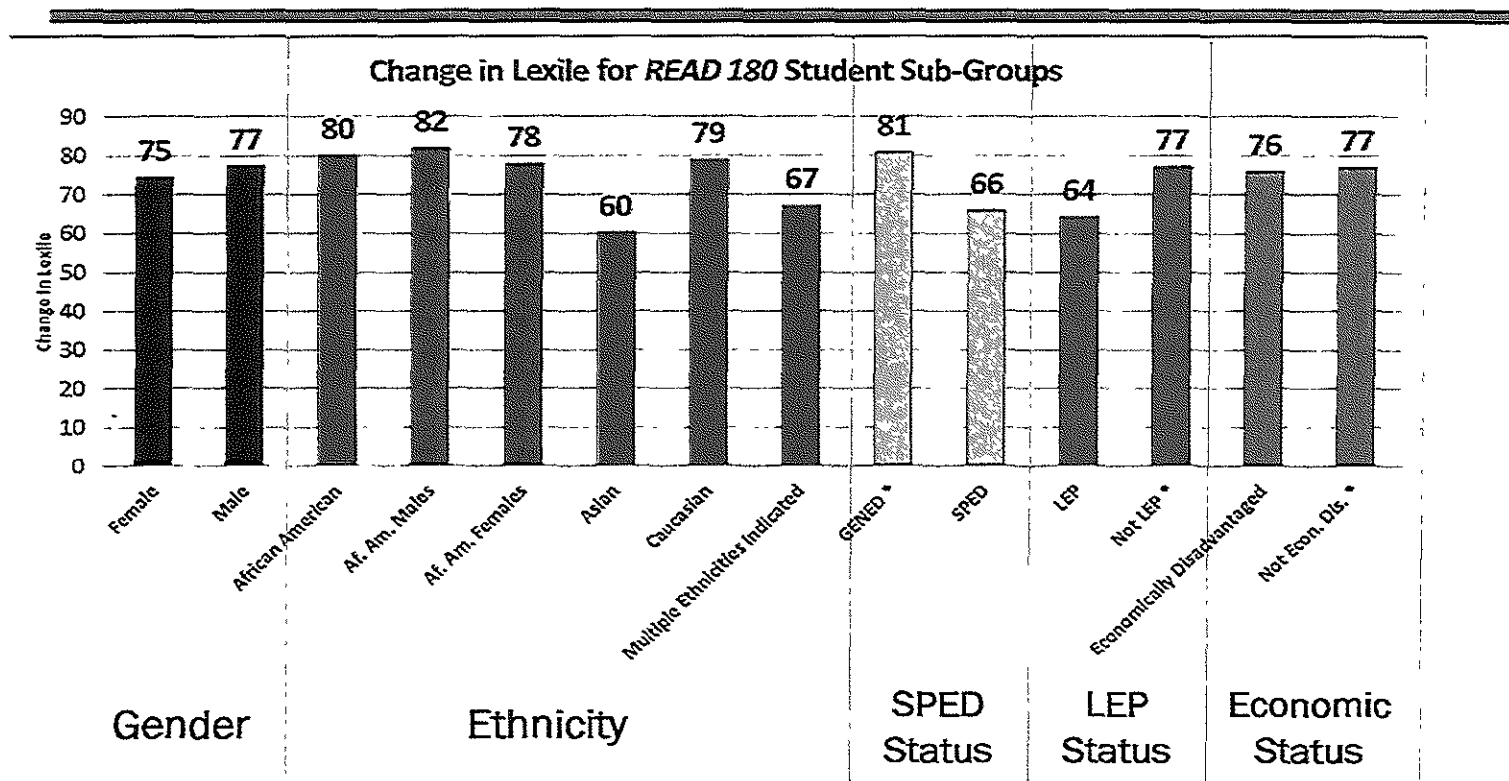
Goal 2: Eliminate the gap between Pinellas County's proficiency rates on state required assessments for black students as compared to non-black students.

