

PINELLAS COUNTY SCHOOLS

# BRIDGING THE GAP

**2024-25 PLAN  
MID-YEAR UPDATE**



## 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 the fall of 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, evidenced 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 needing attention.

The district has made progress, most notably in developing and implementing 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 at-risk students. 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 for equitable practices, developed staff to become local trainers, and developed a set of robust 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 2024-25

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 eighth year of implementation, a review of strategies was conducted in the summer/fall of 2024. The updated plan reflects new and enhanced in-process measures and actions to deepen implementation and increase the impact on 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.

## Quarter 2 Highlights

Within the charts in this update, every action step (across all goals) includes progress metrics and updates aligned to the reporting frequency denoted in the 2024-25 plan. Action steps with reporting frequencies are noted within the update column to ensure transparency on when updates will occur.

Throughout the first semester of the 2024-25 school year, a focus on the strategies and actions within the Bridging the Gap plan continued. School and district staff continued working to accelerate learning and focus their work to ensure that students' needs continue to be known and met.

The highlights below depict just some of the many actions/strategies occurring this school year and demonstrate the commitment of and progress toward increased outcomes for Black students in Pinellas County Schools.

### Goal 1: Graduation Rate

- Pinellas County Schools (PCS) systems of support for off-track seniors continue to address the needs of an increasing number of students each semester. During the first semester of the 2024-25 school year, the on-track graduation rate for the Black student subgroup improved by 17.64% compared to the previous year.
- At the start of the second semester, 146 fewer seniors in the Black subgroup have yet to pass the English assessment, and 193 fewer seniors have yet to pass the Algebra graduation assessment compared to the same time last school year.

## **Goal 2: Student Achievement**

- Pinellas Early Literacy Initiative continues expanding with programming in 18 schools across the district. 153 teachers have been trained to bring the science of reading to life in their classrooms, impacting 1501 black students, representing 46.3% of students at those schools.
- Pinellas County Schools (PCS) increased the number of Black students, with 1,713 participating in the middle school acceleration enrichment model.
- S.P.R.O.U.T. (Supporting Phonics, Reading, Oral-language & Understanding Text) is a highly effective short-term intervention of daily one-to-one (OTO) lessons as well as small-group lessons grounded in the science of reading that supplement good classroom teaching for the lowest-achieving kindergarten, first, and second-grade students at twelve targeted schools in the district. While the goal is to dramatically reduce the number of students with extreme difficulty learning to read and write and reduce, there are other benefits such as reducing the need for retention and the over-identification of students for ESE services. The emphasis is on prevention. Each S.P.R.O.U.T. teacher serves 4-5 first-grade students in OTO lessons in the morning and 4-5 small group lessons with K-2 students in the afternoon.
  - The total number of students receiving the one-to-one intervention is 173. 86 are male, 87 are female. 119 (69%) are Black, 24 (14%) are Hispanic, 15 (9%) are White, 13 are Multi-racial (8%), and 2 (1%) are Other Race.
  - The total number of students receiving the small group intervention is 363. 180 are male and 183 are female. 240 (66%) students are Black, 59 (16%) are Hispanic, 29 (8%) are White, 7 (2%) are Other Race, and 28 (8%) are Multi-racial.

## **Goal 3: Rigorous Coursework**

- Pinellas County Schools (PCS) provided the SAT during the school day at no cost to all seniors. Black students increased their mean score by 16 points since taking the test in the spring of their junior year.
- Enrollment of Black students in both Dual Enrollment and Advanced Placement courses has increased compared to Quarter 2 of the previous year.
- Forty-two percent of Black students enrolled in Advanced Placement courses are also participating in the AVID elective, which offers academic support for their rigorous coursework.

