



Executive Summary

Pinellas County School District

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Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

The Pinellas County School District (PCS) is a peninsula 37.5 miles long and 18.5 miles wide located on the west coast of Florida in the Tampa Bay area along the Gulf of Mexico. In the most densely populated county in the state with about 3,275 residents per square mile, the District serves communities across a full spectrum of urban and suburban environments, socio-economic status, and racial and ethnic groups. Established in 1912, Pinellas County is home to a mix of large and small cities with a total of 24 municipalities, yet over one-third of its total area is unincorporated. St. Petersburg (population 244,769), Clearwater (population 107,685), and Largo (population 77,648) are the three largest cities and account for just under half of the county's total population, with the unincorporated area accounting for nearly a third and the rest divided between the remaining 21 cities. PCS operates 17 high schools (30,014 students), 22 middle schools (20,195 students), 72 elementary schools (20,195 students), 2 elementary/middle (1,964 students) and 8 post-secondary adult education programs (22,822 students). Every school day, over 101,000 pre-k through 12th grade students engage in learning in the 7th largest school district in the state and the 26th largest in the nation. The student population is 58.2% White, 18.7% Black, 14.4% Hispanic, 4.5% Asian, 0.3% Native American, and 3.9% multi-racial. English Language Learners make up 5% of the student population. The District has 54% of its students categorized as economically disadvantaged and 14% of students receive exceptional education services as students with disabilities.

PCS is governed by a seven member School Board elected to three year terms. The School Board appointed Dr. Michael A. Grego as superintendent in 2012 following a national search. With 25 years of administrative experience, Dr. Grego works collaboratively with the Deputy Superintendent and the Executive Leadership Team (ELT) to implement policies, set direction, communicate expectations, and implement the District's Strategic Plan (DSP). The ELT is comprised of the Deputy Superintendent, Area Superintendents, School Board Attorney, Staff Attorney, Chief Financial Officer, Associate Superintendents, Assistant Superintendents, Director of Strategic Planning, and Director of Student Assignment. Area Superintendents, who serve as the Superintendent's representative for a specific set of schools in each of the District's four areas, oversee 130 school principals. The composition of the employee base is 395 administrators, 7,756 teachers, and 6,174 support staff. Together, the 13,001 full and 3,318 part time employees are the main force in living the District's vision, mission, and values.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

PCS's purpose and direction is stated in its vision and mission. In 2009, using stakeholder input and cross-functional advisory groups, the District revised its vision (est. 1992/rev. 1995) to 100% Student Success and its mission to educate and prepare each student for college, career and life. PCS's core values were updated to reflect its desired culture and climate: Commitment to Children, Families, and Community; Respectful and Caring Relationships; Cultural Competence; Integrity; Responsibility; and Connectedness.

The vision, mission, and core values are reviewed yearly with the process for approval of the District Strategic Plan (DSP). To achieve PCS's vision and mission, leadership develops the DSP using input from prior performance, state and federal mandates, school and community input, School Board recommendations, and student achievement data. The DSP has five goals that capture the expectations for students, staff, School Board, families, and the community. The five goals are:

- 1) Increase student achievement resulting in improvement for every school, learning gains, higher promotional and graduation rates;
- 2) Ensure curriculum, instruction, and assessment are designed and delivered with a focus on continuous improvement of student engagement and academic achievement;
- 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;
- 4) Develop and sustain effective and efficient use of all resources for improved student achievement and fiscal responsibility;
- 5) Provide quality technology and business services to optimize operations, communications, and academic results.

These goals have multiple actions with plans and leaders focused on accomplishment of each action.

PCS embodies its vision and mission through high expectations for students by administrators, faculty and staff and by offering a wide range of parental choice options. PCS offers families a wealth of educational choices based on students' interests, talents, and abilities that are also designed to inspire students and provide them with the skills they need to achieve success in college, career and life. These District Application Programs are available to students throughout the county and include themed curriculum magnets, career-focused and technical education high school programs, and fundamental, "back-to-basics", programs in both whole school and school-within-a-school models. For the 2015-2016 school year there are 70 District Application Programs in all; 16 elementary, 18 middle, and 36 high school programs.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

The aim for PCS is student academic achievement supported through a safe learning environment and effective and efficient operations. For these three areas, the DSP five goals provide the actions to maintain the strengths as well as develop improvements. Notable achievements are captured for each of the five goals:

Goal One Increase Student Achievement resulting in improvements in every school, learning gains, higher promotional and graduation rates.