Goal Manager: Pam Moore, Associate Superintendent Teaching & Learning

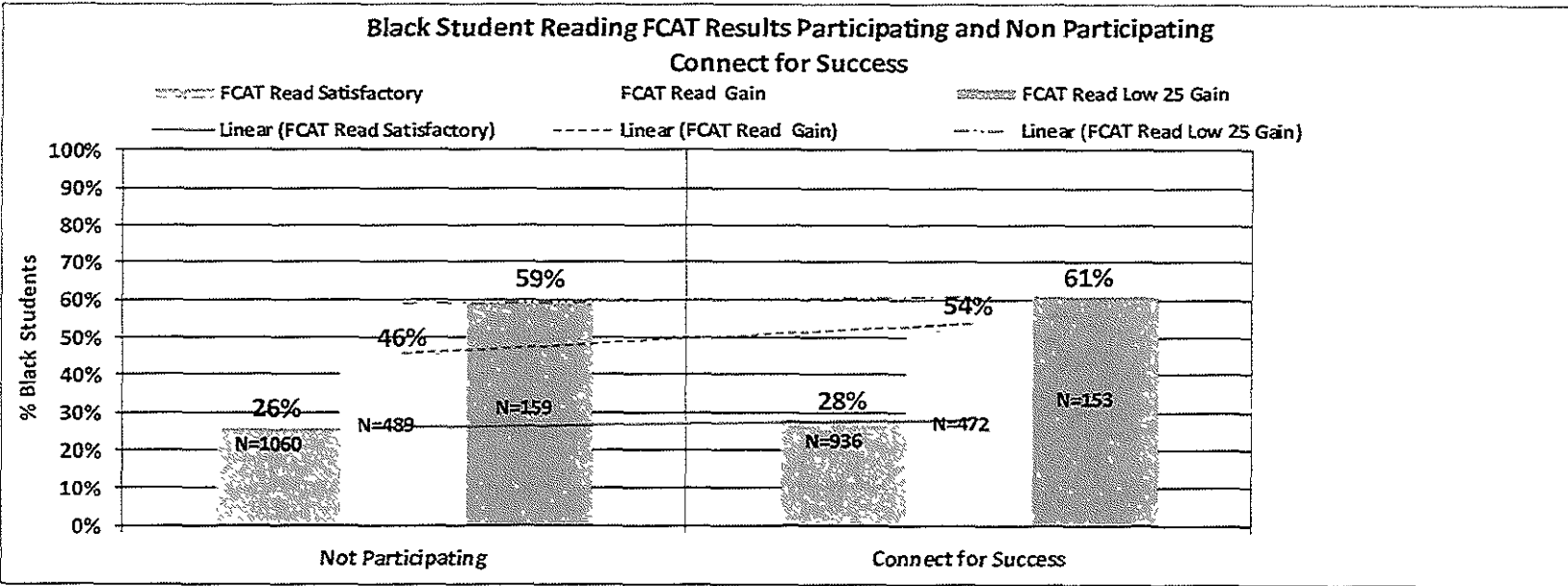
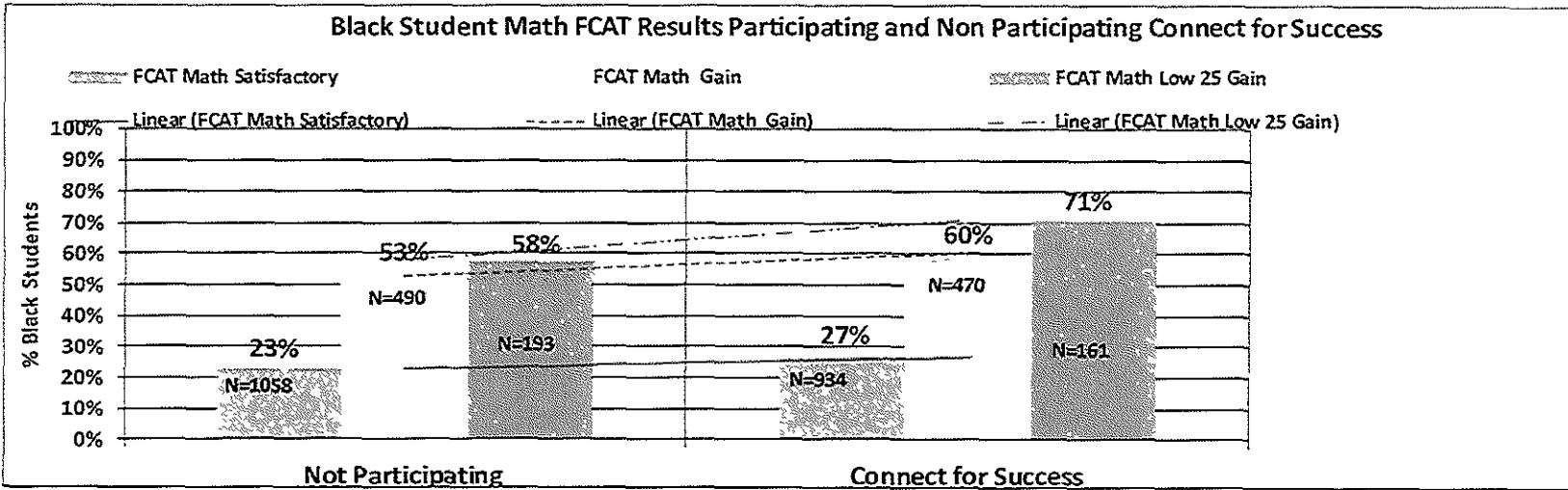
**Comparison US History EOC Proficiency
2013-2014 BLACK NON-BLACK GAP**



READ 180 Results by SAM Sub-Groups



All student sub-groups with 20+ students demonstrated an average overall increase in Lexile scores



Bridging the Gap Strategic Plan Goal 3: Eliminate the gap between Pinellas County's accelerated participation and performance rates for black and non-black students as measured by the percent within ethnicity.

Goal Managers: Judy Vigue, Director Advanced Studies & Academic Excellence and Andrew Weatherill, Guidance Specialist

Highlights: Progress monitoring of the initiatives or action items.

- The African American participation rates in Advanced Placement courses increased by 13.8% in Pinellas County from 2012-13 to 2013-14 compared to a decrease of 1.3% in Florida and an increase of 8.2% nationally.
- The African American participation rates in SAT increased by 6.2% in Pinellas County from 2012-13 to 2013-14 compared to a 4.6% increase in Florida and a 1.4% increase nationally.
- The percent of middle school black students enrolled in at least one high school course nearly doubled from 2013-14 to 2014-15 due to the implementation of automated scheduling protocols, deliberate enrollment of all AVID students in multiple advanced and honors courses; and counselor advisement to schedule students higher when supported by additional information
- The percent of black students choosing AVID continues to be great than the percent of non-black students choosing AVID due to intentional recruitment of students who are underrepresented in four year colleges and universities.
- Revised staffing model in Advanced Studies office to include an AVID Staff Developer dedicated for each level (High School, Middle School, Elementary School).

District Action Items/Initiatives: Primary contributing factors to reduce or eliminate the achievement gap.

1. Incorporate automatic scheduler for accelerated math and science at middle school grade levels.
2. Administer Readistep testing for all 7th & 8th grade students to identify potential students capable of honors level courses.
3. Administer PSAT testing for all 9th & 10th grade students to identify potential students ready for Advanced Placement courses.
4. Use the Readistep and PSAT data as part of the AVID recruitment and scheduling efforts, with an emphasis on recruitment of black students
5. Provide personal invitations to all black students eligible for the AVID program to enroll in the elective course.
6. Require all AVID elective students to take at least one accelerated course.
7. Communicate with teachers and students the support systems available when students struggle to be successful in courses of rigor. (Shmoop, homework helpline, tutoring, AVID, etc.)

Updated: 12/09/14

Bridging the Gap Strategic Plan Goal 3: Eliminate the gap between Pinellas County's accelerated participation and performance rates for black and non-black students as measured by the percent within ethnicity.