## **Goal 4: Student Discipline**

- The use of restorative practices for black students as the sole disciplinary action resulting from office discipline referrals increased by 82% compared to the first semester of 2023-24.
- Non-exclusionary disciplinary actions for all students following office discipline referrals increased by 26% compared to the first semester of 2023-24. Examples of these actions include parent shadowing, parent contact, verbal reprimand, guidance counseling, behavior contracts, and parent conferences.
- Behavioral support requests for all students and staff members decreased by 52% from the first quarter to the second quarter of the 2024-25 school year.
- The number of black middle school students with six or more referrals decreased by 44% during the first semester of the 2024-25 school year when compared to the first semester of 2023-24.

## Goal 5: ESE Eligibility

- Professional development has been provided to multiple stakeholder groups, including teachers, behavior specialists, ESE service coaches, and administrators on implementing level systems for students with significant behavior needs in self-contained classrooms. This training has been followed by coaching in classrooms, along with resources created by specialists and instructional staff developers to support the level system and tangible reinforcers.
- Professional development and tangible materials have been provided to self-contained classrooms to implement calming corners, designed to help students regulate their emotions and behavior while remaining in the classroom. Six elementary sites (12 classrooms) and two middle schools have implemented calming corners. The students served in these elementary and middle classrooms have social and behavioral needs and are in self-contained classrooms. Consistent with action step 5.9 of providing professional development to improve behavior for students who are EBD and served in self-contained classrooms, the use of calming corners is a research-based strategy to teach students how to understand emotions and to decrease behaviors that interfere with their learning. This is targeting students in the Black subgroup.
- Behavior specialists receive training in supporting students through different tiers of instruction and behavioral interventions. This effort aims to provide increased support for skill development and reduce referrals for Emotional/Behavioral Disability (EBD) for students in the Black/African American subgroup.
- Collaboration across the Student Support Services Division has focused on Functional Behavioral Assessment (FBA) training, specifically targeting internalizing factors, to ensure appropriate referrals for evaluation and potential eligibility.

## Goal 6: Minority Hiring

- The first semester faced significant disruptions due to an active hurricane season that impacted traditional recruitment events at schools and colleges. Despite these challenges, the Talent Acquisition team remained proactive by hosting **Meet the Recruiter** events. These gatherings provided vital information and guidance to aspiring teachers, ensuring candidates were well-prepared to join the educational field.
- Principals have demonstrated a strong commitment to minority hiring, with 12% of new hires being black teachers. Furthermore, a revamped first-year teacher mentoring program is playing a crucial role in supporting and retaining new hires. This program ensures teachers receive the guidance and support they need to succeed in their roles.
- The district is making significant strides in fostering Black leadership. Opportunities for professional learning, book studies, and networking events are expanding, providing Black leaders with the resources needed to thrive. During the first semester, two **Aspiring Leaders Series** professional learning opportunities were conducted, both led by Black leaders. Impressively, 14% of the participants in these events identified as Black.
- To further encourage Black leadership, the district, in collaboration with the Pinellas County Education Foundation and Pinellas Association of School Administrators (PASA), has secured two \$2,500 scholarships annually for the next three years. These scholarships aim to offer financial assistance to aspiring Black leaders pursuing advanced degrees in Educational Leadership, with awards set to be distributed in May.
- This year, Talent Acquisition team joined forces with the Professional Learning Team to establish a recruitment and retention professional learning community. This collaboration has sparked the development of new ideas aimed at supporting college interns during their final internships at our elementary schools in the Transformation Zone. In addition, a review of Transition-to-Teaching program, which supports alternatively certified teachers, is underway. These steps are part of a broader strategy to enhance minority hiring and retention.

