

DISTRICT STRATEGIC PLAN 2019-20

100% Student Success

School Board of Pinellas County

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 for highest student achievement, safe learning environments and effective, efficient operation. The District Strategic Plan demonstrates one of the many ways the School Board supports the strategic work to support 100% student success.



Front Row: Carol J. Cook, Vice Chairperson | Rene Flowers, Chairperson | Nicole M. Carr, Ph.D.

Back Row: Bill Dudley | Eileen M. Long | Michael A. Grego, Ed.D., Superintendent | Joanne Lentino | Lisa N. Cane

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Vision, Mission and Core Values

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

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.

Structure

The Pinellas District Strategic Plan 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 2019-20 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

The district monitors each Action Goal by utilizing the Plan, Do, Study, Act (PDSA) 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 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.

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 throughout the year from students, parents, community members, partners and staff members. 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.

Strategic Directions and Goals

The strategic directions, encompassing seven strategic goals, guide the long-term work of Pinellas County Schools. These high-leverage areas 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. New in 2019-20 is the combining of strategic goals regarding *effective and efficient use of resources* and the addition of a strategic goal for *communication and stakeholder engagement*.

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.

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.

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.

Effective and Efficient Use of Resources

Strategic Goal 6: Develop and sustain effective and efficient use of all resources by providing quality technology and business services to optimize operations for improved student achievement and fiscal responsibility.

UPDATED

Equity with Excellence for ALL

Strategic Goal 4: Provide equity and excellence of education by ensuring the needs of each and every student are known and met, in order to increase performance and reduce the disparity in graduation rates, proficiency scores on assessments, participation and performance in accelerated courses, disciplinary infractions and placement in Exceptional Student Education programs.

Communication and Stakeholder Engagement

Strategic Goal 7: Develop and sustain effective structures for communication and ongoing engagement of students, staff, families and community.

NEW

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. These initiatives 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.



The district's comprehensive, multi-year plan to intentionally, explicitly and comprehensively close the achievement gap between black and non-black students.

Six, high-leverage goal areas with corresponding action plans:



Graduation Rates



Grade-Level Proficiency



Participation and Performance in Accelerated Courses



Discipline Disparity

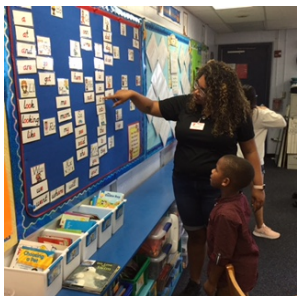


Exceptional Student Education (ESE) Eligibility



Minority Hiring

Learn more at www.pcsb.org/btg



Point of Pride

The 2018 black graduation rate represents

LANDMARK increases and
REDUCTION OF THE GAP

for black students in Pinellas County Schools.

76.2% *Black Student 2018
Graduation Rate*

6.9 Percentage Point Increase
in the Black Graduation
Rate since 2017

19.8 Percentage Point Increase
in the Black Graduation
Rate since 2013



Strategic Initiatives



The systemic initiative to provide high-achieving students with a personalized path to college success.



Six, multi-faceted, areas of support:



Academic Counseling and Targeted Support



Pathway Course Progression



Parent and Student Engagement



College Entrance Test Preparation



College and Financial/Scholarship Planning



Peer Collaboration

Each summer, Elevating Excellence (EE) scholars are invited to participate in Summer Seminars where students from across the district come together to build friendships, develop skills and gain exposure to the college-planning process. Seminars include panel discussions with recent PCS graduates and admissions officers from universities across the country.

NEW

In 2019-20, the district will launch College Planning Centers in five (5) high schools with every high school having a center in upcoming years.



Learn more at www.pcsb.org/ee

Through the support and ongoing partnership with the Pinellas Education Foundation, Elevating Excellence received over \$1 million in philanthropic support to enhance and expand services!