1. All student subgroups in the District are trending positively in regard to graduation rates, with special promise shown among African-American students, who have increased their graduation rate by more than 10 percentage points since 2011. In 2014, PCS had the largest increase in graduation rates in the Tampa Bay region, increasing from 71.9% to 76.2%, an impressive climb of 4.3%. Of the nine largest school districts in Florida, PCS went from ninth to now having the third highest graduation rate.
2. In 2014 the PCS dropout rate decreased to 2.1%, the lowest high school dropout rate of the nine largest Florida school districts.
3. Two Pinellas high schools, Boca Ciega and Dixie Hollins, have successfully eliminated the gap in graduation rates between Black and non-Black students. Additionally, Boca Ciega's High School's Black graduation rate surpassed the state and District graduation rate for all students.
4. In 2013, all Pinellas County high schools have an A rating by the Florida Department of Education's accountability system. In 2014, following the state's decision to raise the scoring bar, 75% of PCS high schools earning an A or a B. The state rate is 71%. One hundred percent of PCS high schools earned an A, B or C. The state rate is 95%. These high school grades are due in part to the increase in our graduation rates, which are a major component in the state's calculation.
5. Thirteen PCS high schools showed a significant increase in the number of students participating in accelerated courses exposing more students to rigorous courses in preparation for college and career.
6. Advanced Placement passing rates show positive trends for the past three years for each student subgroup with passing scores increasing from 4431 in 2012 to 4543 in 2014.
7. SAT Composite scores have trended upward for the past three years for each student subgroup. Overall scores have increased from 499.75 in 2011 to 506.13 in 2013.
8. ACT Composite scores have trended upward for the past three years for each student subgroup. Overall scores have increased from 18.9 in 2011 to 19.4 in 2013 to 19.7 in 2014. In 2014, the District outperformed the state in each subject area and in the overall composite score.
9. International Baccalaureate Diploma pass rate for 2014 was 94% with 237 students completing 1,896 subject area exams earning an average grade of 5.14 out of a possible 7.
10. Bright Futures Scholarship Award amounts for students entering college in 2013-14 were \$34,680 for Florida Academic Scholars; \$33,600 for Florida Medallion Scholars; and \$8,604 for Gold Seal Vocational Scholars. Additionally, \$586,182 in scholarships was awarded by the Pinellas Education Foundation to District high school students.
11. Career and Technical Course Industry Certifications increased 60% from 2012 to 2013 with the number of certifications increasing from 2,224 to 3,705. Certifications continue to increase in 2014 with the number increasing from 3705 to 4096, an additional increase of 10.6%.
12. Students participating in the AVID program increased their graduation rate to 90.65%.
13. The District improved four percentage points in the End Of Course (EOC) assessment of Algebra I.
14. The District improved six percentage points in the End Of Course (EOC) assessment of U.S. History.
15. FCAT 2.0 Reading and Mathematics scores of Pinellas County English Language Learners are the highest they have been in three years.
16. In spring 2014, U.S. News & World Report ranked Palm Harbor University High School 28th in the state and 481st nationally for students'

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college readiness, and proficiency in mathematics and reading. The Daily Beast ranked Tarpon Springs High School 651st nationally for high graduation rates and SAT/ACT scores, as well as college readiness.

17. The College Board recognized the Pinellas County School District as a Gold Status District for the overall enrollment of minority students in Advanced Placement courses and the high number of minority students enrolled and passing the exam, celebrating a 30% total minority AP enrollment. Thirteen of our high schools saw a significant increase in the number of students participating in accelerated courses, which means more students are being exposed to rigorous courses in preparation for college and career.

