

PINELLAS COUNTY SCHOOLS

BRIDGING THE GAP

2023-24: END-OF-YEAR REPORT



Bridging the Gap Plan Overview

Bridging the Gap (BTG) is a Pinellas County Schools (PCS) initiative designed by the district to close or greatly narrow educational achievement gaps between Black students and their non-Black peers by the year 2027. With broad community input gathered during the plan's initial development in fall 2016, the BTG Plan outlines educational equity gaps across six goal areas:

Goal 1: Graduation Rate

Goal 2: Student Achievement

Goal 3: Advanced Coursework

Goal 4: Student Discipline

Goal 5: ESE Identification

Goal 6: Minority Hiring

The overarching goal of BTG is to provide pathways to improve the educational outcomes of Black students, particularly regarding equitable performance on standardized assessments, improved graduation rates, participation in advanced level coursework, reductions in disproportionate disciplinary consequences and overrepresentation in Exceptional Student Education (specifically- Emotional/Behavioral Disability). Additionally, the district has prioritized increased teacher diversity to recruit and retain teachers of color.

The key findings presented in this report represent a summary of the implementation efforts for the six goals stated above. The ongoing evaluation of the BTG plan is designed to accomplish the following: (1) identify the extent to which PCS has developed structures and systems to support educational equity and meet stated goals; (2) highlight the successes of the BTG initiative, to date; (3) identify areas for refinement or improvement; and (4) establish a set of best-practice recommendations for improving the plan moving forward. The findings within this report are part of a multi-year evaluation of the BTG Plan which supports annual improvements to the plan and district leadership.

Bridging the Gap Oversight and Monitoring

The Bridging the Gap (BTG) plan is a systemic initiative and large-scale effort to improve persistent inequitable educational outcomes for Black students in Pinellas County Schools. To ensure alignment of the goals and desired outcomes, the district developed consistent methods and measures. Each year the BTG plan is refined to update strategies and actions aligned to current progress with quarterly updates communicated to the community. The Pinellas County School Board (Board) and district remain committed to the BTG plan, evident in the explicit inclusion of the plan each year within the Board approved [District Strategic Plan](#). To ensure continuous improvement and attention to implementation, each goal within the BTG plan has a goal manager who works cross-functionally to develop, implement and monitor the strategic action plans. Goal managers meet regularly with Executive Leadership, including the Superintendent, Deputy Superintendent and Minority Achievement Officer, regarding progress and barriers in need of attention.

The district has made progress most notably in the development and implementation of districtwide professional development opportunities and improving early warning systems. Within each BTG Goal, action steps have focused on training for teachers and leaders, improved data monitoring and identifying and tracking of students who are at-risk. There is evidence of systems-change in each of these key areas as the district has built data systems that track and measure the progress of students in meeting graduation requirements and matching students to advanced courses. Additionally, the district has invested in partnerships with national experts in equitable practices, developed staff to become local trainers and developed a robust set of training options.

Data outcomes measured within the plan have demonstrated some improvement, though the COVID-19 pandemic impacted progress during the 2019-20, 2020-21 and 2021-22 school years. As a district committed to continuous improvement, Pinellas County Schools recognizes there is still work to be done and is dedicated to ensuring the goals within the BTG plan are met or exceeded. Some goals within the BTG plan have demonstrated greater success in terms

of student outcomes than others. The district will continue to refine and adapt the strategies and actions to align with current capacity while promoting long-term systems-change and sustainability over time.

BTG 2023-24

The Bridging the Gap Plan outlines the district's 10-year goals, annual benchmarks, and strategies set for each goal area. While progress is expected each year, it should be noted that gaps are not likely to decrease equally every year. The district may find that some gaps decrease quickly while others remain stable (or widen) until the plan's actions work in unison to bring about the systemic change needed to impact all gaps.

As the district is entering the seventh year of implementation, a review of strategies was conducted in the summer/fall of 2023. The updated plan reflects new and enhanced in-process measures and actions to deepen implementation and increase impact for student outcomes. The plan was also updated to reflect current assessment and instructional standards. Strategies and actions that have been previously completed or become district ways of work remain documented within the plan but are noted as *previous action steps and current ways of work* to acknowledge the work that has been accomplished and continues to be supported.

End of Year Highlights

Within the charts in this update, each action step (across all goals) includes progress metrics and updates aligned to the reporting frequency denoted in the 2023-2024 plan. (Action steps with reporting frequencies are noted within the update column to ensure transparency for when updates will occur.)

Throughout the 2023-2024 school year, a focus on the strategies and actions within the Bridging the Gap plan continued. The highlights below depict some of the many actions/strategies occurring this school year and demonstrate the commitment and progress toward increased outcomes for Black students in Pinellas County Schools.

Goal 1: Graduation Rate

- Pinellas County Schools implemented a focused program to help seniors pass the state reading assessment or one of the concordancy options. This has significantly improved the overall and subgroup graduation rates.
- For the 2024 senior class, 1130 out of 1368 (82.6%) of Black students met the state's graduation requirements. The 6% increase shows that Black students are improving at an accelerated rate, helping to close the graduation rate gap.
- Schools continued to support the remaining seniors throughout the summer, and the district estimates that the graduation rates for the class of 2024 will be 82.6% Black and 91.37% NonBlack. The official graduation rate for the class of 2024 will be issued by the Florida Department of Education in late fall, generally in December of each year.

Goal 2: Student Achievement

- This year, PCS offered a variety of extended learning options at our schools, including special Saturday workshops and academic competitions at our Transformation Zone schools. The Summer Bridge program was extended to address the specific needs of high-need schools.
- The percent of Black students in all grades scoring proficient (Level 3 or above) in ELA increased by 6.8 percentage points.
 - Black students in grades 3-5 scoring proficient (Level 3 or above) in ELA increased by 5.8 percentage points
 - Black students in grades 6-8 scoring proficient (Level 3 or above) in ELA increased by 5.5 percentage points
 - Black students in grades 9-10 scoring proficient (Level 3 or above) in ELA increased by 7.3 percentage points

- The Pinellas Early Literacy Initiative (PELI) expanded to 18 schools in the 2023-24 school year, focusing on schools with high minority enrollments and larger achievement gaps. Schools identified Black students performing just below grade-level proficiency and provided mentors and intervention tutors as needed.
- District reading and math experts were assigned to the highest-need schools to support students with small-group instruction during the second semester.
- The district hired and trained 78 Read Across Pinellas (RAP) tutors to support students in 58 elementary schools. Approximately 1,300 K-2 students received one-on-one tutoring twice a week for 30 minutes using the Sound Partners reading intervention program.
- The district assembled a team of teachers and district trainers to clarify the goals and expectations for equitable outcomes training. Over 60 teachers and staff collaborated to identify a few high-impact strategies. The goal is to ensure all students learn in a positive, inclusive, and academically enriching environment that guarantees student achievement. A new course called "Excellence for All: Fostering Connection and Academic Engagement" has been designed, focusing on building relationships, respecting student voices and experiences, and maintaining high expectations.

Goal 3: Rigorous Coursework

- This year, 5,870 Black high school students enrolled in an Advanced or Accelerated course. This is an increase of 100 students compared to the 2022-23 school year.
- Approximately 350 educators attended AVID training this summer, which focused on best practices and teaching methods to support students in the academic middle.
- The Advanced Studies department continuously offered free PSAT and SAT tests during the school day.
- More Black students are taking accelerated courses this year compared to last year, giving them more opportunities to earn college credit.

Goal 4: Student Discipline

- Each PCS school site adopted a comprehensive behavior plan using Positive Behavioral Interventions and Supports (PBIS). During the 2023-2024 school year, 120 out of 125 schools (96%) met the bronze PBIS standards, a 4% improvement from the previous year.
- Data shows a consistent decrease in office discipline referrals (ODR) and out-of-school suspensions (OSS), helping to close the disciplinary gap.
- Restorative practices are increasingly being used as an intervention to discipline referrals, with a 10% increase in use for incidents involving black students. Schools that participated in the annual PBIS reboot saw a 7% reduction in ODRs and OSSs issued to black students.
- The percentage of black students who received more than one OSS during the 2023-2024 school year decreased by 2%.

Goal 5: ESE Eligibility

- Throughout the year, PCS provided continuous training for school-based behavior specialists, focusing on trauma-informed practices and aligning Functional Behavior Assessment (FBA) results with Individualized Education Program (IEP) goals for each student. This training also emphasized the role of behavior specialists in identifying, evaluating, and eligibility determination for students with behavioral needs.
- The PCS School Climate and Behavior Team concentrated on strategies and supports to schools for Tier 1 and Tier 2 interventions, as well as implementing school-wide Positive Behavior Interventions and Supports (PBIS).
- In Emotional and Behavioral Disabilities (EBD) classrooms, the Really Great Reading intervention was introduced. Staff received ongoing training and mentoring to ensure that targeted behaviors were not due to academic challenges.
- Exceptional Student Education (ESE) training included brain-based movement strategies for general education classrooms to prevent behavior issues.
- Every school was assigned a behavior specialist or registered behavior technician. These professionals worked directly with students in classrooms, modeling effective behavioral interventions and teaching replacement behaviors.
- ESE Academic Specialists demonstrated effective teaching techniques and worked closely with teachers and support staff in EBD classrooms. They modeled small group instruction and planned Specially Designed Instruction (SDI) tailored to each student's needs.
- This year's data shows that less than 1% of black students found eligible for ESE were identified as having Emotional and Behavioral Disabilities (EBD).

Goal 6: Minority Hiring

- During the 2023-24 school year, PCS launched the Ed Rising program at Countryside and Largo High Schools, with 8 students participating at Countryside and over 20 at Largo. Of the 28 total participants, 20 were Black, Brown, or Hispanic. Ed Rising focuses on community projects, working with preschool programs, and engaging with school culture. Largo High School was honored with the Best New Club of the Year award! The program will expand the program to Tarpon Springs High School and Boca Ciega High School.
- Throughout the school year, PCS continued recruitment efforts to hire staff for the 2024-25 school year. Nine job fairs, both in-state and out-of-state, resulting in 10 contract binders to Black candidates and 27 follow-ups with potential candidates were held. The talent acquisition team also hosted 4 local events through Meet the Recruiter and Alternative Certification events. This year, 405 Black applicants applied for teaching positions, and 87 Black teachers were hired.

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Goal 1: Graduation Rate- Eliminate the gap between the graduation rates for Black and non-Black students.

Goal Manager: Rita Vasquez, Executive Director, High School Education

Baseline Condition (as of 2015-16): Pinellas County Schools has a graduation rate for all students of 80.1% and a rate for Black students of 65.5%. The district has seen a 10.9 percentage point increase in graduation rate among Black students since 2012, with an improvement among all students of 8.1 percentage points. A gap in graduation rates still exists between Black (65.5%) and non-Black (83.4%) students, a gap of 17.9 percentage points.

Aspirational Goal: Pinellas County will increase the graduation rates for Black learners each year at a higher rate than the non-Black graduation rate. The goal is to decrease the gap in graduation rates between Black and non-Black students by an average of 1.8 percentage points each year until the gap is eliminated or greatly narrowed.