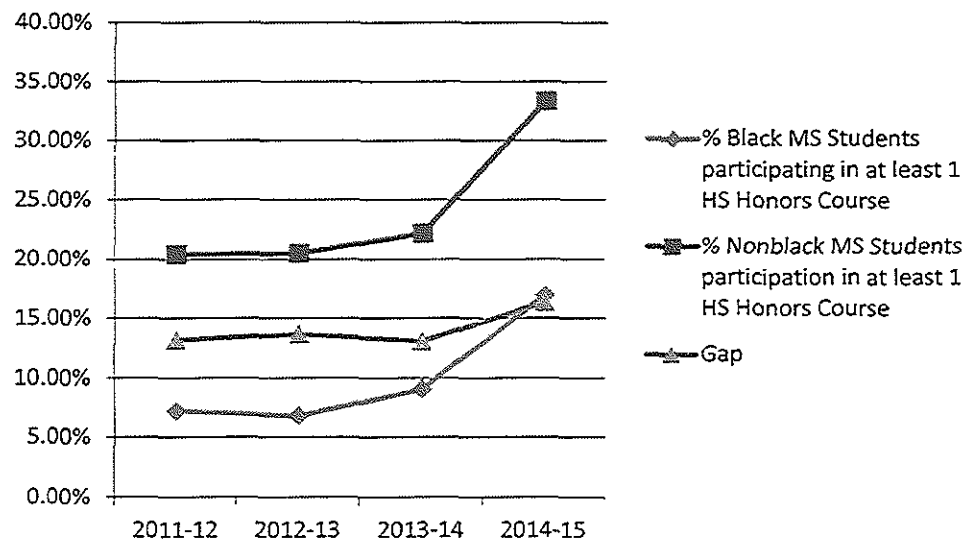
Goal Managers: Judy Vigue, Director Advanced Studies & Academic Excellence and Andrew Weatherill, Guidance Specialist

8. Partner with St. Petersburg College to provide PERT testing for dual enrollment eligibility at four high school sites in January.
9. Conduct monthly Guidance Department Coordinator meetings as a follow up to Principal and APC meetings to insure all counselors have a strong understanding of rule changes and district initiatives, with an emphasis on their role in the implementation of the Bridging the Gap plan.
10. *Use Counselor Connect to inform students of the most advanced courses they should be taking.*
 - 10.1 Monitor the use of Counselor Connect to insure follow-up communication with students not accessing the tool.
 - 10.2 Develop and implement a systematic targeted advising program for underrepresented groups of students
11. Continue the implementation of a talent development program in schools with a combination of disproportionately low numbers of gifted students and disproportionately high numbers of black students

Bridging the Gap Strategic Plan Goal 3: Eliminate the gap between Pinellas County's accelerated participation and performance rates for black and non-black students as measured by the percent within ethnicity.

Goal Managers: Judy Vigue, Director Advanced Studies & Academic Excellence and Andrew Weatherill, Guidance Specialist

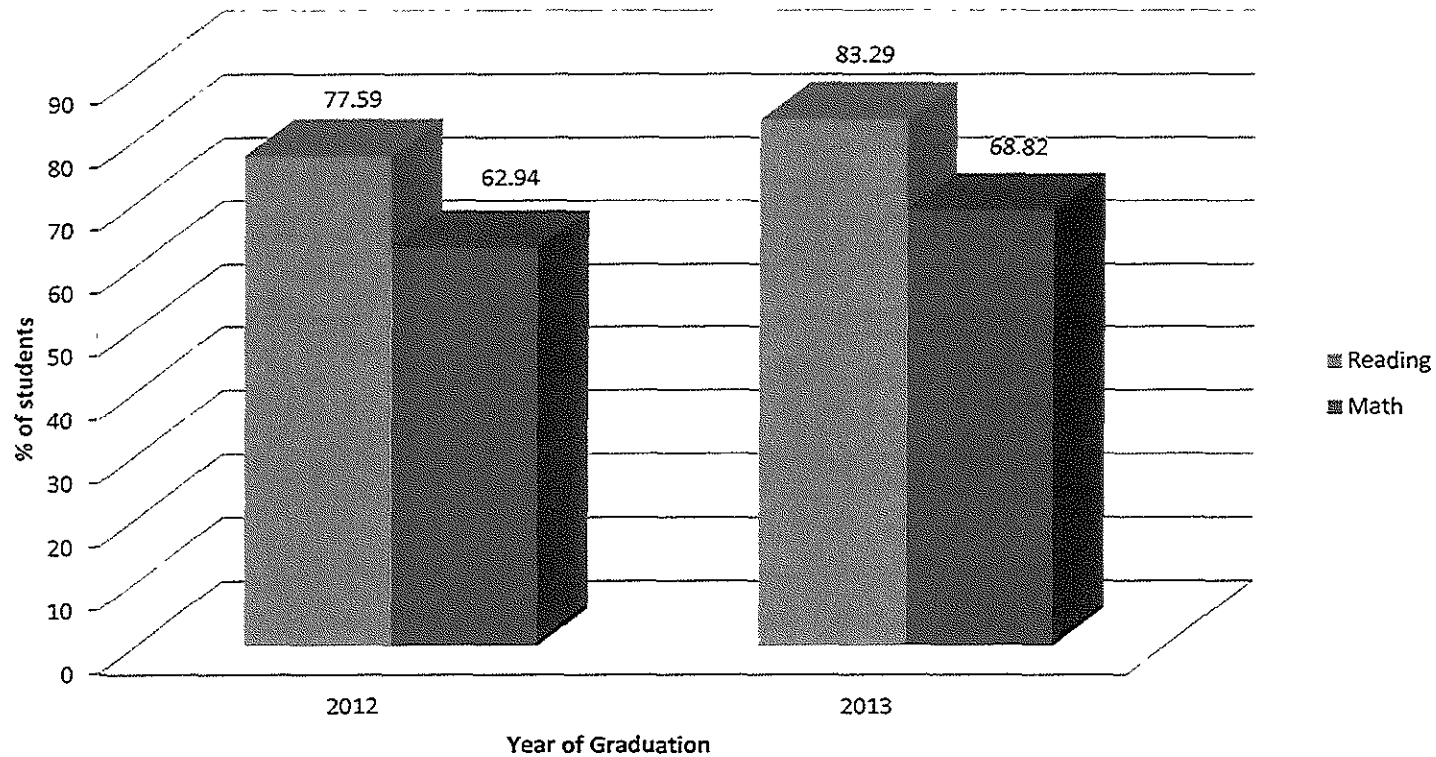
School Year	% Black MS students participating in at least 1 HS Course	% Non-Black MS students participating in at least 1 HS Course	Gap
2011-12	7%	20%	13%
2012-13	7%	21%	14%
2013-14	9%	22%	13%
2014-15	17%	33%	16%



Bridging the Gap Strategic Plan Goal 3: Eliminate the gap between Pinellas County's accelerated participation and performance rates for black and non-black students as measured by the percent within ethnicity.