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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%	85.1%
			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%	92.9%
	GAP	17.9	Actual	16.5	11.9	8.7	7.2	6.8	11.64	13.3	7.8

Related Outcomes Measures (Data below includes 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 includes 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 required credits earned to date.	No Baseline Data Established	Actual	81.6%	81.0%	77.1%	79.7%	72.4%	71.2%	68.7%	<b>69.0%</b>
# 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%	<b>29.8%*</b>
# 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%	<b>(565) 49.0%</b>
# and % of Black students who graduated with a 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%	<b>(91) 3.6%</b>

\*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 English 1 and English 2 teachers to leverage the Tier 1 Core Intervention Program, Think Cerca, 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) scoring proficient on the mid-year writing formative.  # and % of 9th- and 10th-grade students (BNB) scoring 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.	<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 a paid 7th period for two highly qualified English teachers per school at seven high schools. These teachers will provide small group instruction and individual tutoring to Black students who scored Level 1	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# and % Black students engaged in an intervention by grade level and per teacher  <b>Q2 UPDATE:</b> All TIER 2 and TIER 2 ELA interventions with 9th- and 10th-grade students in the Black subgroup are beginning in Q3 and continuing into Q4 this year. FOCUS in semester 1, with 9 full school days lost to hurricanes, was to catch all students up on lost CORE INSTRUCTION and to use PM2 data to drive interventions needed. Schools that will use PAID 7ths as possible with teacher schedules, and/or TEAM Co-Teaching with highly effective teachers with small group targeted instruction during regular class periods are Lakewood, Boca Ciega, Gibbs, St. Petersburg, Northeast, Pinellas Park, and Largo. Data sources for EOY update will be school principals and APs over ELA as they identify their 9th- and 10th-grade Black subgroup students using PM2 data.	# and % of Black students receiving ELA supports at identified high schools meeting graduation readiness standards per grade level expectations by scoring Level 3 or above on PM3.	<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
	or Level 2 on FAST PM3 during the 2023-24 school year. Each teacher is expected to provide differentiated literacy tutoring support to 20-30 students per semester.				
<b>Academic Rigor and Standards-Based Instruction</b>	1.3) Recruit, hire, and assign three (3) 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.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	<p># and % of Black L1/L2 (FAST Algebra 1 EOC prior year) students, at each grade level, receiving math tutoring at the identified schools.</p> <p><b><u>Q2 UPDATE:</u></b>            All TIER 2 and TIER 2 ALG interventions with 9th- and 10th-grade students in the Black subgroup are beginning in Q3 and continuing into Q4 this year. FOCUS in semester 1, with 9 full school days lost to hurricanes, was to catch all students up on lost CORE INSTRUCTION ALG instruction which carried a full week into semester 2. Cycle 2 testing ends this week, and that data will be used to identify 9th- and 10th-grade Black subgroup students who are near and below proficiency to drive push-in and pull-out algebra tutoring with paid 7th-period teachers and/or during lunch and after-school tutoring. Data source for EOY update will be school principals and APs over mathematics as they are identifying their 9th- and 10th-grade Black subgroup students using Cycle 2 data once testing is completed.</p>	# and % of Black students receiving math tutoring at the identified high schools meeting graduation readiness standards per grade level expectations by scoring Level 3 or above on FAST Algebra 1 EOC.	<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