Annual and Related Outcome Measures

Goal 1: Annual Outcome Measures		Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Graduation Rate: # and % of Black students who graduated on time with a standard, high school diploma / four-year senior cohort.	Black	65.5% (932)	Actual	69.3%	76.2%	81.3%	85.5%	86.3%	78.5%	76.6%	TBD
			Target	67.3%	69.1%	70.9%	72.7%	74.5%	76.3%	78.1%	79.9%
	Non-Black	83.4%	Actual	85.8%	88.1%	90.0%	92.7%	93.1%	90.1%	89.9%	TBD
	GAP	17.9	Actual	16.5	11.9	8.7	7.2	6.8	11.64%	13.3%	TBD

Related Outcomes Measures (Data below include all high school sites)	Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-2024
# and % of Black students in high school (grades 9-11) with a 2.0 or above GPA.	70.0%	Actual	70.0%	69.4%	76.6%	68.9%	66.0%	57.7%	65.1%	65.3%
# and % of Black students in high school (grades 9-11) with Algebra 1 credit / passing score on state Algebra 1 EOC.	No Baseline Data Established	Actual	60.0%	65.3%	45.8%	Data not available	32.88%	33.6%	40.1%	41.1%

Related Outcomes Measures (Data below include all high school sites)	Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-2024
		Actual								
# and % of Black students in high school (grades 9-11) with required credits earned to date.	No Baseline Data Established	Actual	81.6%	81.0%	77.1%	79.7%	72.4%	71.2%	68.7%	69.0%
# and % of Black students in high school (grades 9-10) with Level 3 or above on state ELA assessment (FSA ELA).	(530) 21.8%	Actual	22.0%	24.0%	24.6%	Data not available	23.1%	21.9%	22.5%	29.8%*
# and % of Black students who graduated with a standard diploma via a concordant assessment score (WFT).	(242) 26.0%	Actual	(371) 39.8%	(448) 42.9%	(471) 44.1%	(434) 41.0%	(401) 36.9%	(471) 47.2%	(430) 44.9%	TBD
# and % of Black students who graduated with standard diploma via an ESE assessment waiver (WFW or WRW).	(98) 10.5%	Actual	(100) 10.7%	(78) 7.5%	(53) 5.0%	(58) 5.5%	(57) 5.2%	(67) 6.7%	(73) 7.6%	TBD

*State file unavailable at time of reporting. Calculations used local files.

Goal 1: Key Action Steps

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Academic Rigor and Standards-Based Instruction	1.1) Train all English 1 and English 2 teachers to leverage the Tier 1 Core Intervention Program, Think Cerca, in order to support the closing of thinking, reading, and writing (literacy) skills gaps for students in 9th and 10th grade.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# and % of students (BNB) that score proficient on the mid-year writing formative. # and % of 9th and 10th grade students (BNB) that score proficient on the FAST PM2 reading assessment.	Increase in percent of 9th and 10th grade students (BNB) scoring proficient on FAST PM3 reading as compared to 2022-23 PM3 reading. <u>EOY UPDATE:</u> <i>In the 2023-2024 school year, 29.8% of Black students in grades 9 and 10 achieved a Level 3 or higher on the FAST ELA PM3 assessment. This is a significant improvement from the previous school year, where 22.5% of students reached this level, marking a 7.3% increase.</i>	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Academic Rigor and Standards-Based Instruction	1.2) Allocate funds for paid 7th period to two highly qualified English teachers per school at seven (7) high schools, to provide small group instruction and individual tutoring to Black students who scored L1 or L2 on FAST PM3 during the 2022-23 school year. Each teacher is expected to provide differentiated literacy tutoring support to 20-30 students each semester.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# and % Black students engaged in an intervention by grade level and per teacher	# and % of Black students receiving ELA supports at the identified high schools meeting graduation readiness standards per grade level expectations by scoring level 3 or above on PM3. <u>EOY UPDATE:</u> <i>Out of 344 Black students who received ELA tutoring support, 326 took the ELA assessment. Of those, 200 students (61%) scored Level 3 or higher.</i>	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Academic Rigor and	1.3) Recruit, hire and assign three (3)	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# and % of Black L1/L2 (FAST Algebra 1	# and % of Black students receiving math tutoring at the identified high schools meeting graduation readiness standards	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Standards-Based Instruction	Algebra tutors, from local colleges and universities to the following high schools: Boca Ciega, Gibbs, Lakewood. These tutors will provide tutoring support in Algebra classrooms to Black students who scored L1 or L2 on the FAST ALG EOCs to close mathematics skills gaps within core instruction.		EOC prior year) students, at each grade level, receiving math tutoring at the identified schools.	per grade level expectations by scoring level 3 or above on FAST Algebra 1 EOC. EOY UPDATE: <i>The PCS team made multiple attempts to hire college students as math tutors but was unsuccessful. (AVID college tutor system, posted on SPC and USF job boards, searched the PCS substitute hiring system for part-time math tutors, and regularly checked the PCS Searchsoft system for out-of-state teachers who might have relocated.) The overall shortage of teachers of Mathematics likely hindered these efforts. Due to inability to find tutors, no data is available for this action step.</i>	<input checked="" type="checkbox"/> End-of-Year
Extended Learning	1.4) Ensure that all Black students who are not on track to graduate are invited to participate in-school, extended learning opportunities before and after school and in extended year (Summer Bridge) with 80% enrolling or participating. Implement monitoring and reporting system for enrollment and success in earning credit.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# and % of Black students NOT on track enrolled in in-school credit recovery programs # and % of Black students NOT on track enrolled in previous summer credit recovery programs	# and % of 'not on track' Black students enrolled in credit recovery/summer bridge who earned credit # and % of 'not on track' Black students enrolled in credit recovery/summer credit recovery programs meeting graduation readiness standards per grade level expectations EOY UPDATE: <i>At the conclusion of the 2023-24 school year, Black students had 3,143 course enrollments in EDMENTUM for the year. Additionally, these students completed 3,956 courses during the school year. Each "course" is defined as a 0.5 semester course. A total of 1,952 Black students across the senior, junior, sophomore, and freshman cohorts were enrolled in and completed these courses through EDMENTUM.</i>	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Extended Learning	1.5) Develop the hybrid education program and supports within Pinellas Gulf Coast	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	Program deployment # of Black students enrolled in program	# of Black students completing courses for graduation requirements within the program. EOY UPDATE:	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
	Academy for students in danger of not completing high school due to an inability to attend school in-person due to difficult life circumstances (e.g., students who need to work full-time to help support their families both financially and medically).			<p><i>As of 5/24/24 there were 3143 course enrollments for the Black Subgroup in EDMENTUM for the year, and during the year.</i></p> <p><i>An additional 3956 courses were completed by the black subgroup during the school year.</i></p> <p><i>A “course” is defined as a 0.5 semester course.</i></p>	
Family and Community Engagement	1.6) Provide all high schools with parent presentation materials about state graduation requirements and the school-level supports available to students who are not yet on-track to graduate. Require all high schools to conduct at least one parent meeting providing the information and student-specific graduation checks for all of their junior and senior parents. The district will provide the materials and train school personnel as needed.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of events hosted per school	# of participants and views (if virtual/recorded event)	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency																																																										
Family and Community Engagement	1.7) Fund the implementation of the research-based student leadership/peer mentoring program “The Leader in Me” from the Franklin Covey Group at the following schools: Clearwater, Gibbs, Hollins, Largo, Lakewood, Northeast, Pinellas Park and St. Petersburg.	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	<p># of schools that plan during semester 1 to successfully start implementation during semester 2</p> <p># of school staff trained in the system during semester 1 to prepare for a semester 2 start</p>	<p># of students who are trained as student leaders/peer mentors by end-of-semester 2, per school</p> <p># of students who are mentored by the Leader in Me student mentors during semester 2, per school (by end-of-semester 2)</p> <p>EOY UPDATE: <i>In the second semester, 20-25 students at each school, except Lakewood High School, participated in the Leader in Me program. Due to various challenges, only a few students were able to mentor their peers. Despite these obstacles, the program will continue at selected schools in a modified format for the 2024-25 school year.</i></p>	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year																																																										
Extended Learning	1.8) Ensure all Black students participate in college readiness testing such as ACT or SAT. Ensure that these testing options are aligned with personalized learning plans for Black students not on track to graduate.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	<p># and % of Black students who participate in ACT assessment.</p> <p># and % of Black students who participate in SAT assessments.</p>	<p>% of Black students not on track for graduation (in current graduating class) due to assessment requirements who participate in ACT/SAT.</p> <p>EOY UPDATE:</p> <table border="1" data-bbox="1060 849 1627 1068"> <thead> <tr> <th rowspan="2">GRADE LEVEL</th> <th rowspan="2">Assessment</th> <th colspan="3">Non-Black Testers</th> <th colspan="3">Black Testers</th> </tr> <tr> <th>COHORT "n"</th> <th>Size</th> <th>% of Cohort Tested</th> <th>COHORT "n"</th> <th>Size</th> <th>% of Cohort Tested</th> </tr> </thead> <tbody> <tr> <td rowspan="3">11th GRADE</td> <td>SAT*</td> <td>6178</td> <td>7392</td> <td>84%</td> <td>953</td> <td>1272</td> <td>75%</td> </tr> <tr> <td>ACT</td> <td>1749</td> <td>7392</td> <td>24%</td> <td>713</td> <td>1272</td> <td>56%</td> </tr> <tr> <td>CLT</td> <td>1617</td> <td>7392</td> <td>22%</td> <td>600</td> <td>1272</td> <td>47%</td> </tr> <tr> <td rowspan="3">12th GRADE</td> <td>SAT*</td> <td>5394</td> <td>7478</td> <td>72%</td> <td>1043</td> <td>1368</td> <td>76%</td> </tr> <tr> <td>ACT</td> <td>2403</td> <td>7478</td> <td>32%</td> <td>1003</td> <td>1368</td> <td>73%</td> </tr> <tr> <td>CLT</td> <td>999</td> <td>7478</td> <td>13%</td> <td>465</td> <td>1368</td> <td>34%</td> </tr> </tbody> </table> <p><small>*NOTE: SAT is our state funded schoolwide college entrance assessment</small></p>	GRADE LEVEL	Assessment	Non-Black Testers			Black Testers			COHORT "n"	Size	% of Cohort Tested	COHORT "n"	Size	% of Cohort Tested	11th GRADE	SAT*	6178	7392	84%	953	1272	75%	ACT	1749	7392	24%	713	1272	56%	CLT	1617	7392	22%	600	1272	47%	12th GRADE	SAT*	5394	7478	72%	1043	1368	76%	ACT	2403	7478	32%	1003	1368	73%	CLT	999	7478	13%	465	1368	34%	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
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Goal 1: Previous Action Steps and Current Ways of Work

As the BTG plan progresses, action steps are completed or become ways of work within Pinellas County Schools. In order to accurately and historically document strategies and actions of the district, actions in previous years of the BTG plan will continue to be included and, in some cases, reported on.

Area of Focus	Action Steps	Action Status
Academic Rigor and Standards-Based Instruction	1.9) Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices. Note: This action denotes PCS action step for all students, not specific action for Black students.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Academic Rigor and Standards-Based Instruction	1.10) Provide each high school the specific standards from district assessments in English, Mathematics, Biology and U.S. History by race to support schools in identifying course concepts / standards that need to be re-taught to improve student mastery and reduce the likelihood of course failures.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Academic Rigor and Standards-Based Instruction	1.11) Develop training materials for teachers and school leaders in support of standards-based grading and in support of equitable grading practices. These materials are for use by school leaders in coaching conversations with teachers with disproportionate failures for Black students in core academic areas.	<input type="checkbox"/> Complete <input type="checkbox"/> Way of work <input checked="" type="checkbox"/> Other: Moving to BTG Goal 2
Early Warning Systems and Monitoring Processes	1.12) Provide professional development for school leadership teams in using the PCS Graduation Status Report to support interventions for students who are not on track to graduate. (Data includes GPA, credits earned and scores on state graduation assessments).	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work <input checked="" type="checkbox"/> Other: Replaced by Core Intervention
Early Warning Systems and Monitoring Processes	1.13) Develop a learner profile and personalized monitoring plans for all Black students who are not on track to graduate	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Early Warning Systems and Monitoring Processes	1.14) Provide side-by-side coaching as needed to high school leadership teams, assistant principals and principals on using the Graduation Status Reports to focus support for Black students and review personalized learning plans for students who are not on track to graduate.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Extended learning	1.15) Provide extended learning opportunities before and after school and extended year (Summer Bridge) programs.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Family and Community Engagement	1.16) Ensure equitable representation of Black learners in awards and recognition ceremonies.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Family and Community Engagement	1.17) Ensure student and family conferences with all Black students not on track to graduate to create, review and/or update personalized learning plans.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work

Goal 2: Student Achievement- Eliminate the gap between the proficiency rates in reading (ELA) and mathematics on state and national assessments for Black and non-Black students.