18. Student Elementary Reading scores for FCAT 2.0 Reading and Mathematics have increased for students moving from third grade to fourth grade and from fourth grade to fifth grades. These results are important because it tracks the same students for two years across grade levels.

19. PCS' students showed significant improvement on the Spring 2014 FCAT 2.0 Reading, Math and Science assessments for grades 4-10 at several grade levels. More than two-thirds of the District's elementary schools either maintained or showed gains in fourth-grade math, with 24 posting double-digit gains. Fifth-graders at 59% of the district's elementary schools also either maintained or made gains on the math assessment, with 13 schools posting double-digit gains. Additionally, more than three quarters of the district's 74 elementary schools posted improvements on the Science assessment, with 21 showing double-digit increases. (Source: Florida Department of Education).

20. Pinellas County Kindergarten Readiness Rates show positive trends and has significantly increased, rising from 82% in 2011-12 to 89% in 2012-13 and 90.7% in 2013-14.

21. Our District has expanded summer learning through our Summer Bridge program, registering more than 6,000 students the first year and over 12,000 students in 2014. Options for high school and middle school were expanded including a special boot camp designed to improve student performance in Algebra.

22. Our Beyond the Classroom initiative has provided students free access to online educational resources. A related initiative, Connect for Success, provided laptop computers to 4,000 students at 36 high-poverty elementary schools for home use.

23. An evaluation of FCAT results indicate that a higher percentage of fourth-graders participating in the Connect for Success laptop initiative made annual learning gains in both reading and math than did fourth-graders who did not participate in Connect for Success. The district is expanding this program to provide more than 2,700 additional laptops to students at high-poverty schools.

24. The District's Bridging the Gap initiative continues to gain momentum after a promising kick-off summit in fall 2013 to gain insights from community leaders and business partners who have pledged their help in closing the achievement gap.

25. Boca Ciega, Northeast and Countryside high schools were three of only 100 schools worldwide selected to implement AP Capstone, an innovative program that allows students to engage in the rigorous development of skills critical for success in college inquiry, research, collaboration, and writing.

26. PCS juniors from Boca Ciega High and Osceola Fundamental High were selected to participate in the 2014 Sunshine State Scholars program, which recognizes Florida's highest-achieving science, technology, engineering and mathematics students from each school district.

27. Seven Pinellas County Schools students won a total of 10 Scholastic Art Awards.

28. Twenty-four Exceptional Student Education students earned "Yes I Can" Awards for academic achievement and improvement.

Goal Two: Ensure curriculum, instruction, and assessment is designed and delivered with a focus on continuous improvement of student engagement and academic achievement.

29. The District is continuing to improve ways to extend the school day to provide additional time on task for students through programs such as Promise Time, a before and after school teaching and mentoring initiative.

30. Elementary Science Labs will be fully functional in over 40 elementary schools. This initiative began in 2012-13 and will be complete by 2016.

31. The number of STEM and Robotics Clubs in Pinellas County Schools increased from 15 in 2012 to 155 in 2014 with additional academic components being added each year.

32. Pinellas County schools expanded gifted education services to all elementary schools, eliminating the need to bus students to select sites for services.

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33. The District earned recognition as an Advanced Placement District of the Year for increasing access to Advanced Placement coursework while simultaneously increasing the percentage of students scoring 3 or higher on AP exams.

34. In the spring, our District was awarded a Bill & Melinda Gates Foundation Next Generation Systems Initiative grant to expand personalized learning opportunities for students. The District is working on a plan to create a model school focused on personalized learning for 2015-16. Several schools are also creating plans to have personalized learning programs at their schools: Clearwater, Northeast, Pinellas Park and Seminole High, in cooperation with Career Academies of Seminole.

35. The Pinellas County School District was ranked 19 out of 107 large Districts nationwide by the Brookings Institute for providing parents with educational choices for their students. This past year, the District received over 1,000 more applicants and over 800 more acceptances.