Goal Managers: Judy Vigue, Director Advanced Studies & Academic Excellence and Andrew Weatherill, Guidance Specialist

High School College Readiness

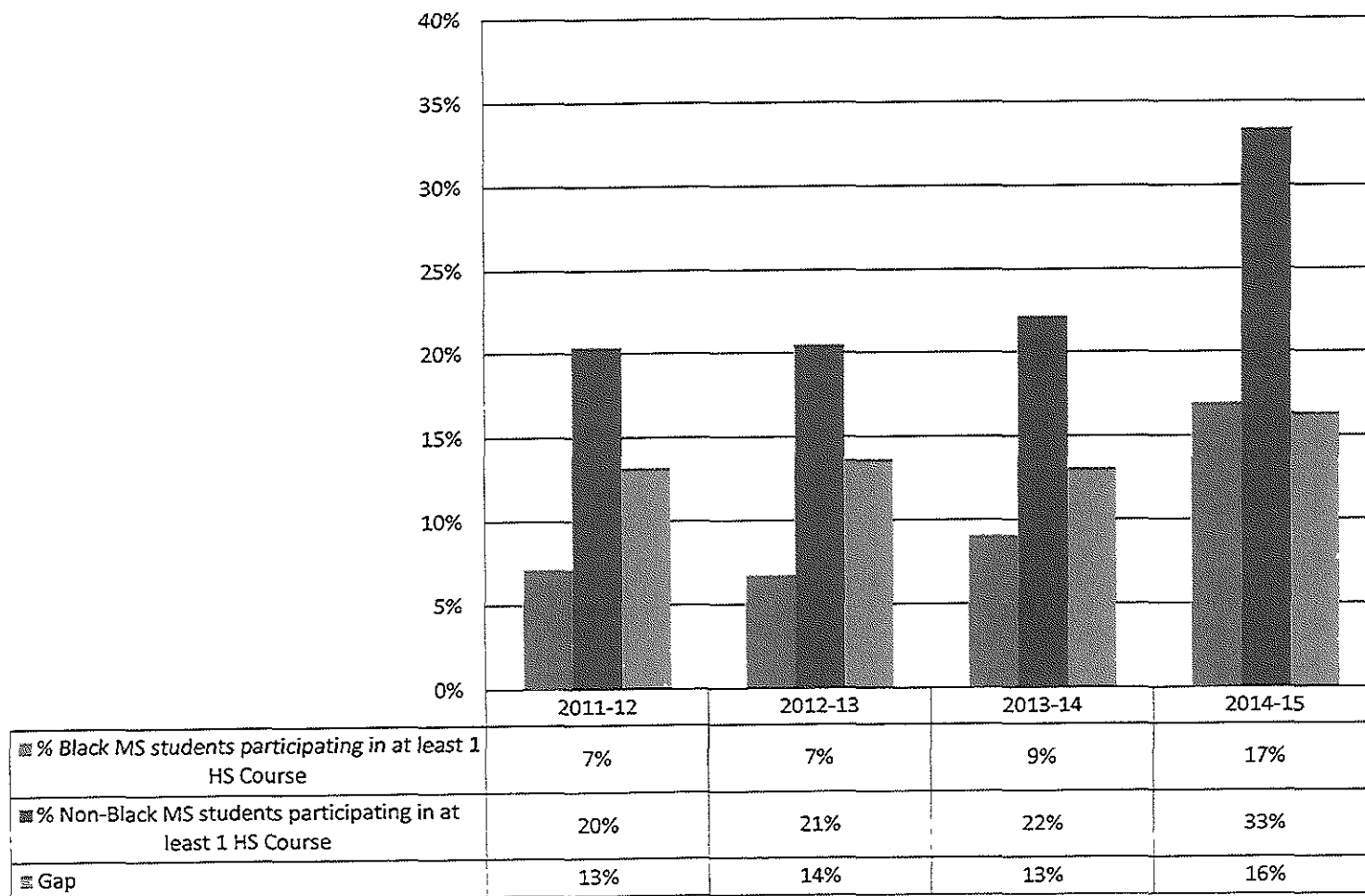


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Bridging the Gap Strategic Plan Goal 3: Eliminate the gap between Pinellas County's accelerated participation and performance rates for black and non-black students as measured by the percent within ethnicity.

Goal Managers: Judy Vigue, Director Advanced Studies & Academic Excellence and Andrew Weatherill, Guidance Specialist

Middle School Student Participation in High School Courses



Bridging the Gap Strategic Plan Goal 3: Eliminate the gap between Pinellas County's accelerated participation and performance rates for black and non-black students as measured by the percent within ethnicity.

Goal Managers: Judy Vigue, Director Advanced Studies & Academic Excellence and Andrew Weatherill, Guidance Specialist

	2012-13		2013-14		2014-15	
	Black	Non-black	Black	Non-black	Black	Non-black
PCS Student Population (MS & HS)	9965	44598	10074	46227	9956	44919
Number of AVID Students	902	2626	771	2604	921	2944
Percent of AVID Students	25.6%	74.4%	22.8%	77.2%	23.8%	76.2%
Percent of students within ethnicity taking AVID	9.1%	5.9%	7.7%	5.6%	9.3%	6.6%
Number of M/J Advanced Students	1196	10368	1417	11362	1376	10639
Percent of M/J Advanced Students	10.3%	89.7%	11.1%	88.9%	11.5%	88.5%
Percent of students within ethnicity taking M/J Advanced course(s)	12.0%	23.2%	14.1%	24.6%	13.8%	23.7%
Number of HS Honors Students	2132	13422	1962	13188	1971	12922
Percent of HS Honors Students	13.7%	86.3%	13.0%	87.0%	13.3%	86.7%
Percent of HS students within ethnicity taking Honors course(s)	21.4%	30.1%	19.5%	28.5%	19.8%	28.8%

Bridging the Gap Strategic Plan Goal 4: Reduce the disparity in the rates of disciplinary infractions between black and non-black students as measured by the percent within ethnicity.