Goal Manager: Dan Evans, Chief Academic Officer throughout the 2023-24 school year

Baseline Condition (as of 2015-16): Pinellas County Schools has a proficiency rate on the Florida Standards Assessment (FSA)¹ for ELA-Reading of 56.4% for non-Black students and 24.2% for Black students, a gap of 32.2 points. The proficiency rate on the FSA for Math is 60.9% for non-Black students and 27.9% for Black students, a 33-point gap. Smaller gaps are found on national norm-referenced tests such as the ACT and SAT. For purposes of this goal, the gap is defined as the difference in performance between Black and non-Black students on state and national norm-referenced assessments.

Aspirational Goal: Pinellas County will decrease the gap in ELA-Reading and Mathematics proficiency for Black students by an average of 3.2 percentage points each year on state assessments until the gap is eliminated or greatly narrowed.

Annual and Related Outcome Measures

Annual Outcome Measures ELA and Math	Baseline (2015-16) ¹	Planning Year (2016-17) ¹	2017- 18 ¹	2018-19 ¹	2019-20 ^{1 2}	2020-21 ¹	2021-22 ¹	2022-23 ³	2023-24	
# and % of Black students districtwide scoring Level 3 or above on state FAST ELA/Reading	Black (2,494) 24.2%	(2,654) 25.7%	(2,533) 24.6%	(2,831) 27.1%	No data	(2,419) 25.6%	(2,428) 25.3%	(2,668) 26.4%	(3209) 33.2%*	
		Target	27.4	30.6	33.8	37.0	40.2	42.6	45.8	49
	Non-Black	Actual	57.7	57.4	59.7	No data	57.8	56.2%	54.6%	60.7%*
	GAP	Actual	32.0	32.8	32.6	No data	32.2	30.9%	28.1%	27.5%
# and % of Black students districtwide scoring Level 3 or above on FAST Math	Black (2,143) 27.9%	(2,305) 29.0%	(2,319) 29.2%	(2,336) 30.0%	No data	(2,251) 24.9%	(1,978) 27.8%	(2,326) 33.8%	(2309) 35.2%*	
		Target	31.1	34.3	37.5	40.7	43.7	46.9	50.1	53.3
	Non-Black	Actual	62.0	62.2	62.8	No data	56.8	60.1%	65.0%	65.9%*
	GAP	Actual	33.0	33.0	32.8	No data	31.9	32.2%	31.6%	30.7%

¹ Assessment results for this school year reflective of the Florida Standards Assessments (FSA). Starting in the 2022-23 school year, the state transitions to the Florida Assessment of Student Thinking (FAST) assessments.

² State Florida Standards Assessments (FSA) and End-of-Course (EOC) exams were not administered in the 2019-2020 school year as schools statewide were engaged in remote learning from March-June 2020.

³ The 2022-23 school year is the baseline school year for the new state Florida Assessment of Student Thinking (FAST) assessments. Provisional scores are linked to an FSA equivalent scale until the FDOE completes B.E.S.T. Assessments Standard Setting and the State Board of Education approves Achievement Level cut scores aligned to the B.E.S.T. Standards.

*State file unavailable at time of reporting. Calculations used local files. Final calculations utilizing final state files will be updated within the 2024-25 BTG Plan document.

Related Outcome Measures ELA and Math	Baseline (2015-16) ¹	Planning Year (2016-17) ¹	2017-18 ¹		2018-19 ¹	2019-20 ^{1 2}	2020-21 ¹	2021-22 ¹	2022-23 ⁴	2023-24
# and % of Black students in Grades 3-5 scoring Level 3 or above on state FAST ELA-Reading / elementary.	(1,129) 26.5%	Actual	(1,302) 29.5%	(1,191) 27.0%	(1,302) 29.6%	No data	(1,108) 28.9%	(1,209) 31%	(1,231) 33.1%	(1419) 38.9%*
# and % of Black students in Grades 6-8 scoring Level 3 or above on state FAST ELA-Reading / middle school.	(835) 23.1%	Actual	(859) 23.5%	(811) 22.0%	(970) 25.6%	No data	(791) 22.7%	(752) 21%	(834) 23.8%	(958) 29.3%*
# and % of Black students in Grades 9-10 scoring proficient / Level 3 or above on FAST ELA-Reading / high school.	(530) 21.8%	Actual	(493) 22.0%	(531) 24.0%	(559) 24.6%	No data	(520) 23.1%	(467) 22%	(603) 22.5%	(724) 29.8%*

⁴ The 2022-23 school year is the baseline school year for the new state Florida Assessment of Student Thinking (FAST) assessments. Provisional scores are linked to an FSA equivalent scale until the FDOE completes B.E.S.T. Assessments Standard Setting and the State Board of Education approves Achievement Level cut scores aligned to the B.E.S.T. Standards.

Goal 2: Key Action Steps

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Academic Rigor and Standards-Based Instruction	2.1) Provide an instructional model that ensures rigorous, culturally responsive instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices.	<input checked="" type="checkbox"/> Implementing	% of Black students at or near proficiency on district and state progress monitoring assessments for ELA and math.	% of Black students scoring L3+ on FAST PM3 and End-of-Course Exams (EOCs) for ELA and math. EOY UPDATE: 33.2% of Black students scored Level 3+ on the PM3 end-of-year FAST ELA assessment. 35.2% of Black students scored Level 3+ on the PM3 end-of-year FAST math assessment.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Academic Rigor and Standards-Based Instruction	2.2) Provide targeted professional development and coaching to teachers and leaders on responsive strategies to increase engagement in rigorous instruction for Black learners and increase the percentage of proficient students.	<input checked="" type="checkbox"/> Implementing	# of trainings offered specific to high-yield and responsive strategies. # of teacher attendees.	% of Black students earning A, B and C grades / elementary (Grade 5) % of Black students exiting middle school (rising 9th graders) on track for high school (at least a 2.0 GPA and L2+ FAST PM 3 ELA) EOY UPDATE: 63% of Black students in 5th Grade earned grades of an A, B or C. 58.3% of Black rising 9th grade students are on track for high school, having at least a 2.0 GPA and Level 2 on FAST PM3.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Academic Rigor and Standards-Based Instruction	2.3) Utilize high-yield instructional strategies in classrooms such as cooperative settings, academic discussion, oral language, writing, explicit vocabulary instruction and monitoring with feedback to increase the percentage of proficient students.	<input checked="" type="checkbox"/> Implementing	# of classrooms observed % of classrooms across the district demonstrating evidence of monitoring for learning with feedback and % demonstrating student-centered learning in evidence.	% of Black students scoring L3+ on FAST PM3 and End-of-Course Exams (EOCs) for ELA and math. EOY UPDATE: 33.2% of Black students scored Level 3+ on the PM3 end-of-year FAST ELA assessment.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
				35.2% of Black students scored Level 3+ on the PM3 end-of-year FAST math assessment.	
Academic Rigor and Standards-Based Instruction	2.4) Utilize culturally responsive strategies in classrooms to hold students accountable and increase student self-confidence to include calling on all students by name (opportunities to respond) and providing specific praise.	<input checked="" type="checkbox"/> Implementing	# of classrooms observed % of classrooms across the district demonstrating evidence of students engaging in positive learning environments.	% of Black students scoring L3+ on FAST PM3 and End-of-Course Exams (EOCs) for ELA and math. EOY UPDATE: 33.2% of Black students scored Level 3+ on the PM3 end-of-year FAST ELA assessment. 35.2% of Black students scored Level 3+ on the PM3 end-of-year FAST math assessment.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Early Warning Systems and Monitoring Processes	2.5) Implement Reading Recovery at targeted schools to increase the number of first-grade learners increasing literacy skills.	<input checked="" type="checkbox"/> Implementing	# and % of Black students being served by Reading Recovery	# of Black students demonstrating increases in foundational reading skills. EOY UPDATE: 320 students received 1:1 Reading Recovery support and were tested via entry and exit assessments. Of the 320, 275 (86%) ended first grade at or above grade level. Fifty-nine percent of students who were supported via this intervention were Black.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Early Warning Systems and Monitoring Processes	2.6) Implement the Pinellas Early Literacy Initiative (PELI) in high-need schools to increase teacher capacity and the number of students on track for grade-level reading proficiency by 3rd grade.	<input checked="" type="checkbox"/> Implementing	# of schools implementing PELI # teachers trained in the implementation of evidence-based practices at the targeted schools	% of students in PELI schools on track for 3rd grade proficiency. Black, non-Black gap trends in PELI schools EOY UPDATE: 47% of students in PELI schools scored proficient on the state FAST assessment (PM 3). 40% of Black students and 53% of non-Black	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
				<i>students scored proficient, a gap of 13 percentage points.</i>	
Academic Rigor and Standards-Based Instruction	2.7) Implement an accelerated enrichment model for high-need students who are performing at or just below proficiency in reading and pilot the new model in middle schools.	<input checked="" type="checkbox"/> Implementing	# of schools implementing accelerated enrichment model # of Black students taking part	% of Black students in pilot schools on track for ELA proficiency compared to non-pilot schools. EOY UPDATE: <i>Dunedin and Bay Point Middle Schools identified students who were just below proficiency and supported through a summer enrichment program and reading plan. This program started in the summer of 2024. Data on the students' progress will be collected during the 2024-25 school year.</i>	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Academic Rigor and Standards-Based Instruction	2.8) Implement school day embedded reading tutors in high-need elementary schools (Read Across Pinellas tutoring) to improve foundational literacy skills.	<input checked="" type="checkbox"/> Implementing	# targeted elementary schools # of RAP tutors trained, available to schools	# Black students not yet on grade level who receive embedded tutoring. EOY UPDATE: <i>78 RAP tutors were hired across 58 district elementary schools. The majority of 1,300 students being supported via this 1:1 reading intervention were Black.</i>	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Academic Rigor and Standards-Based Instruction	2.9) Increase the number of Voluntary Prekindergarten (VPK) students who attend full-day Pre-K program in order to increase kindergarten readiness rates.	<input checked="" type="checkbox"/> Implementing	# of schools with full-day, free VPK	# Black students served in VPK. % of Black students who score KG-ready. EOY UPDATE: <i>809 Black Students were enrolled in PK during the SY2023-24.</i>	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
				<i>% scoring Kindergarten Ready is TBD pending file released from FLDOE</i>	
Academic Rigor and Standards-Based Instruction	2.10) Implement AVID inquiry-based tutoring (e.g., collaborative study groups) in middle and high schools to improve math and ELA performance and graduation readiness.	<input checked="" type="checkbox"/> Implementing	# of middle and high school schools implementing AVID collaborative study groups.	<p>% Black students earning an A, B or C grade in core math and ELA courses.</p> <p>% of Black students in middle and high schools on track for math and ELA proficiency.</p> <p><u>EOY UPDATE:</u> <i>Pilot at 10 district high schools began in social studies classrooms and will expand to other subject areas in 24-25. Data on improvement in ELA and MATH subject areas will be collected when those subject areas on-board in subsequent years.</i></p>	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Extended Learning	2.11) Ensure that schools with high minority enrollments provide strategically-focused time during and after school to support academic interventions and flexible instructional delivery.	<input checked="" type="checkbox"/> Implementing	<p># of schools with high minority enrollments (defined as at least 40% Black enrollment)</p> <p>Development of schoolwide academic intervention and instructional delivery plans at every school.</p>	<p># and % of Black students who are not on track by school grade band (elementary, middle, high)</p> <p><u>EOY UPDATE:</u> <u>DISTRICTWIDE</u> <i>54.7% of Black elementary students are not on track.</i></p> <p><i>65.5% of Black middle school students are not on track.</i></p> <p><i>79.4% of Black high school students are not on track.</i></p> <p><u>High Minority (40%+ Black Enrollment) Schools</u></p>	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
				<p>53.7% of Black elementary students (at schools with 40% or more Black enrollment) are not on track.</p> <p>69.3% of Black middle school students (at schools with 40% or more Black enrollment) are not on track.</p> <p>82.4% of Black high school students (at schools with 40% or more Black enrollment) are not on track.</p> <p>Note: In this measure, on track is determined as earning A, B, C grades and scoring Level 3+ on state reading and math assessments</p>	
Family and Community Engagement	2.12) Develop a collaborative teacher-student-family “learning lab” model in select schools that includes ongoing student data review and problem-solving, and that engages families in how the school can better support their child(ren).	<input checked="" type="checkbox"/> Planning	# of schools identified for learning lab model. EOY UPDATE: 2 schools identified Lakewood High School Thurgood Marshall Fundamental Middle School	# participating schools/parent sessions. EOY UPDATE: <i>This intervention began in the planning and training phase. The action item will continue per the results and recommendations from the successes of the School Climate Transformation grant.</i>	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Family and Community Engagement	2.13) Develop ES to MS transition program for students and families to offer them personalized support on how to access district choice programs and to plan for successful middle school scheduling.	<input checked="" type="checkbox"/> Planning	Creation of program, outreach provided to families	# and % of schools providing these programs # and % of Black students participating	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input type="checkbox"/> End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Family and Community Engagement	2.14) Partner with families of high-need students to communicate options for additional home practice in reading and math as a way of increasing student fluency (e.g., DreamBox, IXL Math, Istation).	<input checked="" type="checkbox"/> Implementing	Communications sent home to families (calls, texts, emails).	# of logins to PCS Connects/Clever to specific reading and math programs # and % of Black students participating	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input type="checkbox"/> End-of-Year

Goal 2: Previous Action Steps and Current Ways of Work

As the BTG plan progresses, action steps are completed or become ways of work within Pinellas County Schools. In order to accurately and historically document strategies and actions of the district, actions in previous years of the BTG plan will continue to be included and, in some cases, reported on.