36. Our District has launched three new schools for 2014-15 school year. The Centers for Innovation and Digital Learning at Gulf Beaches Elementary in St. Pete Beach and Kings Highway Elementary in Clearwater will provide a technology rich environment with iPads for all students in grades K-5. In an effort to step up efforts to transition high school students to college and career, Pinellas Gulf Coast Academy serves students grades 9 - 12 who are at risk of dropping out.

37. The District has launched several District Application Programs at the middle school level. Among them, the district launched the Cambridge Pre-Advanced International Certificate of Education program at Pinellas Park and Tarpon Springs Middle schools, which prepare students for advanced academic programs at the high school level. Also, the District started Middle Grades Engineering Gateway to Technology programs at Azalea Middle and East Lake Middle School Academy, where students build skills in problem solving, teamwork and innovation.

38. The District already offers a primary years International Baccalaureate program and a middle school International Studies program at James Sanderlin PK-8. In 2016, the district plans to expand rigorous international choice options to provide International Studies programs at Mildred Helms Elementary and at John Hopkins and Largo Middle schools.

39. Pinellas County Center for the Arts at Gibbs High School earned the Arts Achieve! Model School designation from the Florida Alliance for Arts Education.

40. The Jacobson Culinary Arts Academy at Tarpon Springs High School earned accreditation from the American Culinary Federation (ACF), the largest professional chefs' organization in North America with more than 20,000 members from more than 200 chapters across the United States.

41. The International Center for Leadership in Education recognized Clearwater High School as a Model School for the ways in which it has raised rigor and relevance for students using a personalized learning approach within its wall-to-wall academies. Hundreds of schools apply, but only about 25 of the country's highest performing and rapidly improving schools are accepted as models.

42. Douglas L. Jamerson Jr. Elementary School earned the 2014 Magnet Schools of America School of Excellence Merit Award for the eighth consecutive year. Criteria for the award place an emphasis on diversity, school-wide instructional approach, and academic excellence and equity.

43. The Pinellas County School District has embarked upon youth and adult apprenticeship programs through Career Technical Education programs with assistance from industry partners.

44. All high school theatre programs participated in District Thespian Events showing a 20% increase in entries from 2012-2013. Fifteen high schools competed in the One Act Festival receiving an excellent or higher rating representing the highest scores our high schools have received in over a decade. Two high schools, Clearwater and Palm Harbor University, were selected to present Mainstage productions at the State Thespian Festival Competition.

45. All middle and high schools (with performance based ensemble classes) participated in Florida School Music Association District Music Performance Assessments in at least one category - band, chorus, and orchestra. There was a significant 15% increase in orchestra entries. 98% of all groups met the goal of earning a good rating and more than 85% percent of all participating groups received the highest ratings of excellent or superior.

Goal Three: 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.

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46. Our pilot instructional and administrator appraisal systems are under consideration by the state. Our District is at the forefront of finding the best possible method to evaluate our teachers and administrators.
47. Our District has made a huge step in our hiring efforts by increasing our starting salary for teachers to \$40,000, making our starting salary the highest in the region and outpacing the national average.
48. Several trainings were developed to produce more effective School Improvement Plans and assess the use and results of those School Improvement Plans through Accreditation. These trainings were delivered to more than to more than 400 principals, teachers and support staff.
49. All schools have a student behavior plan in place and publicly available on the District website. Reviews and revisions of these plans are currently underway using researched based strategies and regular trainings for the 2014-15 school year.
50. Student arrests in Pinellas County Schools decreased by 16% from 767 in 2012-13 to 643 in 2013-14, a direct result of the District's partnership with local law enforcement agencies.
51. In-school suspensions in Pinellas County Schools significantly decreased for each student group and overall declined 16.8% from 2012-13 to 2013-14.
52. The District has utilized federal funding to initiate a Community Eligibility Option (CEO), which makes free breakfast and lunch available to all students at 65 schools.
53. Pinellas County Schools is the recipient of a grant from the Florida Department of Agriculture that supports the District's anti-obesity efforts and which has culminated in our receipt of the highest rating in the state as a Florida Health School District.
54. The District's Food Service operation was recognized with nine awards from the Florida Nutrition Association in the areas of public policy and legislation, nutrition, and participation in National School Lunch and Breakfast Weeks.
55. Belcher Elementary and Sexton Elementary were recognized as Silver Level Schools and Tarpon Springs Middle School was recognized as a Bronze Level School at the Clinton Presidential Center in Little Rock, Arkansas. by President Bill Clinton for creating healthier environments for children to learn and for staff to work.
56. More than 150 parent representatives from schools across the district met regularly with the superintendent as part of six Parent Leadership Cadre meetings. The meetings were created to empower participants to be advocates for Pinellas County Schools.
57. Pinellas County Schools was recognized in 2013-14 by the American Heart Association with a Gold Achievement Award and a Worksite Innovation Award for a fit-friendly worksite for meeting criteria encouraging students and employees to engage in exercise and healthful eating habits.
58. Ten employee focus groups, including new teachers, reading coaches and finalists for Outstanding Educator, met with the Superintendent to discuss potential improvements to the District and to plan for ongoing student achievement.