Goal Managers: Area Superintendents (Pat Wright, Bob Poth, Ward Kennedy & Barbara Hires)

Highlights: Progress monitoring of the initiatives or action items.

- Pinellas County Schools developed and is fully implementing a Collaborative Interagency Agreement regarding student misconduct, student interviews and student arrest by Law Enforcement Officers.
- School-based Resource Officers received summer professional development on alternative strategies to arrest.
- Total arrests are down by 37 percent compared to the same time last school year.
- Differentiated Accountability (DA) Schools have participated in four days of professional development on the Positive Behavior Support Model.
- 100% of schools developed and implemented a Schoolwide Behavior Plan.
- DA Schools received 15% of additional Student Services support. (Psychologists, Social Workers and Educational Diagnosticians)

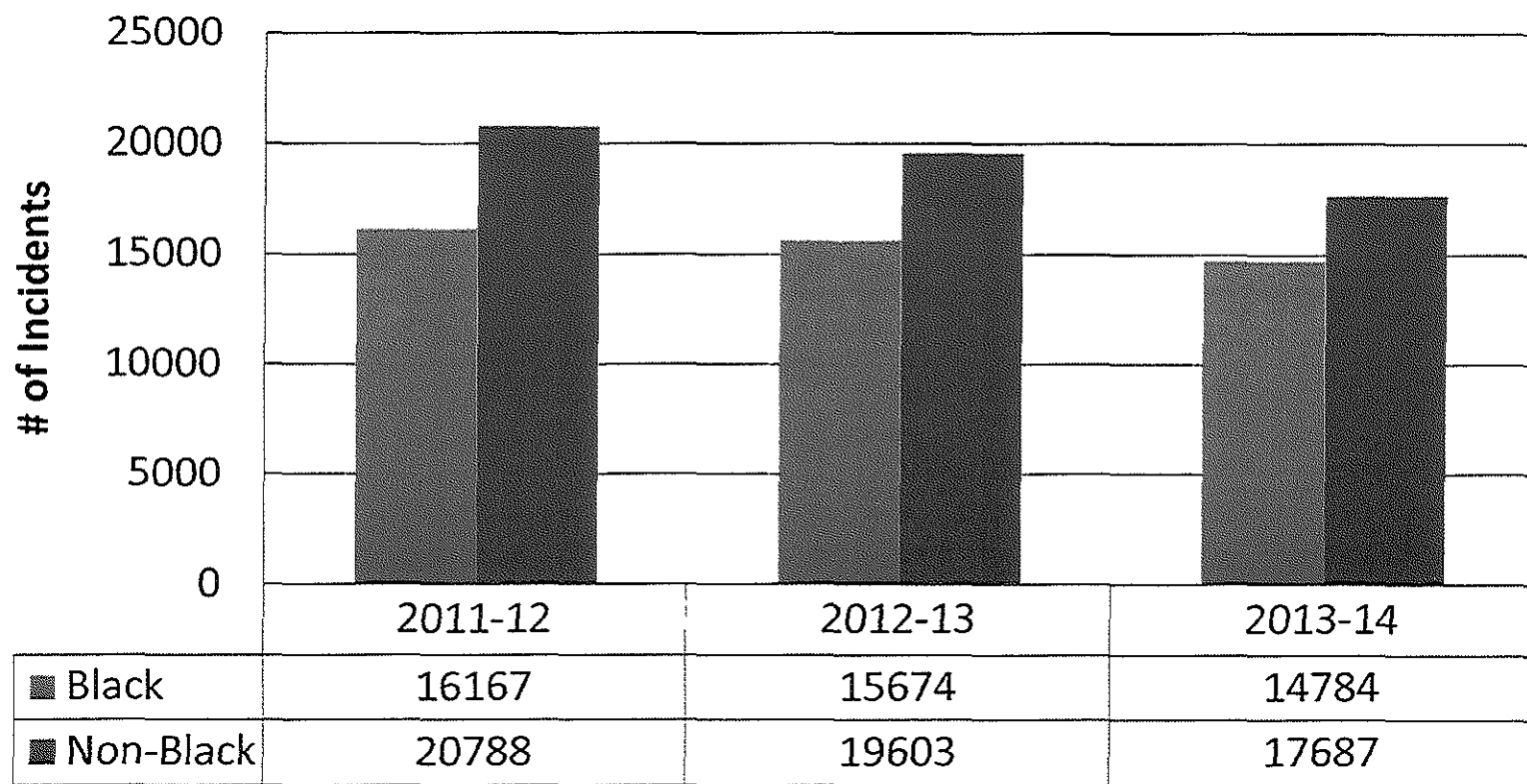
District Action Items/Initiatives: Primary contributing factors to reduce or eliminate the achievement gap.

1. Schoolwide Behavior Plans are monitored by the Area Superintendents and MTSS Specialist to verify that they are implemented with fidelity.
2. Schoolwide Behavior Plans are posted on the District website.
 - 2.1 Area Superintendents monitor the discipline data on a monthly basis.
 - 2.2 Schoolwide Behavior Plans are evaluated twice a year.
3. Multi-Tiered Systems of Support (MTSS) Specialists provide just-in-time training for School-Based Leadership Teams.
4. DA Schools receive additional professional development specific to the needs of their student population:
 - 4.1 Culturally Responsive Instruction
 - 4.2 Cultural Proficiency
 - 4.3 Trauma Informed Care
5. Established a District-wide Triage and Training Team which provides collaborative problem-solving.
6. DA School will implement with fidelity the Positive Behavior Support Model.

Bridging the Gap Strategic Plan Goal 4: Reduce the disparity in the rates of disciplinary infractions between black and non-black students as measured by the percent within ethnicity.