Area of Focus	Action Steps	Action Status
Academic Rigor and Standards-Based Instruction	2.15) Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Early Warning Systems and Monitoring Processes	2.16) Implement effective intervention strategies based on the close monitoring of students with personalized learning plans.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Academic Rigor and Standards-Based Instruction	2.17) Provide professional development for school leadership teams in using early warning data to help teachers provide immediate support to students in need. Data to include attendance, discipline, course failures, student progression toward graduation and progress assessments.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Academic Rigor and Standards-Based Instruction	2.18) Implement strategic ELA and mathematics interventions at 23 targeted schools through dedicated ELA and Math staff members (Project 23). Project Discontinued 10/2022 original end date was 05/2023	<input checked="" type="checkbox"/> Complete
Academic Rigor and Standards-Based Instruction	2.19) Determine possible causes of disengagement and underachievement by Black students and pilot possible solutions via implementation of School Climate Transformation Grant (SCTG) at five district middle schools.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Extended Learning	2.20) Provide extended learning opportunities before and after school and extended year (Summer Bridge) programs.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Extended Learning	2.21) Provide equitable enrichment opportunities for all students across schools, such as STEM (Science, Technology, Engineering and Mathematics) Academies, academic competitions, arts opportunities and interest clubs.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Early Warning Systems and Monitoring Processes	2.22) Ensure teachers have access to real-time data specific to Black students in order to have effective data chats and targeted support for improved learning.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Family and Community Engagement	2.23) Ensure Parent University sessions are provided in locations that make attendance convenient for Black families.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Family and Community Engagement	2.24) Empower families by providing parent training that is "linked to student learning" through Parent University sessions and school workshops.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Family and Community Engagement	2.25) Provide professional development to schools on parent engagement strategies that are tied to the Dual Capacity Framework / Dr. Karen Mapp / Harvard.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work

Area of Focus	Action Steps	Action Status
Family and Community Engagement	2.26) Commission an Anti-Racist Curriculum Review Task Force to examine curriculum from an anti-racist perspective and implement recommendations from task force for the coming school year(s).	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Family and Community Engagement	2.27) Establish an online, Open Access Extended Learning Program to support students who need to re-learn key skills and standards. Engage parents and community to increase access and usage of new program.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work

Goal 3: Advanced Coursework- Eliminate the gap in advanced and accelerated participation and performance rates for Black and non-Black students.

Goal Manager: Cassandra Bogatz, Director, Advanced Studies

Baseline Condition (as of 2015-16): Pinellas County Schools has a current participation rate for Black students that ranges from 12.8% in high school honors courses to 9.1% in accelerated courses (8.5% in AP courses and 12.3% in Dual Enrollment as examples) and career programs (CAPE enrollment is 17%). Middle school enrollments follow a similar pattern. The total gap for 2015-16 for all secondary students enrolled in advanced or accelerated courses was 5.9 percentage points and that gap widened slightly for 2016-17 to 6.1 points. The gap for enrollment in Gifted was 14.2 percentage points in 2015-16 and that gap improved slightly for 2016-17 to 14.0 points. There is presently no gap in the total enrollment across the district in application programs, though some gaps do exist in specific programs at certain schools. For purposes of this goal, the gap is defined as the difference between Black and non-Black students in the following areas:

- All students identified and enrolled in gifted (participation rates).
- Secondary students enrolled in advanced or accelerated courses (participation and performance rates).
- All students enrolled in district application programs (participation rates).

Aspirational Goal: Pinellas County Schools will increase the percentage of Black students enrolled in gifted, advanced and accelerated courses by an average 1% each year to meet or exceed the percentage enrollment of Black students (18% in 2015-16) and increase the percentage of Black students earning satisfactory performance standards by an average of .5% each year until that percentage meets or exceeds the district or state average. The district will also maintain or increase its current Black enrollment in district application programs (24.1% Black enrollment in 2015-16) across the district and increase its Black enrollment in specific application programs until they all meet or exceed the percentage enrollment of Black students.

Annual and Related Outcome Measures

Annual Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Grades 6-12: # and % of total Black students in grades 6-12 enrolled in any middle or high school advanced or accelerated course.	(3,792) 12.1%	Actual (3,775) 11.9%	(4,691) 13.7%	(5,269) 14.5%	(5,666) 15.1%	(5,792) 16.3%	(6,908) 17.1%	(7,958) 18.2%	(7,648) 17.9%
		Target 13%	14%	15%	16%	17%	18%	19%	20%

Related Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
# and % of Black middle school students enrolled in an advanced	(1,583) 12.6%	(1,540) 12.5%	(1,859) 13.3%	(2,253) 14.2%	(2,521) 15.5%	(3,485) 20.1%	(3,350) 20.7%	(3,417) 21.2%	(3,290) 21.5%
# and % of Black middle school students enrolled in an accelerated	(443) 8.9%	(309) 8.1%	(368) 8.3%	(378) 8.2%	(451) 9.5%	(458) 10.1%	(610) 12.3%	(878) 14.2%	(863) 14.6%

Related Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
# and % of Black high school students enrolled in an honors	(2,052) 12.3%	(2,225) 12.8%	(2,528) 14.9%	(2,656) 15.3%	(2,899) 15.6%	(3,098) 19.6%	(3,072) 16.1%	(4,125) 17.3%	(4,223) 17.8%
# and % of Black high school students enrolled in an accelerated course (AP, IB, AICE or Dual	(718) 8.6%	(857) 9.1%	(996) 9.6%	(1,020) 9.6%	(1,335) 10.9%	(1,505) 11.5%	(1,892) 11.5%	(2,218) 12.8%	(2,236) 13.3%
# and % of Black students in high school enrolled in a career, technical education course (high schools).	(2,503) 14.2%	(2,459) 13.8%	(2,555) 13.8%	(2,507) 13.4%	(2,589) 14.0%	(2,448) 13.5%	(2,599) 14.0%	(2,547) 14.3%	(2,715) 15%
# and % of Black students enrolled in district choice / application programs / total across the district.	(1,167) 6.3%	(1,235) 6.8%	(3,830) 18.9%	(4,428) 18.3%	(4,479) 18.4%	(4,362) 18.2%	(4,298) 18.3%	(4,300) 18.6%	(4,179) 18.5%
% Black middle school students earning high school credit through accelerated coursework. ⁵	(663) 3.3%	(509) 2.5%	(604) 3.0%	(408) 8.2%	(484) 9%	(482) 10.3%	(853) 11.9%	(777) 19.7%	(696) 18.7%
% of Black students in high school completing an industry certification (measured as % of Black graduates).	No Baseline data established.	Actual 31%	23%	16%	15%	15%	14.2%	15.7%	TBD

⁵ Data reviewed for data rules and updated in 2020-21 for all previous years to ensure consistency of reporting.

Goal 3: Key Action Steps

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Academic Rigor and Standards-Based Instruction	3.1) Provide professional development to increase teacher and school leader supports for student success in advanced courses in middle and high school.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of secondary teachers completing AVID PD: # and % of students (BNB) taking an advanced course who earned a D or F grade in Q1	# and % of students (BNB) taking an advanced course with a D or F grade in Q1, who earned a grade of C or higher at the end of the year (or semester if not a year-long course) EOY UPDATE: <u><i>Middle School Advanced Courses</i></u> Black: 1136 students (37%) had D/F in Q1; 624 (26.6%) improved their grade to a C or better by EOY. NonBlack: 2809 students (24.5%) had D/F in Q1; 1723 (73.4%) improved their grade to a C or better by EOY. <u><i>High School Advanced Courses</i></u> Black: 2063 students (45%) had D/F in Q1; 821 (39.8%) improved their grade to a C or better by EOY. NonBlack: 6220 students (27.8%) had D/F in Q1; 3007 (48.3%) improved their grade to a C or better by EOY.	<input checked="" type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Academic Rigor and Standards-Based Instruction	3.2) Provide professional development to increase teacher supports for student success in accelerated courses in middle or high school.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of secondary teachers completing AVID PD: # and % of students (BNB) taking an advanced course with teachers	# and % students (BNB) taking an accelerated course with a D or F grade in Q1, who earned a grade of C or higher at the end of the year (or semester if not a year-long course)	<input checked="" type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency																								
			participating in PD who earned a D or F grade in Q1	<p><u>EOY UPDATE:</u></p> <p><u>Middle School Accelerated Courses</u> Black: 221 students (26%) had D/F in Q1; 103 (46.6%) improved their grade to a C or better by EOY. NonBlack: 904 students (18.3%) had D/F in Q1; 530 (58.6%) improved their grade to a C or better by EOY.</p> <p><u>High School Accelerated Courses</u> Black: 707 students (34%) had D/F in Q1; 230 (32.5%) improved their grade to a C or better by EOY. NonBlack: 2783 students (21%) had D/F in Q1; 1126 (40.5%) improved their grade to a C or better by EOY.</p>																									
Academic Rigor and Standards-Based Instruction	3.3) Provide Talent Development teachers with ongoing professional development for implementing curriculum and provide schools with annual support in identifying a representative group of students for participation in their Talent Development Program.	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	<p># of teachers completing PD Q1</p> <p># and % of schools who met representation goal Q3</p>	<p>Districtwide demographics of Talent Development Group Q4</p> <p><u>EOY UPDATE:</u></p> <table border="1" data-bbox="1423 995 1732 1300"> <tbody> <tr> <td>Asian</td> <td>208</td> <td>5.21%</td> </tr> <tr> <td>Black</td> <td>669</td> <td>16.77%</td> </tr> <tr> <td>Hispanic</td> <td>808</td> <td>20.25%</td> </tr> <tr> <td>American Indian</td> <td>12</td> <td>0.30%</td> </tr> <tr> <td>Multi Racial</td> <td>290</td> <td>7.27%</td> </tr> <tr> <td>White</td> <td>2003</td> <td>50.20%</td> </tr> <tr> <td>FRL</td> <td>2144</td> <td>53.73%</td> </tr> <tr> <td>EL</td> <td>400</td> <td>10.03%</td> </tr> </tbody> </table>	Asian	208	5.21%	Black	669	16.77%	Hispanic	808	20.25%	American Indian	12	0.30%	Multi Racial	290	7.27%	White	2003	50.20%	FRL	2144	53.73%	EL	400	10.03%	<input checked="" type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
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Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency																
Academic Rigor and Standards-Based Instruction	3.4) Provide professional development to increase teacher supports for student success for gifted and talented learners.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	<p># of gifted teachers who completed gifted micro-credential.</p> <p># of talented program teachers who completed gifted certification and/or micro-credential</p>	<p># and % of Black gifted learners earning a L4/5 on FAST.</p> <p>EOY UPDATE: FAST ELA Black: 283, 55.7% NonBlack: 5562, 76.4%</p> <p>FAST MATH Black: 209, 63.1% NonBlack: 3633, 83.8%</p>	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year																
Academic Rigor and Standards-Based Instruction	3.5) Implement strategies that support increased student success on College Board readiness assessments (PSAT/SAT).	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	<p>Development of curriculum guides that embed strategies in high school English and Math classes.</p> <p># of assessment preparation opportunities/programs for SAT preparation (e.g., Albert IO, Canvas, etc.):</p>	<p>Black student performance on PSAT and SAT suite of assessment as reported by College Board End-of-Year reports. Note: Official reports are generally issued in fall of each year.</p> <p>EOY UPDATE:</p> <table border="1" data-bbox="1423 816 1730 1000"> <thead> <tr> <th colspan="2">PSAT/NMSQT Mean Score</th> </tr> </thead> <tbody> <tr> <td></td> <td>Fall 2023</td> </tr> <tr> <td>Grades 9-11 Reading/Writing</td> <td>383</td> </tr> <tr> <td>Grades 9-11 Math</td> <td>382</td> </tr> </tbody> </table> <table border="1" data-bbox="1423 1032 1730 1211"> <thead> <tr> <th colspan="2">SAT Mean Score</th> </tr> </thead> <tbody> <tr> <td></td> <td>Spring 2024</td> </tr> <tr> <td>Grade 11 Reading/Writing</td> <td>425</td> </tr> <tr> <td>Grade 11 Math</td> <td>403</td> </tr> </tbody> </table>	PSAT/NMSQT Mean Score			Fall 2023	Grades 9-11 Reading/Writing	383	Grades 9-11 Math	382	SAT Mean Score			Spring 2024	Grade 11 Reading/Writing	425	Grade 11 Math	403	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
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Early Warning Systems and Monitoring Processes	3.6) Develop system to provide direct and targeted strategies for students in need of support to be successful in advanced/accelerated courses (e.g.,	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# and % of students (BNB) enrolled in an ADV/ACC course (D or F grade) who are also enrolled in an AVID elective course.	# and % of students (BNB) enrolled in an ADV/ACC course (A, B, C grades) who are also enrolled in an AVID elective course.	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year																