**Pinellas Education
Foundation**

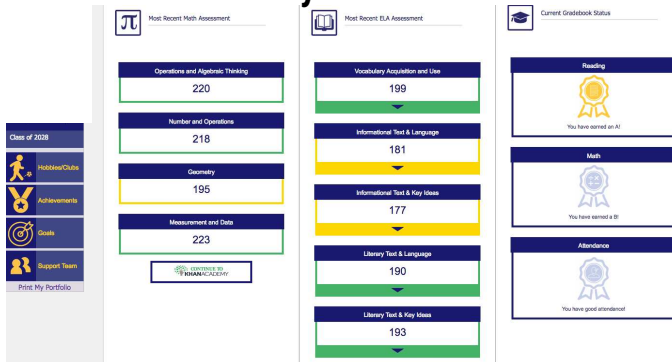
Strategic Initiatives

Personalized Learning Pathway (PLP)

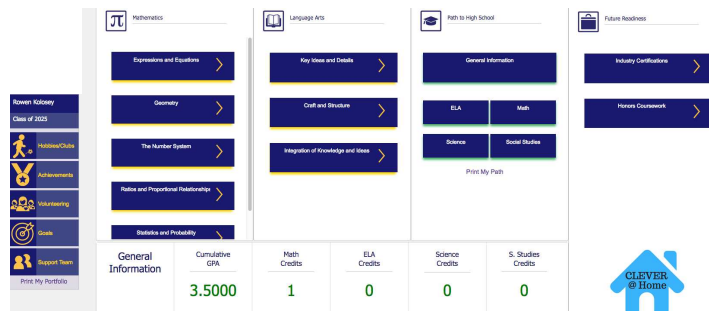


Launched in spring 2018, the PLP is an electronic platform that connects students in grades 3-12 with learning resources tailored to their specific needs.

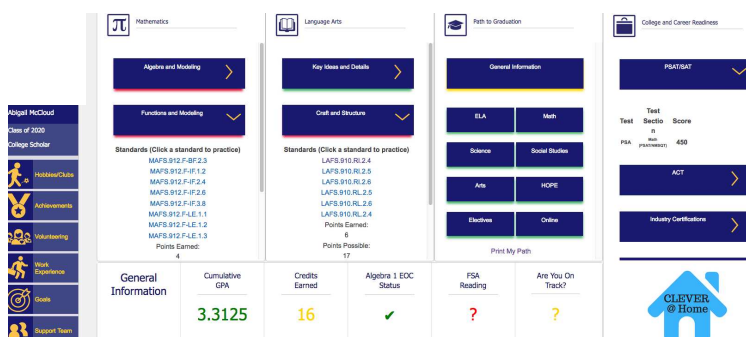
Elementary School PLP



Middle School PLP



High School PLP



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 tied to MAP assessments and FSA progress;
- Credits and GPA as it relates to grade promotion or graduation; and
- Career- and College-Readiness section that displays SAT/ACT scores, Industry Certifications, and Advanced Coursework that the student has completed.

Did you know?

- The PLP was developed by students in the CAT program at Lakewood High School.
- Over 42,000 students logged into the PLP during the 2018-19 school year.

Students can access their PLP by logging on through Clever using their R2D2 number.

Strategic Initiatives

Visual and Performing Arts

Pinellas County Schools continues to be a state and national leader in the instruction and student outcomes within both the visual and performing arts.



In 2018-19, some of our accomplishments include:

- Selected to perform and honored at Essentially Ellington Jazz Festival;
- Earned 13 national Scholastic Art Awards from the Alliance for Young Artists & Writers, the nation's longest-running and most prestigious reprogram for creative teens in grades 7–12;
- Competed and earned honors at numerous state and national events at venues including Carnegie Hall;
- Exhibited over 3,600 student works of art in museums and centers across Pinellas County; and
- Named a Kennedy Center Partner in Education with Ruth Eckerd Hall.



Visual and Performing Arts education is vital to ensuring a well-rounded education.



PCS provides access and opportunity to high-quality, sequential comprehensive arts curricula for students to engage in the arts across all grade levels.



Did you know?

Voters in Pinellas County continuously support the funding of schools as evidenced by the referendum of a half-mill property tax since 2004.

76%

of voters supported referendum funding in November 2016.



Research continually demonstrates that students who are engaged in the arts perform at higher levels across all subject areas.

Strategic Initiatives

Equity with Excellence for ALL

The academic, social-emotional and behavioral needs of each and every student are known and met.



EQUITY

In every building, school and classroom stakeholders experience...