Goal Managers: Area Superintendents (Pat Wright, Bob Poth, Ward Kennedy & Barbara Hires)

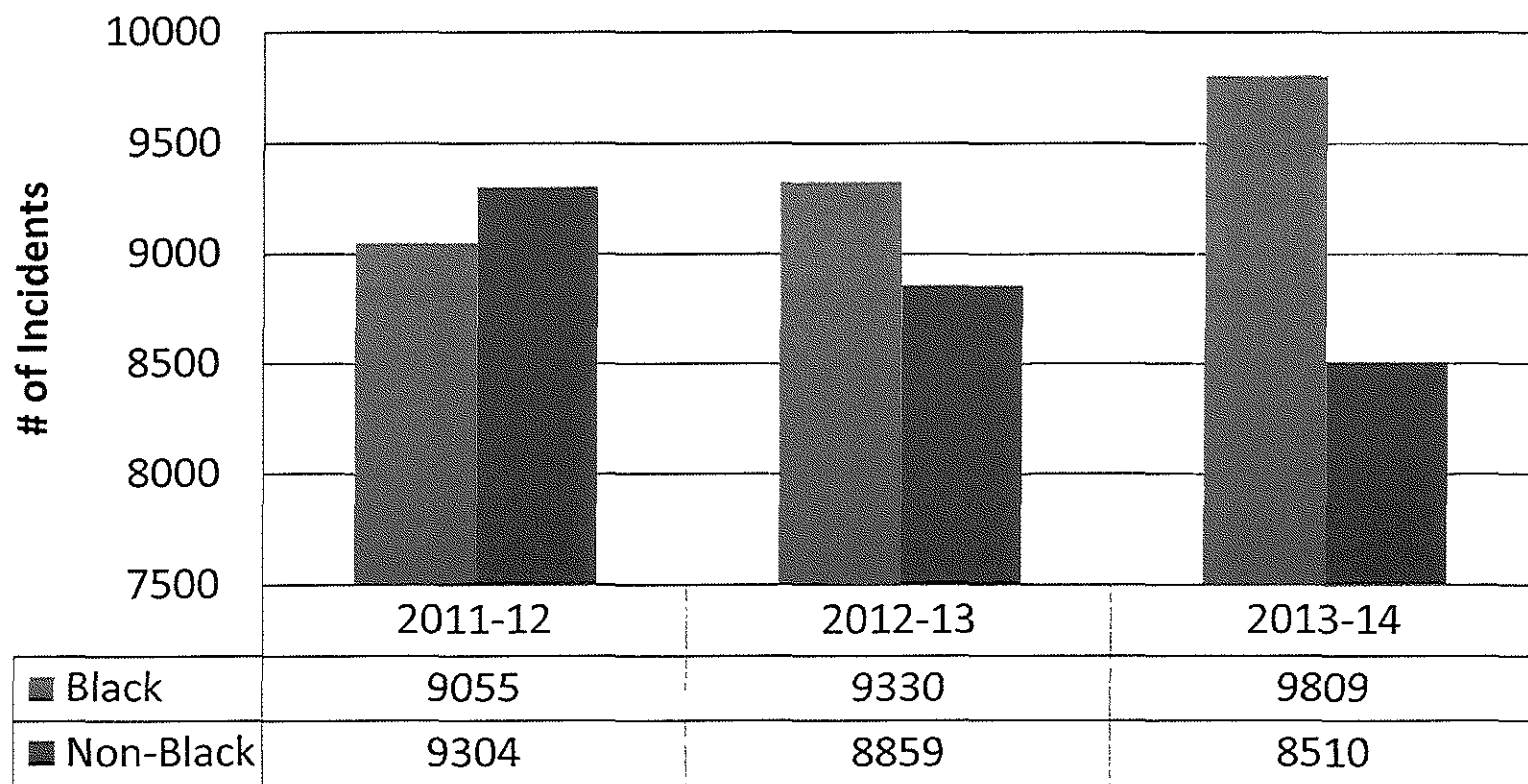
In-School Suspensions



Bridging the Gap Strategic Plan Goal 4: Reduce the disparity in the rates of disciplinary infractions between black and non-black students as measured by the percent within ethnicity.

Goal Managers: Area Superintendents (Pat Wright, Bob Poth, Ward Kennedy & Barbara Hires)