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

59. District classroom expenditures account for the highest percentage of the District's overall budget when tracked over the past five years increasing from 64.25% in 2009-10 to 67.53% in 2013-14.
60. Title I expenditures as evaluated by the State of Florida demonstrate high levels of accountability and allocation to schools District-wide demonstrating a direct benefit to students.
61. The District was awarded a \$500,000 grant for the plan and \$2,500,000 for the implementation of a personalized learning model for students. The model, titled Pinellas Innovates: Pathways to Personalized Learning, will open in one school in 2015-16, in partnership with the New Tech Network.
62. Our District was honored nationally as a model district by the Ford Foundation for its Ford Next Generation Learning Academies of Pinellas five-year plan.
63. Our District has completed 157 facility projects valued at \$110 million begun during the 2012-13 school year and began work on 72 additional projects valued at more than \$48 million.
64. The District's Facilities, Planning, Design & Construction team received two awards from the Associated Builders & Contractors Florida Gulf Cost Chapter for excellence in construction for work completed on Boca Ciega High School and Lynch Elementary School.

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65. A member of the District's Facilities, Planning, Design & Construction team was appointed by Governor Rick Scott to the Florida Building Commission.
66. The District designed and installed the first geothermal HVAC system at the Largo Administration Building for an estimated saving of \$80,000 per year in power, water consumption, sewer, and water treatment costs.
67. The District is seeking districtwide accreditation through AdvancED. Earning and maintaining accreditation through AdvancED, an organization that encompasses the Southern Association of Colleges and Schools (SACS), will help us focus priorities to improve our processes and better drive student achievement.