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
	AVID elective, extended learning program, tutoring, etc.)			<p><u>EOY UPDATE:</u></p> <p><u>Middle School Advanced Courses A, B, C grade and in AVID</u> Black 18.9% (463) Non-Black 15.8% (1,583)</p> <p><u>High School Advanced Courses A, B, C grade and in AVID</u> Black 27.7% (864) Non-Black 16.0% (2,576)</p> <p><u>Middle School Accelerated Courses A, B, C grade and in AVID</u> Black 33.5% (168) Non-Black 15.0% (460)</p> <p><u>High School Accelerated Courses A, B, C grade and in AVID</u> Black 39.1% (416) Non-Black 16.9% (1,297)</p>	
Early Warning Systems and Monitoring Processes	3.7) Leverage the College and Career Centers at each high school, provide information sessions for students and families in high school who demonstrate potential for success in rigorous courses and are not accessing such courses to provide more individualized academics.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of Black Elevating Excellence students visiting College and Career Centers. <u>EOY UPDATE:</u> 426 (1397 visits)	Increased enrollment in rigorous courses among targeted students. <u>EOY UPDATE:</u> Total 2052 black students taking accelerated courses up from 2026 last year.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Early Warning Systems and Monitoring Processes	3.8) Refine tools provided to school principals with real-time academic data (e.g., grades) specific to Black students in accelerated courses. Provide a summary report of accelerated courses and sections that Black students are struggling in so as to support teacher growth and creative solutions at the school site.	<input checked="" type="checkbox"/> Planning <input type="checkbox"/> Implementing	Frequency of data updates provided to school leaders # and % of principals who report the extent to which the provided data and reports have led to actionable insights, changes in teaching strategies and collaborative efforts among educators to address the identified challenges. [Survey]	# and % of Black students with improved grades in the identified struggling sections from Q1 to S1 or EOY. <u>EOY UPDATE:</u> <i>Of the 268 students identified in struggling accelerated sections in Q1, 33 (12.3%) improved their struggling grade to a C or better by Q4/EOY.</i> <i>Of the 290 identified courses (courses these students had an 'F' in), 108 (33.4%) were missing EOY grades.</i>	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Extended Learning	3.9) Recruit Black students who show potential for success in rigorous courses to participate in each Elevating Excellence activity for their grade level or college planning boot camps hosted by minority achievement officer.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of Black students enrolled to participate in Elevating Excellence and/or college boot camps. <u>EOY UPDATE:</u> 59	# of Black students who participated in Elevating Excellence Summer Seminars <u>EOY UPDATE:</u> 58 # of Black students who participated in Elevating Excellence SAT prep experiences <u>EOY UPDATE:</u> 69 # of Black students who engaged with a College and Career Center <u>EOY UPDATE:</u> 1720 # of Black students who participated in a college boot camp <u>EOY UPDATE:</u> 25	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Academic Rigor and Standards-Based Instruction	3.10) Implement universal screening for gifted identification for all students before 2nd grade across all district elementary schools.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# and % of Black students screened	# and % of Black students identified as gifted	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input type="checkbox"/> End-of-Year
Academic Rigor and Standards-Based Instruction	3.11) Implement Plan B eligibility measures and related processes in support of a wider identification of students for gifted services.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# and % of Black students identified via Plan B compared to non-Black students	# and % of Black students identified as gifted	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input type="checkbox"/> End-of-Year
Extended Learning	3.12) Identify and invite the top 15% of Black students in 7th grade students to take the SAT and participate in the PCS Talent Identification Program (TIP).	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of Black students identified for TIP <i>312 black students, 15% of total invited students</i>	% of Black students who participated in TIP in-school administration of SAT <i>EOY UPDATE: 8% of total students who participated in TIP administration of SAT were black</i>	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year

Goal 3: Previous Action Steps and Current Ways of Work

As the BTG plan progresses, action steps are completed or become ways of work within Pinellas County Schools. In order to accurately and historically document strategies and actions of the district, actions in previous years of the BTG plan will continue to be included and, in some cases, reported on.

Area of Focus	Action Steps	Action Status
Academic Rigor and Standards-Based Instruction	3.13) Embed college readiness assessment preparation (e.g., district developed, SATpractice.org, Albert IO, etc.) into English 1, 2 and 3 classes across all district high schools.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Academic Rigor and Standards-Based Instruction	3.14) Ensure equitable access for Black students to onsite, college readiness testing in every high school (PSAT, ACT, SAT).	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Early Warning Systems and Monitoring Processes	3.15) Provide the accelerated component report, related talking points and an Acceleration Plan template to principals and counselors to be used in individual meetings with Black students who have not yet successfully completed an accelerated option.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Family and Community Engagement	3.16) Ensure that each high school hosts an awareness event for high school parents to detail the SAT Suite of Assessments, the official SATpractice.org provided through Khan Academy and the scholarship opportunities connected to PSAT results.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Family and Community Engagement	3.17) Ensure an equitable representation of Black learners in Advanced Studies recognition ceremonies (such as PRIDE, AVID Pinning and the Honors Breakfast).	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Academic Rigor and Standards-Based Instruction	3.18) Refine the identification process and curriculum of talent-development programs to support "talented" students in elementary schools that have low numbers of gifted-identified students.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Early Warning Systems and Monitoring Processes	3.19) Provide training to all school counselors, principals and assistant principals for curriculum in the use of data from the SAT Suite of Assessments to support students in selecting and enrolling in the appropriate accelerated course option that matches their strengths.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Early Warning Systems and Monitoring Processes	3.20) Provide side-by-side coaching as needed to assistant principals and principals on how to support their school counselors in using their SAT Suite of Assessments data and academic data disaggregated by race to identify Black students who could take more rigorous classes.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Family and Community Engagement	3.21) Initiate an outreach campaign to gather information and feedback from families of Black students regarding experiences in advanced/accelerated courses to better inform supports and strategies.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Early Warning Systems and Monitoring Processes	3.22) Provide AVID elective in all schools to meet the needs of minority learners. Ensure that all Black learners who are eligible and targeted for AVID elective are personally invited and encouraged to enroll.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Academic Rigor and Standards-Based Instruction	3.23) Provide open access to advanced and accelerated courses in middle and high school by removing barriers to enrollment and utilizing entry criteria only if mandated by colleges, agencies (e.g., Dual Enrollment- DE).	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work

Goal 4: Student Discipline- Reduce the total number of disciplinary infractions (referrals) and suspensions for Black students and decrease the disparity in referrals and suspensions for Black students to reach a level that is representative of the Black student population.

Goal Manager: Michael Vigue, Area Superintendent, Area 1

Baseline Condition (as of 2015-16): Pinellas County Schools has reduced its number of referrals (a decrease of 30.3%) and out-of-school suspensions (a decrease of 56.7%) for Black students significantly since 2013-14, though the district has not reduced the disparity gap as the number and percentage of referrals and suspensions for non-Black students has decreased at a similar rate. The gap has remained somewhat constant. The gap is typically represented by a “risk ratio” and that number is just over 2.0 for referrals and 4.0 for out-of-school suspensions, which means that Black students remain about two times more likely to receive a referral and four times more likely to receive an out-of-school suspension.

Aspirational Goal: Pinellas County Schools will decrease the number of referrals and suspensions given to Black students until it meets or is less than the percentage enrollment of Black students (18% in 2015-16) and until the risk ratio is at or near 1.0. The district will closely monitor its out-of-school suspensions given to Black students with a goal of decreasing its disparity rate by one-third (.33) each year.

Annual and Related Outcome Measures

Annual Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20 ⁶	2020-21 ⁷	2021-22	2022-23	2023-24
		Actual	Target							
Discipline Disparity Rate (Risk Ratio) Referrals of Black students	2.38	Actual	2.64	2.43	2.60	2.64	2.66	2.25	2.77	2.53
		Target	2.30	2.20	2.10	2.00	1.90	1.80	1.70	1.60
Discipline Disparity Rate (Risk Ratio) Out-of-School Suspensions of Black students	4.33	Actual	4.07	3.61	3.79	4.34	4.80	4.0	3.94	3.88
		Target	4.00	3.70	3.40	3.10	2.80	2.50	2.20	1.90
Related Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20 ⁴	2020-21 ⁵	2021-22	2022-23	2023-24
# and % of Black students with an office disciplinary referral	(7,009) 35.7% of all referrals	Actual	(6,919) 38.0%	(6,867) 37.6%	(6,548) 38.3%	(5,343) 38.5%	(3,482) 38.9%	(4,941) 36.9%	(5,156) 39.1%	(5,245) 39.1%
# and % of Black students with an out-of-school suspension (OSS)	(2,918) 49.5% of all OSS	Actual	(2,374) 48.5%	(2,625) 47.2%	(2,481) 47.6%	(1,790) 50.7%	(1,156) 53.4%	(2,156) 49%	(2,408) 49.7%	(2,503) 49.6%

⁶ In the 2019-20 school year, all instruction went remote for the final quarter of the school year due to COVID-19.

⁷ Data in the 2020-21 school year is impacted by enrollment shifts which occurred in Learning Options (in-person, MyPCS Online and Pinellas Virtual School) throughout the school year.