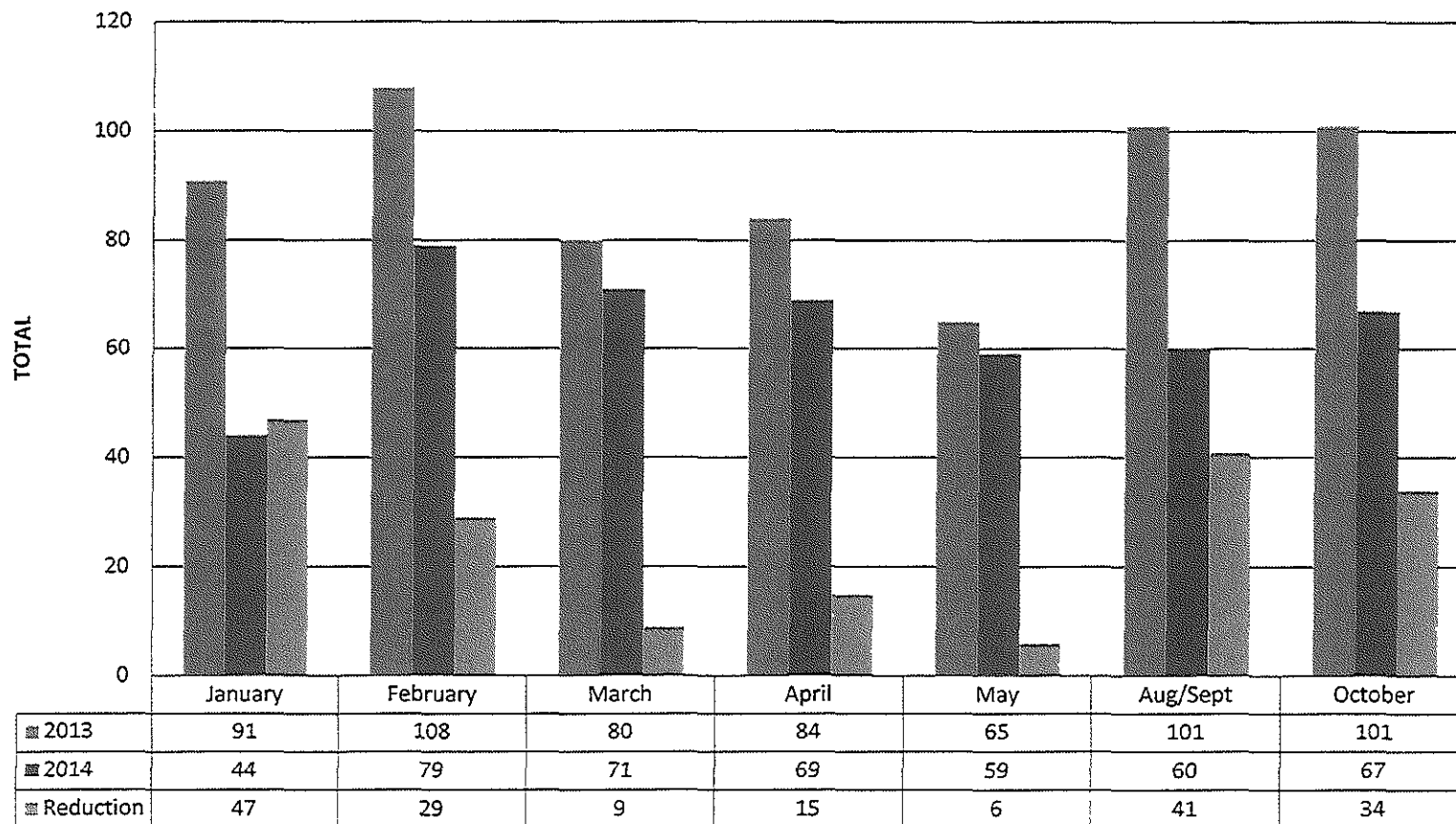
Out-of-School Suspensions



Bridging the Gap Strategic Plan Goal 4: Reduce the disparity in the rates of disciplinary infractions between black and non-black students as measured by the percent within ethnicity.

Goal Managers: Area Superintendents (Pat Wright, Bob Poth, Ward Kennedy & Barbara Hires)

ARRESTS 2014-15



Bridging the Gap Strategic Plan Goal 5: Reduce the number of black students being found eligible for Emotional/Behavioral Disabilities (EBD) by 2 percent by June 2015.

Goal Manager: Lisa Grant, Executive Director Exceptional Student Education

Highlights from 2013-2014:

- The total number of students qualifying for EBD services was reduced by approximately 160. Overall, the total number of Black students found eligible as EBD was over 100 less than the 2012-2013 school year.
- The EBD eligibility and review process was revised by a cross functional team to ensure fidelity of the intervention and eligibility process.
- A Functional Behavior Assessment (FBA) rubric was developed to support fidelity of effective interventions designed to support student improvement proactively.
- FBA facilitation training increased to monthly and training was expanded to include Counselors, Social Workers and Psychologists.
- Initial culturally responsive professional development modules were developed and implemented. The first annual ESE Summer Institute included a focus on culturally responsive instructional strategies.

District initiatives to close/eliminate the achievement gap:

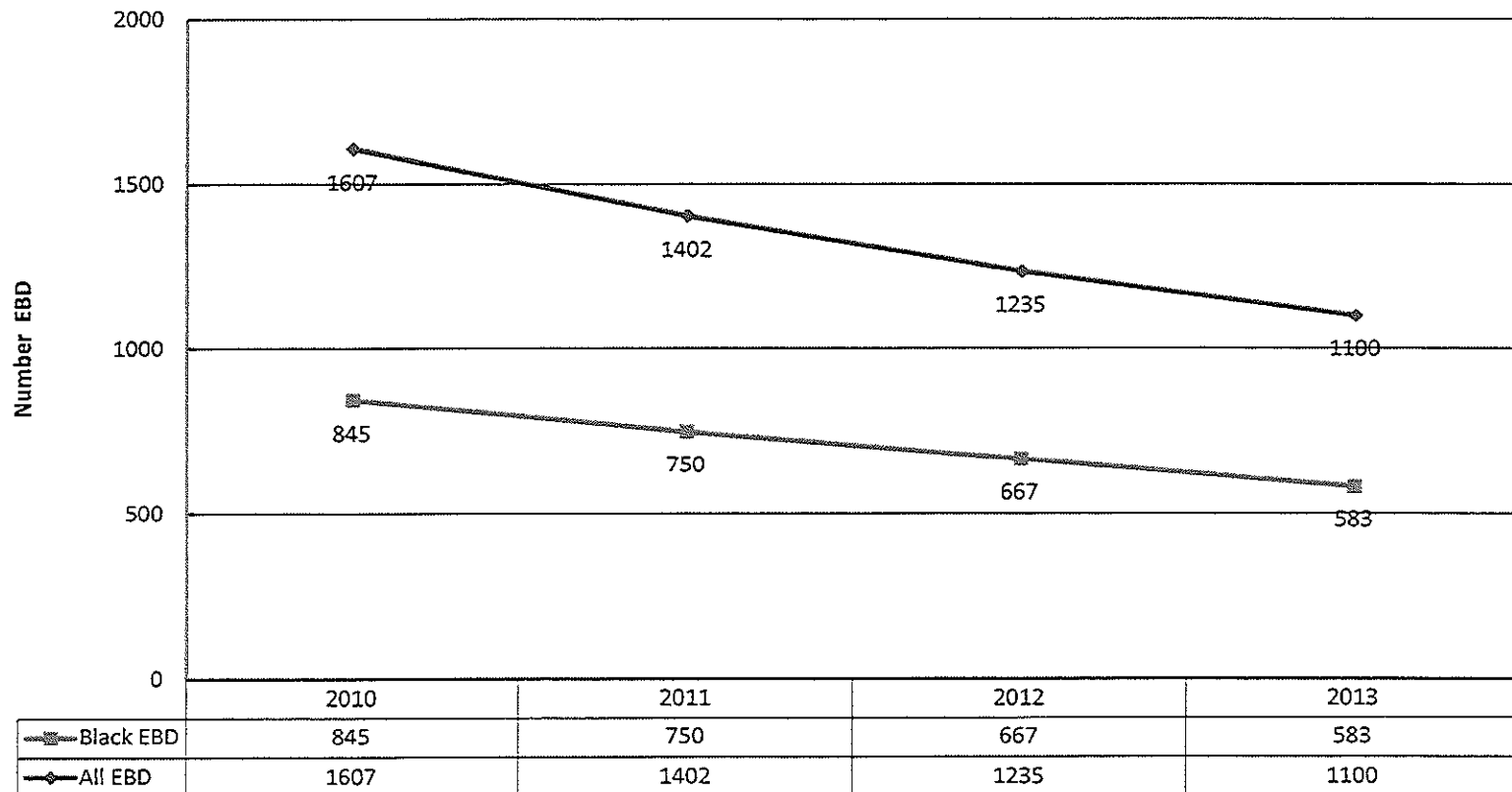
1. Increase the professional development on culturally responsive teaching with a focus on increasing achievement of Black students, including *specific content addressing the effective strategies to meet the need of male students.*
2. Continue to monitor eligibility data monthly and add monitoring system for tier 2 and 3 interventions.
 - 2.1 MTSS Area Specialists provide data-driven training throughout the school year.
3. Provide monthly training on Functional Behavior Assessment (FBA) facilitation.
4. Revise EBD eligibility process to include gifted screening for all students being considered for EBD eligibility.
5. Create a cross training/meeting schedule to regularly meet and plan with MTSS staff, social workers, psychologists and behavior specialists.
6. Add the Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET) Coordinator to Goal 5 Team to coordinate and plan cross training of trauma informed care.
7. Complete and implement Early Warning System (EWS) to be proactive in providing services.