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

68. The District's Office of Strategic Communications won five Golden Achievement Awards from the National School Public Relations Association for efforts to promote and communicate information about District initiatives.
69. Students and their families are benefitting this year from an online academic planning system called Counselor Connect that monitors student progress and allows parents to communicate more effectively and efficiently with guidance counselors.
70. The District has established a Superintendent's Teacher Task Force to provide a platform for educators to offer input and feedback for continuous improvement.
71. The District uses DecisionED for School Improvement Data reports and many other reports. Data and information from the "Data Warehouse" is continually updated with real-time information that can be used to make decisions and drive instruction at all levels. School administrators and teachers were trained in its use during the summer School Improvement sessions.
72. As part of the state's Digital Classroom Allocation, the district will receive nearly \$1.1 million to bolster classroom technology
73. The State of the District address focusing on the progress of the District's goals was delivered to the Education Foundation and various other community groups. Updates on progress are routinely delivered.
74. The District is nearing completion of its redesign of the District and school websites to create a vital communication hub for the K-12 community with a focus on better connecting with families and other stakeholders.
75. Our District has a new system to track graduation rates and identify students in danger of not graduating.
76. Sandy Lane Elementary was awarded a \$50,000 grant from the Lenore Annenberg School Fund for Children, having been nominated by the Council for Educational Change, which also wrote the grant application. The funds were earmarked for computers and interactive white boards that will provide school-wide access to a digital reading and mathematics series as well as new books for the media center.
77. School brochures were developed for each school to provide parents and students with information about academic achievements, points of pride, and special services and programs.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Assessing District progress according to standards is a familiar process for PCS as it has a rich history of using a "systems perspective" to determine its progress towards its vision. Since the early 1990's, PCS has used nationally endorsed criteria as the standards for understanding performance, assessing operational and instructional systems, and creating plans for improvements. PCS was one of the first public school districts in the nation to implement a formalized approach for continuous quality improvement beginning its initial practice with a highly effective collaborative bargaining process between PCS and all four bargaining units. Since 1991, the District has learned about the philosophy of Charles W. Deming and used the Malcolm Baldrige Criteria for Performance Excellence for school improvement, classroom management, and leadership development. In 1993, PCS became the first public school district in the United States to receive a state quality award validating its system's approach to continuous improvement. In 1998, PCS was recognized by the Florida Legislature as the top school district in Florida. Rawlings Elementary School was the first school to win the state continuous improvement quality award and Azalea Elementary became the second (Governor's Sterling Award 1998, 2000). In 2001, PCS hosted its first national three-day site visit to assess how the District used the Baldrige Criteria in its educational practices. PCS strengths noted as best practices during that visit were sustained and improved and are currently essential components in the PCS continuous improvement journey. These best practices include:

- 1) An Executive Leadership Team (ELT) comprised of all organizational areas that sets direction and performance expectations by including key requirements of federal, state, school board, and community in the District's vision, mission, goals and action plans.
- 2) A communication system that ensures open communication with all stakeholders and a continued focus on vision, mission, and key goals. This includes a Strategic Communications office and two-way communication with many groups including Parent Teacher Associations (PTAs), Education Foundation, Chambers of Commerce, community parent forums, colleges and universities, and School Advisory Councils (SACs).
- 3) Monthly Leadership Meetings conducted by the Superintendent for principals with follow up group meetings with Area Superintendents to communicate and monitor student achievement, student behaviors, and operations. Principals follow-up meet with School Advisory Councils (SAC) to communicate the school improvement plan and progress for each school to parents and business partners.
- 4) A strategic planning model that uses a six-step process and includes key participants and stakeholders and focuses on factors that reinforce the District's three strategic directions: student achievement, learning in a safe environment, and effective and efficient use of all resources.
- 5) Each strategic goal and its related action is assigned to an owner to develop improvement processes, track and measure progress, and report progress to the Superintendent. Divisions and departments then develop annual improvement plans to support the District's strategic plan.
- 6) A Student Assignment office that works with local agencies and Chambers of Commerce to identify future populations and enrollment projections to prepare programs to increase the District's capacity to deliver educational services for all residents of the county. In 2013, PCS was recognized by the Brookings Institute for providing parents with educational choices for their students.
- 7) A District Technology and Information System (TIS) that collects, maintains and delivers data and information. This system includes resources such as the student information system, dashboards, and school specific data systems that provide access to detailed information to all levels and functions in the District.
- 8) A commitment to learning-centered education through a wide range of training opportunities and incentives to orient, educate, motivate and recognize faculty and staff. These include Embrace Pinellas (Beach Camp), Professional Learning Communities (PLCs), Leadership U, Targeted Selection, Level 2 (Q), and Certificate of Distinction (I, II, III). Engaging in these programs supports employees in understanding the philosophies and practices of the District and prepares them to more fully serve students and the community in their current or projected

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future positions.

9) PCS actively seeks external partnerships with other educational associations, local businesses, social service organizations, and residents of the community. These partnerships have resulted in the establishment of student learning programs (Summer Bridge, Promise Time), Enterprise Village, Finance Park, Career Connections, and the Doorways Scholarship Program.

10) PCS has multiple articulation agreements with Florida universities to provide future teachers by offering internships for college students. A recent partnership with St. Petersburg College offers an Elite Educator program that is a four-year teacher training course for academically talented high school graduates and a commitment to working in PCS after graduation.