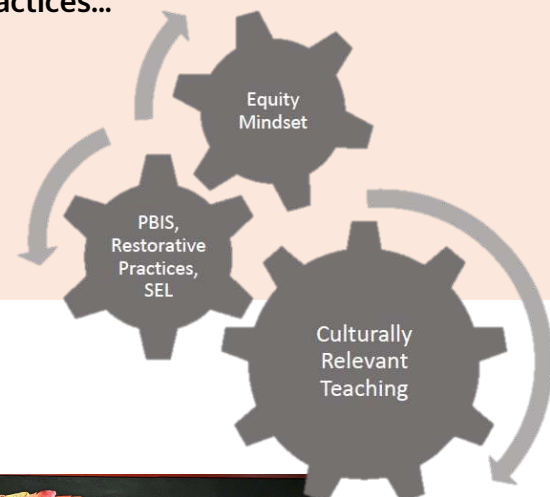
- Beliefs, Mindset and Practices Grounded in Equity;
- Emotionally, Intellectually and Physically Safe Environments;
- Culturally Relevant and Rigorous Instruction;
- Connectedness and Belonging; and the
- Needs of Each and Every Learner are Known and Met.



INITIATIVES

Through the implementation of cohesive practices...

- Equity Champions
- Restorative Practices
- Positive Behavior Interventions and Supports (PBIS)
- Culturally Relevant Teaching
- Social-Emotional Learning
- Access to rigorous and advanced courses



Strategic Initiatives

Student Health and Wellbeing



Our multi-faceted plan to support student health and wellbeing:

- expands awareness and prevention efforts;
- increases access to Student Services staff;
- strengthens community access to ensure students have appropriate levels of care; and
- refines Threat Assessment procedures.



Partnership began in spring 2018

Free to the district, this organization provides research-based resources and programming for students, families and staff.



In 2018-19, Sandy Hook Promise honored the district, individual schools and students for implementation.

Did you know?

Pinellas County Schools has:

557

dedicated and committed Student Services staff work daily to provide direct support to students and awareness programming/training for students and staff to recognize and support students displaying signs of trauma, bullying, loneliness/depression, violence or behaviors that impact wellbeing.

117

social workers

91

psychologists

226

school counselors

123

nurses (RN, LPN, CNA); partially funded by Pinellas County government

During an event recognizing the implementation of Sandy Hook Promise at Northeast HS, Mark Barden, parent of 7-year-old Daniel who lost his life at Sandy Hook Elementary, told the 9th grade audience:

***"You're helping people.
You're literally saving lives."***

Action Goals

Each Strategic Goal has corresponding action goals to support outcomes. For each action goal, district staff develops a plan of action that is implemented, monitored and adjusted throughout the year.

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

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.

Strategic Goal 4: Provide equity and excellence of education by ensuring the needs of each and every student are known and met, in order to increase performance and reduce the disparity in graduation rates, proficiency scores on assessments, participation and performance in accelerated courses, disciplinary infractions and placement in Exceptional Student Education programs.

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.

Strategic Goal 6: Develop and sustain effective and efficient use of all resources by providing quality technology and business services to optimize operations for improved student achievement and fiscal responsibility.

Strategic Goal 7: Develop and sustain effective structures for communication and ongoing engagement of students, staff, families and community.

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 percent for each student subgroup.
- 1.2** Increase graduation rates for each student group leading to the achievement of at least 90 percent districtwide graduation rate and increase the rate by at least 6 percentage points for each subgroup significantly below the district average over three years.
- 1.3** Increase the percent of freshmen earning at least 6 credits and maintaining a 2.0 minimum Grade Point Average (GPA) by the end of freshman year to 90 percent.
- 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 EOC by at least 3 percentage points.
- 1.7** Increase the district proficiency rate on US History End-Of-Course (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 Student Education (ESE) students 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-socio economic (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-8th grade gifted students demonstrating a Level 4 or 5 on the FSA by at least 3 percentage points.

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.



- 1.12** 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 student proficiency rates above those set by the Florida Department of Education (FDOE).
- 1.14** Increase the percent of students attending PCS VPK programs who demonstrate proficiency on the FLKRS assessment by 5 percentage points with at least 3 percentage point increases in each subgroup.
- 1.15** Use MAP 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 80 percent 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) to 80 percent to accelerate or maintain grade-level performance.
- 1.20** Increase the district learning gains in literacy and mathematics FSA by at least 3 percentage points.
- 1.21** Eliminate having schools designated by the Florida Department of Education (FDOE) for schoolwide improvement status, formerly referred to as differentiated accountability (DA).