Updated: 12/7/14

Bridging the Gap Strategic Plan Goal 5: Reduce the number of black students being found eligible for Emotional/Behavioral Disabilities by 2 percent by June 2014.

Goal Manager: Lisa Grant, Executive Director Exceptional Student Education

Pinellas County Schools, Number of All Students and Black Students with Emotional/Behavioral Disabilities
2010 through 2013



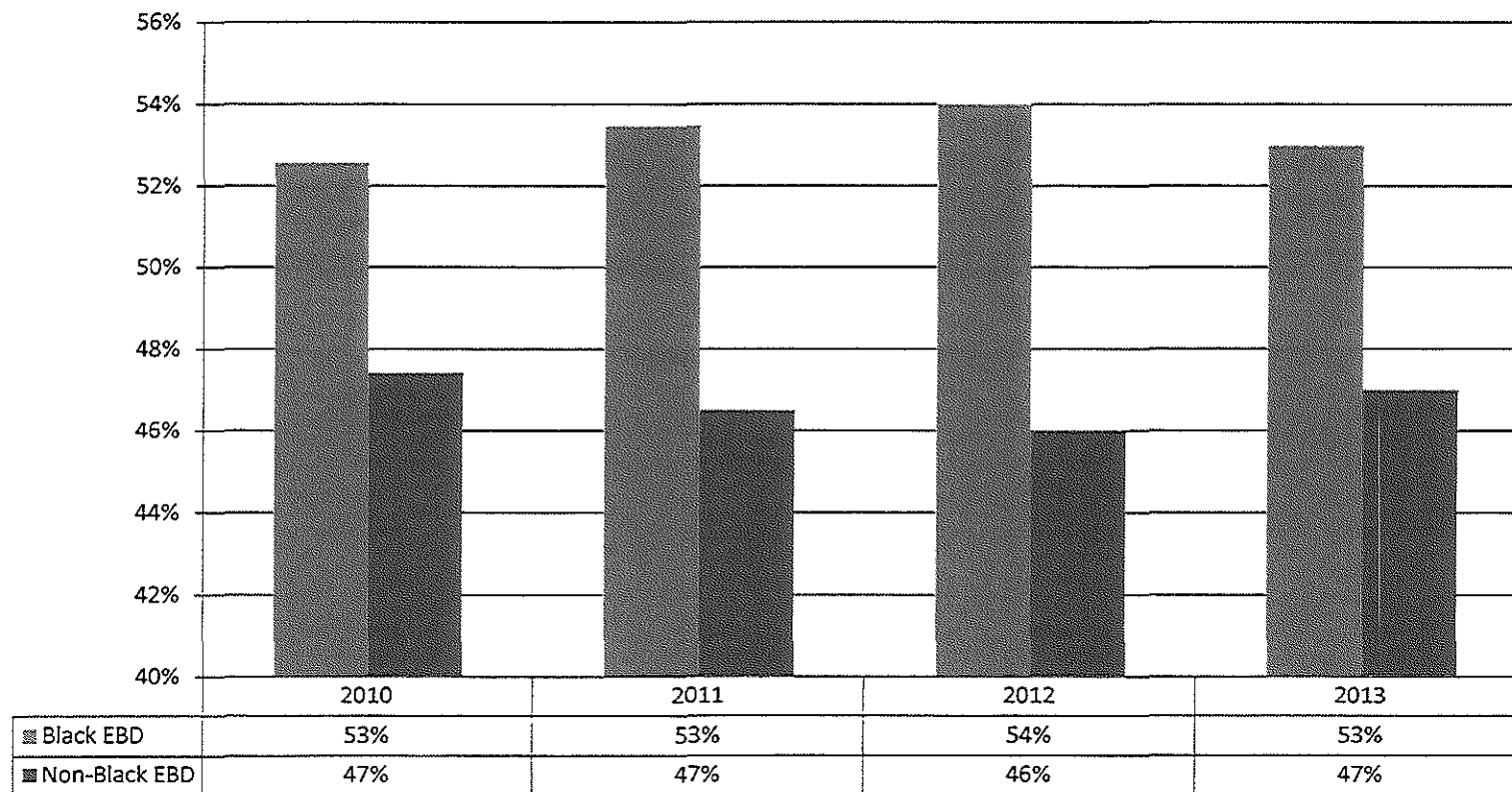
Prepared by ESE and TIS Departments, from
Survey 2, February 2014 Reports Manager

Dr. Grant is updating this graph.

Bridging the Gap Strategic Plan Goal 5: Reduce the number of black students being found eligible for Emotional/Behavioral Disabilities by 2 percent by June 2014.

Goal Manager: Lisa Grant, Executive Director Exceptional Student Education

Pinellas County Schools, EBD Students, Non-Black and Black, 2010 through 2013



Prepared by ESE and TIS Departments, from Survey 2, February 2014 Reports Manager

Dr. Grant is updating this graph.