Goal 4: Key Action Steps

Area of Focus	Action Steps	Progress and Outcome Measure(s)	Reporting Frequency
Tier 1- Schoolwide Practices	<p>4.1) Ensure all schools implement a schoolwide behavior plan that integrates all the critical components of PBIS (schoolwide expectations / rules, guidelines for success, plan for teaching pro-social / appropriate student behavior and positive reinforcement for behavior).</p> <p>Results of fidelity implementation tools are reviewed throughout the year, decisions for summer specific professional development opportunities utilize all three measures. PBIS efforts are addressed by Area superintendents/Chief and climate/behavior team throughout the year.</p>	<p>% of schools demonstrating satisfactory implementation of PBIS as measured by the PIC (fall), TFI-RP walkthrough (spring), and PCS Stakeholder survey (winter)</p> <p>EOY UPDATE: <i>Each PCS school site has adopted a comprehensive behavior plan using Positive Behavioral Interventions and Supports (PBIS). In the 2023-2024 school year, 120 out of 125 schools (96%) met the bronze PBIS standards, which is a 4% improvement from the previous year.</i></p>	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Tier 2- Targeted Interventions and Disciplinary Alternatives	<p>4.2) Area superintendents/Chief, and climate/behavior teams meet bimonthly to review district and school level referral and OSS data to determine and design support for schools with the highest need.</p>	<p># and % of discipline instances (referrals and out-of-school suspensions) issued to students (BNB)</p> <p>EOY UPDATE: <i>Referrals (# and %): Black: 19,496 and 45.7% Non-Black: 23,174 and 54.3%</i></p> <p><i>Out-of-School Suspensions (# and %) Black: 4,614 and 54.1% Non-Black: 3,921 and 45.9%</i></p>	<input checked="" type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Tier 1- Schoolwide Practices	<p>4.3) Utilize discipline actions assigned to classroom disruption, not cooperating and defiance infractions. Use data to work with school leadership teams to reduce variance of actions assigned and to reduce gaps between Black and non-Black students within and across schools. Area superintendents/Chief will regularly review accuracy of discipline coding with schools.</p>	<p># and % of referrals (classroom disruption, not cooperating and defiance) issued to students (BNB)</p> <p># and % of resultant actions for referrals (classroom disruption, not cooperating and defiance) issued to students (BNB)</p> <p>EOY UPDATE: <i>Referrals (# and %) Black 7,630 and 49.8%</i></p>	<input checked="" type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year

Area of Focus	Action Steps	Progress and Outcome Measure(s)	Reporting Frequency																				
		<p><i>Non-Black 7,678 and 50.2%</i></p> <p><i>Non-Exclusionary Actions (# and %)</i> <i>Black 1,776 and 47.3%</i> <i>Non-Black 1,978 and 52.7%</i></p> <p><i>Detention/Work Detail/Saturday School Actions (# and %)</i> <i>Black 853 and 38.6%</i> <i>Non-Black 1,359 and 61.4%</i></p> <p><i>In-School Suspension Actions (# and %)</i> <i>Black 2,674 and 53.7%</i> <i>Non-Black 2,302 and 46.3%</i></p> <p><i>Out-of-School Suspension Actions (# and %)</i> <i>Black 1,343 and 61.2%</i> <i>Non-Black 853 and 38.8%</i></p>																					
<p>Tier 1- Schoolwide Practices</p>	<p>4.4) Annually train all School-Based Resource Officers (SROs) and school-based administrators to ensure full implementation of the Collaborative Interagency Agreement regarding student misconduct, student interviews and student arrests that is designed to decrease arrests in favor of school consequences.</p>	<p># of arrests disaggregated by race and gender</p> <p>EOY UPDATE:</p> <table border="1" data-bbox="1087 862 1524 1192"> <thead> <tr> <th>Physical Arrests SY2023-24</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>Asian, Female</td> <td>0</td> </tr> <tr> <td>Asian, Male</td> <td>1</td> </tr> <tr> <td>Black, Female</td> <td>71</td> </tr> <tr> <td>Black, Male</td> <td>114</td> </tr> <tr> <td>Hispanic, Female</td> <td>6</td> </tr> <tr> <td>Hispanic, Male</td> <td>5</td> </tr> <tr> <td>White, Female</td> <td>13</td> </tr> <tr> <td>White, Male</td> <td>36</td> </tr> <tr> <td>TOTAL</td> <td>246</td> </tr> </tbody> </table>	Physical Arrests SY2023-24	N	Asian, Female	0	Asian, Male	1	Black, Female	71	Black, Male	114	Hispanic, Female	6	Hispanic, Male	5	White, Female	13	White, Male	36	TOTAL	246	<p><input type="checkbox"/> Quarter 1</p> <p><input checked="" type="checkbox"/> Quarter 2</p> <p><input type="checkbox"/> Quarter 3</p> <p><input checked="" type="checkbox"/> End-of-Year</p>
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Area of Focus	Action Steps	Progress and Outcome Measure(s)	Reporting Frequency
Tier 1- Schoolwide Practices	4.5) Facilitate restorative practice training designed to increase the use of restorative practices as an alternative to other discipline referral actions.	# and % of instances of restorative practice utilized as the resultant action for discipline referrals issued to students (BNB) as compared to previous year EOY UPDATE: <i>Restorative Practice Actions (# and %)</i> <i>Black: 946 and 53.6%</i> <i>Non-Black: 820 and 46.4%</i>	<input checked="" type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Tier 1- Schoolwide Practices	4.6) Continue collaborative discussions with the Community Discipline Committee to garner support and feedback to improve and/or reduce discipline disparity practices.	# of Community Discipline meetings facilitated and completed EOY UPDATE: <i>Community Discipline meetings were facilitated on 9/13/23, 11/15/23, 1/17/24, and 4/10/24.</i>	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Tier 2- Targeted Interventions and Disciplinary Alternatives	4.7) Area superintendents/Chief and climate/behavior teams use a discipline analysis process to identify schools and provide appropriate support and training.	# of behavioral related support requests and # of follow-up requests separated for each level of impact (individual student, individual teacher, or school-wide) EOY UPDATE: <i>Q4 School Staff SSR Requests (14)</i> <i>Q4 School Requests (80)</i> <i>5 Cases are duplicate requests in this total</i> <i>Total SSR's Year to date: (917)</i>	<input checked="" type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Tier 3- Individualized Support	4.8) Implement a refined reintegration process with a minimum set of components for all students returning from an OSS.	# and % of students (BNB) with multiple OSS as compared to previous year EOY UPDATE: <i>Students with multiple OSS</i> <i>Black 1,036 and 58.5%</i> <i>Non-Black 735 and 41.5%</i>	<input checked="" type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Tier 3- Individualized Support	4.9) Continue PCS School Climate Project through integration of responsive and empathic practices into existing MTSS and PBIS systems.	# and % of students in participating schools (BPMS, DHMS, OGMS, PPMS, TMS) receiving referral and OSS as compared to non-SCTG schools proportionate to total student populations EOY UPDATE: <i>SCTG Referrals (DHMS, Sanderlin, SMS, & TMMS) (# and %)</i> <i>Black 1,145 and 49.2%</i> <i>Non-Black 1,183 and 50.8%</i> <i>SCTG OSS (# and %)</i> <i>Black 280 and 49.0%</i>	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year

Area of Focus	Action Steps	Progress and Outcome Measure(s)	Reporting Frequency
		<p><i>Non-Black 292 and 51.0%</i></p> <p><i>Comparison Schools Referrals (AZMS, JHMS, LMS, & TSMS) (# and %)</i></p> <p><i>Black 2,161 and 59.0%</i></p> <p><i>Non-Black 1,502 and 41.0%</i></p> <p><i>Comparison Schools OSS (# and %)</i></p> <p><i>Black 655 and 64.8%</i></p> <p><i>Non-Black 356 and 35.2%</i></p>	
Tier 3- Individualized Support	4.10) Provide differentiated supports to school-based teams on the use of interventions as a tiered support for Black students.	<p># of students (BNB) with more than one referral per quarter in elementary schools or more than five referrals per quarter in secondary schools</p> <p>EOY UPDATE:</p> <p><i>Elementary Students with 2+ Referrals</i></p> <p><i>Black: 721 and 55.2%</i></p> <p><i>NonBlack: 585 and 44.8%</i></p> <p><i>MS Students with 6+ Referrals</i></p> <p><i>Black: 531 and 49.9%</i></p> <p><i>NonBlack: 534 and 50.1%</i></p> <p><i>HS Students with 6+ Referrals</i></p> <p><i>Black: 312 and 52.3%</i></p> <p><i>NonBlack: 284 and 47.7%</i></p>	<input checked="" type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Tier 3- Individualized Support	<p>4.11) Utilize multiple data points to select schools to participate in a PBIS reboot training each summer.</p> <p>Results of fidelity implementation tools are reviewed throughout the year, decisions for summer specific professional development opportunities utilize all three measures. PBIS efforts are addressed by Area superintendents/Chief and climate/behavior team throughout the year.</p>	<p># of schools identified to participate in summer PBIS reboot</p> <p># and % of referrals and OSS (BNB) at PBIS reboot schools as compared to previous year</p> <p>EOY UPDATE:</p> <p><i>PBIS Reboot School Sample SY2022-23 Summer Number of Identified Schools: 25</i></p> <p><i>SY2023-24</i></p> <p><i>PBIS Reboot School Referrals (# and %)</i></p> <p><i>Black 8,614 (51.1%)</i></p> <p><i>Non-Black 8,230 (48.8%)</i></p>	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year

Area of Focus	Action Steps	Progress and Outcome Measure(s)	Reporting Frequency
		<p><i>PBIS Reboot School OSS (# and %)</i> <i>Black 2,013 and 58.2%</i> <i>Non-Black 1,444 and 41.8%</i></p> <p><i>SY2022-23</i> <i>PBIS Reboot School Referrals (# and %)</i> <i>Black 9,959 (56.5%)</i> <i>Non-Black 7,659 (43.5.%)</i></p> <p><i>PBIS Reboot School OSS (# and %)</i> <i>Black 2,451 (63.9%)</i> <i>Non-Black 1383 and (36.1%)</i></p>	

Goal 4: Previous Action Steps and Current Ways of Work

As the BTG plan progresses, action steps are completed or become ways of work within Pinellas County Schools. In order to accurately and historically document strategies and actions of the district, actions in previous years of the BTG plan will continue to be included and, in some cases, reported on.

Area of Focus	Action Steps	Action Status
Tier 1- Schoolwide Practices	4.15) Develop a Restorative Practices Whole-School Implementation Guide for schools that is rooted in evidenced-based practices and implementation science.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Tier 2- Targeted Interventions and Disciplinary Alternatives	4.16) Continue offering an Alternative Placement Program (APP) in middle and high schools as an alternative setting for students to serve a suspension, staffed by certified teachers and counselors.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Tier 2- Targeted Interventions and Disciplinary Alternatives	4.17) Develop and implement a uniform framework for schools utilizing the Alternative Bell Schedule (ABS or ABC) as an after-school alternative to suspension in order to maximize learning.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Tier 2- Targeted Interventions and Disciplinary Alternatives	4.18) Develop and implement an In-School Suspension (ISS) model that includes a uniform framework and maximizes learning.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Tier 2- Targeted Interventions and Disciplinary Alternatives	4.19) Ensure that Area superintendents/ Chief continue to participate in the Rethink Discipline district webinars and/or related national, professional development opportunities.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Tier 3- Individualized Support	4.20) Closely monitor district policy that no more than 10 days of Out-of-School Suspension (OSS) are given for one semester for regular education students and no more than 10 days is given for the entire year for ESE students.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Tier 3- Individualized Support	4.21) Ensure procedure is followed that no elementary students are suspended without consulting with Area Superintendents/Chief.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Tier 3- Individualized Support	4.22) Ensure procedure is followed that no more than 3 days of In-School Suspension (ISS) or OSS is given for any one infraction without approval from Area superintendents/Chief.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Tier 1- Schoolwide Practices	4.23) Closely monitor school discipline data to eliminate Out-of-School Suspension (OSS) for non-violent infractions, such as skipping class/school, missed detentions, excessive tardies, electronic devices, leaving school grounds w/o permission or being in an unauthorized location.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work

Goal 5: ESE Identification- Reduce the disparity of Black students being found eligible for Exceptional Student Education (ESE).

Goal Manager: Lynne Mowatt, Executive Director, Exceptional Student Education

Baseline Condition (as of 2015-16): Pinellas County Schools percentage of overall placements for Exceptional Student Education (ESE) is 14%. However, disproportionate representation of racial and ethnic groups in specific disability categories exist; specifically, the number of Black students identified for placement (25%) is not representative of the Black student population at PCS and remains disparate from the number of non-Black students identified. The disproportionality of Black and non-Black students is represented by risk ratios. The disproportionate representation is largely found within the Emotional Behavioral Disability (EBD) designation. The risk ratio for overall placement in ESE in the 2015-16 school year was 1.45, which means that Black students were nearly one and a half times as likely to be identified as an ESE student than non-Black students. The risk ratio for EBD eligibility in the 2015-16 school year was 4.20, which means that Black students were four times more likely to be referred for EBD services than non-Black students.