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** Decrease the percentage of Level 1 readers as measured by MAP in Grade 1 at targeted schools through the implementation of Reading Recovery.
- 2.3** Implement the recommendations of the K-5 Literacy Audit to ensure more students are reading on grade level.
- 2.4** 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.
- 2.5** Increase the number of gifted micro-credentialed teachers in support of enhancing the Talent Development pipeline.
- 2.6** Increase participation in targeted online support programs accessible through Clever for all students by monitoring usage reports.
- 2.7** Increase the enrollment of targeted students 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 over-age and academically behind two or three years through the implementation of targeted interventions, programs and monitoring systems.
- 2.9** Ensure at least 60 percent of the students in grades 1-5 who are below grade-level in reading enroll in and attend Summer Bridge.
- 2.10** Utilize MAP and other formative data to ensure students who attend Summer Bridge demonstrate academic growth throughout the summer and communicate results with parents.
- 2.11** Increase the percentage of K-5 teachers obtaining the Reading Endorsement to at least 35 percent by August 2020.

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** Every school-based International Institute for Restorative Practices (IIRP) certified trainer will serve as a member of the school-based leadership team to build and ensure the integration of restorative practices across the PBIS continuum through training, professional development and targeted supports based on school and/or teacher identified needs.
- 3.2** All school leaders will have a well-developed, effective process which integrates restorative practices across the PBIS continuum through established schoolwide and classroom routines, restorative language, culture and practices as measured by the Tiered Fidelity Inventory (TFI) instrument.
- 3.3** At least 50 percent of schools will earn Florida PBIS Model School distinction by ensuring all school leaders have a functioning PBIS Team that establishes, communicates, monitors and adjusts tiered supports for schoolwide and classroom climate and culture.
- 3.4** Provide all staff with ongoing training opportunities regarding mental health and wellness and violence prevention to support student safety and wellbeing.
- 3.5** Monitor and continually improve the approved Mental Health and Wellness plan through enhanced physical, emotional and mental health services and supports which identify, refer to appropriate resources and ultimately meet the needs of each and every student.
- 3.6** Monitor and continually improve threat assessment teams at the district- and school- level in a manner that follows district policies and procedures in order to connect students and staff with appropriate services for safety and wellbeing.
- 3.7** Implement and refine processes to identify students with intensive mental health needs and refer them for appropriate community mental health service providers.
- 3.8** Refine the system of monitoring and support for school counselors and administrators to enhance the continuum of K-12 school counseling and college advising services.
- 3.9** 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.

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.



3.10 Improve the professional culture and morale at each school site by targeting related areas identified in the Schoolwide Improvement Plans (SIPs) using data from the annual district and school-based AdvancED survey.

3.11 Ensure 100 percent of teachers will be provided professional development opportunities identified through teacher appraisal data, deliberate practice and school/district initiatives.

3.12 Increase the percent of newly hired teachers retained for three years by 5 percent through a continuum of support including, but not limited to Springboard to Success, Embrace Pinellas, continuous mentorship and Transition to Teaching.

3.13 Increase the number of teacher candidates through the recruitment and development of PCS graduates, current employees, and external candidates in partnership with universities and colleges by 100.

3.14 Develop a toolkit and prescribed teacher improvement plan process for targeted areas of growth, deliberate practice and specific teacher needs, in order to increase teacher effectiveness.

3.15 Increase the number of high-quality, administrative candidates ready to lead at all school-based supervisory levels (e.g. Assistant Principal, Principal) including: all grade levels, transformation and/or high-needs schools and specialized sites through a three-year professional development continuum.

3.16 Ensure the use of cross-training processes to develop a pool of employees with targeted skills to ensure ongoing, efficient operations across the district.

3.17 Enhance the employee wellness program by implementing districtwide programs to increase employee wellness and preventative services.

3.18 Engage school 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.

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.



3.19 All district and school emergency plans will be 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.

3.20 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.

3.21 Continue School Board members' participation in Florida School Boards Association professional development.

3.22 Increase the effectiveness of K-2 literacy teachers by providing a defined process for teacher development including a continuum of support that ranges from professional learning opportunities, coaching and modeling.

Strategic Goal 4: Provide equity and excellence of education by ensuring the needs of each and every student are known and met, in order to increase performance and reduce 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 students 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; and
- vi. Increase teacher recruitment and retention efforts to ensure that faculty diversity mirrors the student population.