Aspirational Goal: Pinellas County Schools will reduce all ESE eligibilities for Black students each year until it meets a risk ratio that is at or near 1.0. The district will closely monitor its placements for EBD until the percentage meets or is less than the percentage enrollment of Black students (18% in 2015-16) and the risk ratio drops each year by one-quarter (.25) until the ratio is at or near 1.0.

Annual and Related Outcome Measures

Annual Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023=24
Risk Ratio (ESE overall) / Black	1.45	Actual	1.45	1.46	1.40	1.43	1.43	1.44	1.48	1.44
		Target	1.45	1.40	1.35	1.30	1.25	1.20	1.15	1.00
Risk Ratio (EBD) / Black	4.20	Actual	3.94	3.84	3.34	3.50	3.64	3.37	3.43	3.49
		Target	3.95	3.70	3.45	3.20	2.95	2.7	2.45	2.20
Related Outcomes Measures	Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
# and % of Black students eligible for ESE services	(3,618) 25%	Actual	(3,371) 25%	(3,947) 23%	(3,945) 25%	(4,033) 25%	(4,000) 26%	(4,052) 25%	(4,442) 30.5%	(5,104) 32.5%
# and % of Black students eligible for Emotional Behavioral Disability (EBD) identification / Total	(427) 49%	Actual	(335) 49%	(363) 48%	(300) 46%	(255) 46%	(219) 47%	(187) 44%	(139) 50.2%	(162) 50.9%
# and % of Black students found eligible for Emotional Behavioral	(20) 47%	Actual	(14) 50%	(14) 52%	(19) 29%	(5) 29%	(5) 24%	(3) 15.8%	(16) 57.1%	(7) 58.3%

Annual Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023=24	
Disability (EBD) identification / Identified in Pinellas										
# and % of Black students found eligible for Emotional Behavioral Disability (EBD) identification / Transfers into County	(24) 42%	Actual	(17) 30%	(13) 39%	(9) 35%	(7) 23%	(3) 33%	(9) 32%	(5) 29.4%	(0) 0.0%

Goal 5: Key Action Steps

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency															
ESE Eligibility Determination	5.1) Appropriately and efficiently identify and evaluate students who may be in need of special education and related services in support of their learning and academic achievement.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of students identified and evaluated	# and % of students (BNB) found eligible for ESE services EOY UPDATE: <table border="1"> <thead> <tr> <th colspan="3">Q4 2023-24</th> </tr> <tr> <th>SY2023-24 New Eligibilities</th> <th>N</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>NEW ESE Students</td> <td>2303</td> <td></td> </tr> <tr> <td>Black</td> <td>545</td> <td>23.70%</td> </tr> <tr> <td>NonBlack</td> <td>1758</td> <td>76.30%</td> </tr> </tbody> </table>	Q4 2023-24			SY2023-24 New Eligibilities	N	%	NEW ESE Students	2303		Black	545	23.70%	NonBlack	1758	76.30%	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Q4 2023-24																				
SY2023-24 New Eligibilities	N	%																		
NEW ESE Students	2303																			
Black	545	23.70%																		
NonBlack	1758	76.30%																		
ESE Eligibility Determination	5.2) Initiate a records review by the district ESE Department for transfer students who arrive as new students to PCS with an EBD eligibility. Students will receive current IEP services during the time they are being re-evaluated.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of record reviews completed for Black students who transferred into Pinellas County # of Black transfer students identified for EBD re-evaluation process # of re-evaluations completed for EBD transfer students / Black # of Black transfer students identified for EBD after re-evaluation process	# of Black students transferred into Pinellas County identified as EBD EOY UPDATE: <i>Black EBD Transfer Students: 0</i>	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year															
ESE Eligibility Determination	5.3) Provide intensive and intentional early intervening	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of school support requests for early	# of Black students receiving early intervening support EOY UPDATE:	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3															

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency												
	services, using direct resources, to students prior to being identified as having an Emotional Behavioral Disability (EBD), using School Support Requests (SSRs) for behavior.		intervening services for students under consideration for EBD (BNB)	<p>Black: EOY - 48, NB: EOY - 37 # of new EBD eligibilities Identified by PCS (BNB)</p> <p>EOY UPDATE:</p> <table border="1" data-bbox="1077 267 1640 394"> <thead> <tr> <th>SY2023-24 EBD New Eligibilities</th> <th>N</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>ALL Students (PCS Identified)</td> <td>12</td> <td></td> </tr> <tr> <td>Black</td> <td>7</td> <td>58.3%</td> </tr> <tr> <td>NonBlack</td> <td>5</td> <td>41.7%</td> </tr> </tbody> </table>	SY2023-24 EBD New Eligibilities	N	%	ALL Students (PCS Identified)	12		Black	7	58.3%	NonBlack	5	41.7%	<input checked="" type="checkbox"/> End-of-Year
SY2023-24 EBD New Eligibilities	N	%															
ALL Students (PCS Identified)	12																
Black	7	58.3%															
NonBlack	5	41.7%															
ESE Eligibility Determination	5.4) Initiate a records review through the Exceptional Student Education (ESE) department and re-evaluation if needed for all Black students who are designated as EBD during their fourth and seventh grade years. Additionally, the ESE department will identify students with multiple eligibilities (including EBD) and initiate a records review when applicable.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of Black students identified as EBD in grades 4 and 7 # of record reviews initiated	# of EBD dismissals for Black students # of transfers of EBD to a secondary disability for Black students. EOY UPDATE: 0 EBD (black students) in grades 4 and 7 were dismissed. 0 transfers of EBD to a secondary disability for black students.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year												
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.5) Continue to provide Comprehensive Coordinated Early Intervening Services (CCEIS), including a school behavior technician (for schools without a behavior specialist) onsite at least one day per week, to support students in grades K-12 who are not currently identified as needing special education or related services, but who need additional academic and/or behavioral supports to succeed in school.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of Black students identified	% of those identified receiving CCEIS support EOY UPDATE: There were 561 Black general education students with a School Support Request (SSR) for academic or behavioral concerns. Subsequently, 0.7% of the 561 students received CCEIS (Tier 2) supports.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year												

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.6) Use School Support Requests (SSRs) to determine success of CCEIS interventions.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of SSR Referrals for evaluation	# of Black students determined eligible for ESE/EBD EOY UPDATE: ESE = 561 EBD = 7	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.7) Align resources in the Climate and Behavior teams to focus on Tier 1 behavioral interventions in high minority schools	<input checked="" type="checkbox"/> Planning	# of school visits per quarter # of targeted classroom visits per quarter	# of Black students determined eligible for ESE/EBD EOY UPDATE: ESE=204 EBD=4	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.8) Assign district Board Certified Behavior Analysts to provide intensive support to ESE students and staff in all schools.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of Board-Certified Behavior Analysts	# of Black students served by Board-Certified Behavioral Analysts EOY UPDATE: 14 black students were served by BCBA's.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.9) Continue to provide targeted and sustainable professional development to school-based behavior specialists that includes the utilization of student specific data and interventions (including cultural components) in each student's positive behavior intervention plan (PBIP), along with side-by-side coaching from district behavior specialists.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# and % of behavior specialists trained	# of Black students served by school-based specialists EOY UPDATE: 111 black students were served by school-based behavior specialist.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Early Warning Systems, Comprehensive	5.10) Provide professional learning opportunities so that school-based Behavior	<input checked="" type="checkbox"/> Planning	Narrative of professional development	# of school-based behavior specialists enrolled EOY UPDATE: 0 school-based behavior specialists were enrolled.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Coordinated Early Intervening Services (CCEIS)	Specialists engage in coursework to become Board-Certified Assistant Behavior Analysts (BCaBA).		opportunities and process for certification	<i>Despite our efforts, we faced challenges in securing new candidates for the Board-Certified Assistant Behavior Analyst (BCaBA) program due to attrition and certification requirements. However, we incorporated behavior analysis principles into the professional development for our behavior specialists.</i>	

Goal 5: Previous Action Steps and Current Ways of Work

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Area of Focus	Action Steps	Action Status
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.11) Provide two district behavior specialists to focus on Tier 1 behavioral interventions in high minority schools.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.12) Use School Support Requests (SSRs) to track intensive student level intervention needs against ESE/EBD eligibility determinations.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work

Goal 6: Minority Hiring- Increase the number of Black teachers and administrators to closely mirror the student enrollment by ethnicity.

Goal Manager: Paula Texel, Chief Human Resources Officer

Baseline Condition (as of 2015-16): Pinellas County Schools employs nearly 7,500 teachers, of which approximately 8% are Black. The percentage breakdown of administrators in the district is about 22% Black. For purposes of this goal, the gap is defined as the difference between the number of instructional staff who are Black compared to the population of Black students (which in 2015-16 was 18%). The percentage of Black instructional staff members in 2015-16 was 8.3%, a gap of 9.7 percentage points.

Aspirational Goal: Pinellas County Schools will increase its number of Black teachers by an average of 1% each year until it meets or exceeds the percentage enrollment of Black students (which was 18% in 2015-16) and maintain its current rate of administrative hires to ensure that it meets or exceeds the student enrollment by race.

Annual and Related Outcome Measures

Annual Outcome Measures	Baseline (2015/16)	Planning Year (2016-17)	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
# and % of total instructional positions / Black	(622) 8.3%	Actual	(647) 8.8%	(671) 9.2%	(651) 9.1%	(665) 9.2%	(674) 9.5%	(668) 8.6%	(645) 9.5%	(660) 10.0%
		Target	9%	10%	11%	12%	13%	14%	15%	16%
Related Outcomes Measures	Baseline (2015/16)	Planning Year (2016-17)	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
# and % of new instructional hires / Black	No baseline	Actual	11.7%	(110/737) 14.9%	(88/664) 13.3%	(43/450) 9.6%	(56/452) 12.4%	(80/1,036) 7.7%	(75/808) 9.3%	(83/661) 13%
# and % of total administrative positions (combined district-based and school-based) / Black	(83) 21.2%	Actual	(86) 21.5%	(87) 22.0%	(91) 20.6%	(85) 20.3%	(79) 19.3%	(80) 17.0%	(78) 19.2%	(77) 19.2%

Goal 6: Key Action Steps

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Recruitment	6.1) Continue strong partnerships with our state and national colleges and universities including HBCUs (historically Black colleges and universities) and Black Student Organizations to enhance teacher preparation programs to support engaging intern programs and recruit and hire qualified instructional applicants.	<input checked="" type="checkbox"/> Implementing	# partnerships, site visits, meetings, etc. # of HBCUs visited/virtual events attended # of Black student organizations visited/virtual events attended	# of highly qualified Black teachers hired each year EOY UPDATE: 87/684 12% # of Black interns engaged each year EOY UPDATE: 3 interns	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Recruitment	6.2) Conduct and attend ongoing recruitment events in support of broadening the talent pool, to include providing additional information and support for career changers interested in pathways to an instructional position.	<input checked="" type="checkbox"/> Implementing	# of recruitment events 9 job fairs-	# of candidates hired from recruitment events EOY UPDATE: 10 advanced contract binders (Black Candidates) 27 follow ups- Black Candidates Meet the Recruiter Events- 3 2 Black 19 Non-Black Alternative Certification Event 2 Black 6 Non-Black	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Recruitment	6.3) Continue the EdRising Program, a national program that offers dual enrollment opportunities to work with high schools and staff for students interested in the education profession.	<input checked="" type="checkbox"/> Implementing	# of schools participating	# of students participating (BNB) EOY UPDATE: 28 total- 20 Black 8 Non Black During the 2023-24 school year, PCS launched the Ed Rising program at Countryside High School and Largo High School, with 8 students participating at Countryside and over 20 at Largo. Of the 28 total participants, 20 were Black,	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
				<i>Brown, or Hispanic. Ed Rising focuses on community projects, working with preschool programs, and engaging with school culture. Largo High School was honored with the Best New Club of the Year award! We are preparing to expand the program to Tarpon Springs High School and Boca Ciega High School.</i>	
Recruitment	6.4) Review traffic and usage patterns from the platforms used as part of the district's marketing campaign designed to attract Black applicants via publications and social media (e.g., Diversity in Ed, National Minority Update, LinkedIn Instagram, Facebook, etc.)	<input checked="" type="checkbox"/> Implementing	# of instructional recruitment posts # of instructional recruitment posts to minority organizations <u>EOY UPDATE:</u> 2 # of instructional recruitment events <u>EOY UPDATE:</u> 9	# of total active instructional Black applicants <u>EOY UPDATE:</u> 149 # and % of black applicants hired <u>EOY UPDATE:</u> 87 12%	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Recruitment/ Retention	6.5) Collaborate with PABSE (Pinellas Alliance of Black School Educators) and community stakeholder groups to support Black teachers through monthly or quarterly activities providing relationship and skill building opportunities.	<input checked="" type="checkbox"/> Implementing	# of events conducted, Attendance records from each activity <u>EOY UPDATE:</u> 5 PABSE Meetings Held <i>January- 25</i> <i>Feb.-9</i> <i>May- 19</i> <i>April- 0</i> <i>May- 27</i> Percentage of Black teachers attending monthly/quarterly activities 12%	% of Black teachers retained <u>EOY UPDATE:</u> <i>90% of Black teachers from the 22-23 school year were retained in the 23-24 school year</i>	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Recruitment	6.6) Collaborate with USF to grow the Call Me Mister (CMM)	<input checked="" type="checkbox"/> Implementing	# of CMM events with USF	# of cohorts <u>EOY UPDATE:</u>	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
	program and identify/recruit Black males to become part of future cohorts.		EOY UPDATE: Monthly Meetings with USF # of CMM recruitment events EOY UPDATE: 0	1 # of participants EOY UPDATE: 8	<input checked="" type="checkbox"/> End-of-Year
Retention	6.7) Hold employee resource group meetings to bring together Black teachers for support outside the school setting.	<input checked="" type="checkbox"/> Implementing	Attendance records from each employee resource group meeting EOY UPDATE: 63 Black leaders attended virtual PD-invitation to join PABSE and present at ECET 2 July Average attendance rate of Black teachers at employee resource group meetings Book study- 19 participants	Retention rate of Black teachers who are active participants in ERG meetings EOY UPDATE: Data available in September 2024	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Retention	6.8) Continue monthly leadership trainings/mentoring for new Black administrators to support their growth and development in the first year of the administrative role.	<input checked="" type="checkbox"/> Implementing	# of events conducted # of attendees at each event	# and % of first-year Black administrators rated Effective or Highly Effective (Summative Rating)	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End-of-Year
Retention	6.9) Provide recruitment and retention bonuses in the district-identified schools (Tiers 3 and 4) to attract and retain highly effective teachers.	<input checked="" type="checkbox"/> Implementing	# of teachers receiving bonus, by school (prior SY) (BNB)	# of teachers receiving bonuses who were retained at the identified schools (current SY) (BNB)	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Leadership Development	6.10) Engage Black leaders in regularly scheduled leadership activities and events that will build their leadership portfolio and support their advancement as part of the leadership development pipeline.	<input checked="" type="checkbox"/> Implementing	# of events held <u>EOY UPDATE:</u> 3 # of participants attending each event <u>EOY UPDATE:</u> <i>62 at the first event and 44 at the second event</i>	# and % of Black leaders <u>EOY UPDATE:</u>	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
Hiring/Recruiting	6.11) Complete an internal, semi-annual review of the practices and processes around the recruiting and hiring of minority teachers to determine areas of strength and areas for improvement within the district’s Human Resources Department.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work	Annual report of findings.	# of total active Black instructional applicants # and % of Black applicants hired <u>EOY UPDATE:</u> <i>87 or 12% of applicants hired were black.</i>	<input checked="" type="checkbox"/> End-of-Year

Goal 6: Previous Action Steps and Current Ways of Work

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Area of Focus	Action Steps	Action Status
Hiring/Recruiting	6.12) Attend webinars, virtual meetings, state and/or national conferences to gather current strategies for the recruitment of Black educators.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Leadership Development	6.13) Research strategies and best practices for advancing Black school leaders into school and district leadership positions.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Hiring/Recruiting	6.14) Promote alternative certification options to increase the number of applicants from businesses and industries who are considering teaching as a second career.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Hiring/Recruiting	6.15) Review the district's current data management system to ensure that it has the capacity to support the strategies and processes presented in this plan.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Hiring/Recruiting	6.16) Create a new Teacher Cadet program at all PCS high schools. Work alongside local colleges to provide high school students and current staff employees with a pathway to careers in teaching.	<input type="checkbox"/> Complete <input type="checkbox"/> Way of work <input checked="" type="checkbox"/> Rewritten to align with strategy in place for EdRising (see new 6.3)
Hiring/Recruiting	6.17) Continue to employ a minority recruitment specialist to focus on recruiting a highly qualified, diverse workforce.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Hiring/Recruiting	6.18) Refine and update annually a recruitment plan specific to attracting Black applicants to be used by hiring managers in the district.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Hiring/Recruiting	6.19) Partner with the Urban Schools Human Capital Academy to provide feedback to the district regarding processes for hiring and supporting a more diverse workforce.	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Way of work
Hiring/Recruiting	6.20) Complete an internal, semi-annual process to review the quality of and retention of teachers in critical shortage areas to determine areas of strength and areas for improvement and complete a school-by-school analysis to ensure an adequate distribution of minority teachers across the district.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Hiring/Recruiting	6.21) Develop and implement a training plan for all hiring managers that focuses on shifting mindset and implementation strategies for hiring related to recognizing unconscious bias, equity and excellence and cultural responsiveness.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Retention/Support	6.22) Ensure that professional development is targeted to support teacher needs so as to build their skillsets and confidence as educators.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Retention/Support	6.23) Conduct ongoing feedback sessions with our current Black teachers to discuss their current work / school conditions for success, as well as their onboarding and training (e.g., focus groups, school visits).	<input type="checkbox"/> Complete <input type="checkbox"/> Way of work <input checked="" type="checkbox"/> Rewritten to align with strategy (see new 6.13)

Area of Focus	Action Steps	Action Status
Retention/Support	6.24) Continue current leadership pipeline programs to support and attract the top talent into administrative positions.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work

Appendix- Key Terms and Definitions

Term	Data Definitions	Data Rules
Gap	The disproportionality of outcomes related to Black students as compared to the performance of non-Black students.	The gaps for each goal are explained as sub-definitions under each goal. For purposes of this document, the 2015-16 school year is considered the baseline year for setting the district’s aspirational goals. 2016-17 is considered the first year of implementation.
Black	All students and employees who are “Black” under the federal race definition, which is defined in Pinellas County as the Local Ethnic Code. This definition is consistent with state and national reporting rules around race. The reporting of a student as “Black” is determined by the parent during the school registration process or by the employee via the hiring process.	The district no longer uses what was termed the “Bradley race variable” that some previous data documents utilized. This race variable was discontinued in 2016-17 as a way of creating a consistent definition around race matched to the federal and state reporting rules. It is important to note that data accuracy around race is dependent upon the accuracy of self-reporting.
Non-Black	All students or employees who are not “Black” under the federal race definition, which is defined in Pinellas County as the Local Ethnic Code. This definition is consistent with state and national reporting rules around race. The reporting of a student as “non-Black” is determined by the parent during the school registration process or by the employee via the hiring process.	The district provides data on all races per the Local Ethnic Code definition. It is important to note that data accuracy around race is dependent upon the accuracy of self-reporting.
Graduation Rate	The percentage of high school students from each four-year cohort who graduate with a standard high school diploma per the state’s definition, which includes all withdrawal codes (WD) that result in a standard high school diploma.	The district provides data on all withdrawal codes (WD) as a way of reporting students who graduated with a standard high school diploma, the routes they took in receiving their diplomas as well as accounting for students who did not graduate. Withdrawal codes include: W06 (pass the state assessment), WFT (use of concordant score) and WFW (ESE waiver).
Academic Achievement	The annual performance of students on reading (now called English, Language Arts or ELA) and math standardized assessments. For purposes of this document, the state’s Florida Standards Assessment (FSA) is used as well as other nationally recognized normed assessments.	Though the district does review and provide data regarding other achievement factors (such as GPA), the gap for purposes of this section of the document refers to the gap in performance on standardized assessments.
Advanced Coursework	Advanced and accelerated courses and programs that are designed to provide more rigorous academic opportunities for students. For purposes of this document, this includes student enrollment in gifted in elementary and middle schools, and Advanced, Honors and Accelerated (such Dual Enrollment and Advanced Placement courses) courses in middle and high schools. This also includes student enrollments in district application / choice programs.	Data include gifted in elementary school, gifted, advanced and high school-level courses in middle school, and honors, Dual Enrollment, AP, IB and AICE courses in high school. IB and AICE program enrollments are also included as part of the district’s monitoring of application / choice programs.
Participation in Advanced Coursework	Participation refers to the total enrollment of Black students in courses (see above) and / or attendance in activities (such as STEM programs) as outlined within this document. The goals for participation are defined as meeting or exceeding the percentage enrollment of Black students across the district (which in 2015-16 was 18%).	To be clear, participation per this document is defined as the percentage of Black students taking part in rigorous classes or programs as compared to their non-Black peers. As a caution, this does not mean that 18% of Black students should be enrolled in advanced courses but it does mean that at least 18% of those students enrolled in advanced courses are Black.

Term	Data Definitions	Data Rules
Performance in Advanced Coursework	Performance refers to the percentage of Black students earning satisfactory course credit (such as college credit in DE or AP) or earning an industry certification. The performance of Black students should mirror the performance of non-Black students.	Measuring performance of students in accelerated courses such as AP should be made with some caution as the district is committed to challenging students to take more rigorous courses and that sometimes results in higher participation rates and, at least initially, with lower performance rates. The district has outlined plans to provide students with the assistance and support needed to succeed in these more challenging classes.
Disciplinary Referral	An office disciplinary referral received by a student and processed at the school per the district's Code of Student Conduct.	Data are pulled for both the total number of referrals and total number of students who received a referral, typically titled "unique referrals" or "unique students" receiving a referral. Though the gap is defined by race, data are pulled also by gender and type of infraction as a way of monitoring progress and interventions.
Disciplinary Suspension	A consequence issued as a result of an office disciplinary referral that results in a student being removed temporarily from the campus. This is commonly referred to as "out-of-school suspension."	Data are pulled for both total number of suspensions and total number of students who received a suspension, typically titled "unique suspensions" or "unique students" receiving a suspension. Though the gap is defined by race, data are pulled also by gender and type of infraction as a way of monitoring progress and interventions.
Arrest	A consequence issued by law enforcement agencies and not issued by a school administrator as an arrest is not a school consequence as outlined in the district's Code of Student Conduct.	Arrests are recorded for purposes of this document as a "school-related arrest" when the following conditions are met: the offense is perpetrated by a student and the offense happens on school grounds. For example, a student might be arrested at school for an incident that occurred in the neighborhood, and, in that case, the arrest is not counted as a school-related arrest.
ESE / EBD	The percentage of students identified and staffed for Exceptional Student Education Services. One such designation that is tracked per this document are those students in need of significant behavioral support under the heading of Emotional Behavioral Disabilities (EBD).	For purposes of this document, students with a 504 Plan are not included.
Risk Ratio	A data point that represents the likelihood that a member of one group would incur a consequence as compared to other subgroups or as compared to all other students.	Formula: $\text{Subgroup Risk} \div \text{Non-Subgroup Risk}$ $\frac{\# \text{ black students suspended} \div \text{total \# of black students}}{\# \text{ non - black students suspended} \div \text{total \# of non - black students}}$
Minority Hiring	The total number and percentage of instructional and administrative positions with the goal of increasing staff diversity by meeting or exceeding the total enrollment of Black students across the district (defined in 2015-16 as 18%).	The data for this document are pulled only for instructional and administrative positions and not for related staff positions that are non-instructional. As such, the gaps referred to herein are intended to impact the diversity of the teaching and administrative staffs.