4.2 Increase the number of minority students who score on or above grade level on the Florida Standards Assessment (FSA) and End-of-Course (EOC) exams in reading, math and science by providing needed resources, research-based strategies and needed supports to students, teachers and staff.

4.3 Increase the enrollment of minority students in effective VPK programs and the percentage of minority students who score at or above the state set requirements on the FLKRS assessment.

4.4 Increase the percent of minority and socioeconomically disadvantaged students enrolled in 6th grade advanced level or higher courses focusing on math, science and ELA by 5 percent.

4.5 Increase the number of underrepresented English learner and socioeconomically 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 percent.

4.7 Increase overall secondary students with successful completion of advanced, accelerated Advanced Placement and dual enrollment courses by 3 percent and reduce the minority/non-minority successful completion gap by 5 percent.

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 percent.

Strategic Goal 4: Provide equity and excellence of education by ensuring the needs of each and every student are known and met, in order to increase performance and reduce the disparity in graduation rates, proficiency scores on assessments, participation and performance in accelerated courses, disciplinary infractions and placement in Exceptional Student Education programs.



- 4.9** Develop and implement a monitoring tool to assess if schools are utilizing the student advocate framework to implement one-to-one and group mentoring for minority students.
- 4.10** All school leaders will implement effective, research-based processes that addresses the critical components of Positive Behavior Intervention and Supports (PBIS), Restorative Practices, equitable practices, and Multi Tiered Systems of Support (MTSS) to increase the conditions for learning for all students, thereby reducing minority student referral and in- and out-suspension rates.
- 4.11** Increase district attendance rate to 95 percent for all schools while reducing the number of students missing 10 percent or more days of school by 5 percent and within each subgroup.
- 4.12** Implement an organizational system of communication to engage families and stakeholders for the purpose of gathering input, providing information, increasing transparency and building capacity that strengthens and empowers all parties to support student learning and close the achievement gap.
- 4.13** Reduce the number of schools with ESSA subgroup gaps through the monitoring and districtwide processes to support schools and teachers.
- 4.14** Increase the percent of minority and socioeconomically disadvantaged students who complete an industry certification by 10 percentage points.
- 4.15** Ensure at least 40 percent of instructional staff are trained in the AVID Culturally Relevant Teaching (CRT) strategies so all teachers are trained by 2022.
- 4.16** Increase the percentage of teacher diversity to better mirror the population of Pinellas county.
- 4.17** Increase the usage of the Personalized Learning Pathway in grades 3-12 by at least 50 percent.
- 4.18** Certify that every principal and at least two school-based staff members at every school have completed the Equity Champion micro-credential.
- 4.19** Increase the supports and services for students experiencing homelessness in order to increase academic achievement and performance.

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 Middle school counselors will implement a 3-year college and career exploration curriculum so that each student will have a high school academic progression plan and PCS pathway selection which supports opportunities to earn college credit and industry certification while in high school.

5.2 At least 85 percent of students in grades 9-12 who demonstrate potential for success in an AP course as documented in the College Board AP Potential Report will enroll in and complete at least one identified and appropriate AP course for their grade-level or course progression.

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 percent.

5.6 Maintain AVID Site Certification for all traditional secondary schools and expand AVID elementary sites.

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 Florida Bright Futures.

- i. Increase the percent of students in grades 8-10 who participate in the PSAT School Day (grade 8: 93 percent, grade 9: 85 percent, grade 10: 80 percent);
- ii. 30 percent of students in grade 11 participate in PSAT/NMSQT;
- iii. 90 percent 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; and
- vi. 3 percentage point increase in graduates meeting the SAT Mathematics College Readiness Benchmark.

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.



- 5.8** Ensure all students who take the PSAT/NMSQT have a linked College Board/SATpractice.org account and all juniors who take the PSAT/NMSQT sign up for a College Board Opportunity Scholarship.
- 5.9** Increase the percent of all seniors who meet the standardized test eligibility and community service requirement 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 percent of graduates receiving industry certification by 2020.
- 5.12** Increase the number of middle-grades students who earn the CAPE digital tools certification by 3 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.

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.



5.18 Increase the number of students with a completed Free Application for Federal Student Aid (FAFSA) by 3 percentage points.

5.19 Increase the percent of graduating seniors with a completed Pinellas Education Foundation Scholarship Application by 5 percent at every high school.

5.20 Refine the Summer Career Acceleration Program to provide opportunities for targeted students to earn industry experience.

5.21 Develop and implement a five-year plan to have a fully operational College Planning Center in each comprehensive high school.

5.22 Increase the number of low-income and under-served Elevating Excellence participants who meet the requirements for Bright Futures scholarship by at least 5 percent.

5.23 Increase the number of low-income and under-served college-going junior and seniors participating in Elevating Excellence who receive college entrance exam and essay writing preparation services and supports.

5.24 Increase the number of students with a completed Free Application for Federal Student Aid (FAFSA) participating in Elevating Excellence by 5 percentage points.

Strategic Goal 6: Develop and sustain effective and efficient use of all resources by providing quality technology and business services to optimize operations for improved student achievement and fiscal responsibility.



6.1 Ensure that 100 percent 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 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 Develop and enhance professional development opportunities for bookkeepers, secretaries and data management technicians (DMTs).

6.8 Implement facility condition assessment and educational suitability assessment analyses to provide a foundation for the district five-year capital outlay plan to provide safe, healthy and efficiently operated schools.

Strategic Goal 6: Develop and sustain effective and efficient use of all resources by providing quality technology and business services to optimize operations for improved student achievement and fiscal responsibility.



- 6.9** Provide safe and efficiently operated bus transportation to ensure the success of our students by increasing on-time performance and reducing accidents and breakdowns.
- 6.10** Implement data tracking systems and reports, in alignment with industry standards, to monitor the closure of maintenance work orders.
- 6.11** Increase the capacity of school-based administrators, through the implementation of the Human Resource Partner structure, to include increased knowledge and application of HR processes and the growth and development of teachers as measured by school-based metrics.
- 6.12** Implement referendum-funded teacher support process in the use of interactive technology in all classrooms to improve student achievement and strengthen teaching and learning.
- 6.13** Ensure the established district reporting systems include relevant data points in alignment with ESSA requirements and Pinellas Pathways to Graduation.
- 6.14** Ensure all schools are prepared for the state-required computer-based assessments in grades 7-12.
- 6.15** Continue to regionalize district application programs to increase options and access for students and families in schools that are closest to their home.
- 6.16** Implement plan to transition to new Enterprise Resource Planning (ERP) software to improve the efficiency of business practices and enhance productivity.
- 6.17** Upgrade all buildings to fiber-optic wide area network (WAN) to meet increasing curricular and assessment demands on the network over the next five years.
- 6.18** Install and implement technology security solutions at all school sites to ensure a safe learning environment.

Strategic Goal 7: Develop and sustain effective structures for communication and ongoing engagement of students, staff, families and community.



- 7.1** Increase district outreach efforts with community organizations, business partners and other external stakeholders to keep stakeholders informed of the programs, services and news of the district.
- 7.2** Increase communication with, and feedback from, students, families and employees through the alignment and implementation of strategic messaging tools.
- 7.3** 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.
- 7.4** Develop and implement a process for using site analytics to drive decisions on district/school digital communication content design and delivery.
- 7.5** Enhance and implement promotional strategies and campaigns promoting Pinellas County Schools as a regional, state, and national leader for quality teaching, learning and student achievement.
- 7.6** Provide a marketing and communications toolkit to school and department leaders to facilitate their ability to share successes, demonstrate innovative practices and communicate with external and internal stakeholders.
- 7.7** Increase social media presence of both the district and individual schools to support communication with all stakeholders regarding the programs, services and news of the district.
- 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 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** Monitor the progress and communicate progress on the improvement plans for all schools designated by the Florida Department of Education (FDOE) as in need of schoolwide improvement, formerly differentiated accountability (DA).
- 7.12** Develop and implement a monitoring tool to assess if schools are utilizing the student advocate framework to secure adult advocates for students.
- 7.13** Monitor Schoolwide Improvement Plans (SIPs) for alignment with the District Strategic Plan.
- 7.14** Incorporate the AdvancED survey report, District Strategic Plan outcomes, feedback and work plans within all priority areas to ensure districtwide re-accreditation in 2021.

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School Board of Pinellas County, Florida

301 Fourth St. SW

Largo, FL 33770

(727) 588-6000