Extended Learning	1.4) Allocate funds for a paid 7th period for up to two highly qualified Algebra teachers per school at three high schools. These teachers will provide small group instruction and individual tutoring to Black students at risk of failing high school algebra, based on their 8th-grade FAST Math Scores and end-of-year grades. Each teacher is expected to support 20-30 students per semester.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	<p># and % of Black students NOT on track enrolled in in-school credit recovery programs</p> <p># and % of Black students NOT on track enrolled in previous summer credit recovery programs</p> <p><b>Q2 UPDATE:</b>            There are currently 403 Black cohort 2021 (seniors) who are not on track to graduate as of 1/20/25. 260 of the 403 Black cohort 2021 seniors have either completed at least 1 semester course in credit recovery this year or are in the process of completing at least 1 semester core course this year.</p>	<p># and % of 'not on track' Black students enrolled in credit recovery/ summer bridge who earned credit.</p> <p># and % of 'not on track' Black students enrolled in credit recovery/ summer credit recovery programs meeting graduation readiness standards per grade level expectations.</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	1.5) Provide supports within Pinellas Gulf Coast Academy for students in danger of not	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	<p>Program deployment</p> <p># of Black students enrolled in program</p> <p># of Black students enrolled in summer</p>	# of Black students completing courses for graduation requirements	<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
	completing high school due to an inability to attend school in-person due to extenuating and district-approved circumstances		<b><u>Q2 UPDATE:</u></b> There are currently 41 students in grades 9-12 in Pinellas Gulf Coast Academy's online program. 3 of the 41 students are in the Black subgroup.	within the program.	
<b>Family and Community Engagement</b>	1.6) Provide high schools materials to explain state graduation requirements and the support available for students who are not on track. Each high school must hold at least one parent meeting to share this information and conduct graduation checks for each junior and senior student. The district will provide the materials and train school staff as needed.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of events hosted per school  <b><u>Q2 UPDATE:</u></b> See SCHOOL-BY-SCHOOL Chart below (on page 2) for parent nights.	# 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																																																																																																							
			<table><thead><tr><th rowspan="2">SCHOOL</th><th colspan="3">SEMESTER 1 GRAD REQ PARENT NIGHTS</th></tr><tr><th>SEM 1 DATE</th><th># of Black Students Represented</th><th># of Non-Black Students Represented</th></tr></thead><tbody><tr><td>BAYSIDE HIGH SCHOOL</td><td>10/30/2024</td><td>2</td><td>7</td></tr><tr><td>BOCA CIEGA HIGH SCHOOL</td><td>11/20/2024</td><td>29</td><td>4</td></tr><tr><td>CLEARWATER HIGH SCHOOL</td><td>12/2/2024</td><td>4</td><td>16</td></tr><tr><td>COUNTRYSIDE HIGH SCHOOL</td><td>9/24 and 12/13</td><td>13</td><td>41</td></tr><tr><td>DISSTON ACADEMY</td><td colspan="3">No parent meeting sem 1 due to hurricanes and displacement of students to LIA. Disston is currently meeting with parents of seniors in individual conference meetings to discuss their graduation needs.</td></tr><tr><td>DUNEDIN HIGH SCHOOL</td><td>10/3,10/8,10/22</td><td>4</td><td>17</td></tr><tr><td>EAST LAKE HIGH SCHOOL</td><td>10/23/2024</td><td>0</td><td>17</td></tr><tr><td>GIBBS HIGH SCHOOL</td><td>10/2/2024</td><td>NO DATA</td><td>NO DATA</td></tr><tr><td>HOLLINS HIGH SCHOOL</td><td>9/24/2024</td><td>1</td><td>14</td></tr><tr><td>LAKEWOOD HIGH SCHOOL</td><td>8/6/24</td><td>39</td><td>43</td></tr><tr><td>LARGO HIGH SCHOOL</td><td>10/15/2024</td><td>8</td><td>22</td></tr><tr><td>LEALMAN INNOVATION</td><td>NO DATA</td><td>NO DATA</td><td>NO DATA</td></tr><tr><td>NORTHEAST HIGH SCHOOL</td><td>10/28/2024</td><td>18</td><td>45</td></tr><tr><td>OSCEOLA FUNDAMENTAL HS</td><td>9/9/2024</td><td>5</td><td>19</td></tr><tr><td>PALM HARBOR UNIVERSITY HS</td><td>11/11/2024</td><td>1</td><td>92</td></tr><tr><td>PINELLAS GULFCOAST ACADEMY</td><td>9/18/2024</td><td>0</td><td>2</td></tr><tr><td>PINELLAS INNOVATION HS</td><td>9/12/2024</td><td>3</td><td>5</td></tr><tr><td>PINELLAS PARK HIGH SCHOOL</td><td>9/18/2024</td><td>10</td><td>33</td></tr><tr><td>RJ TECHNICAL HIGH SCHOOL</td><td>9/19/24 &amp; 11/16/24</td><td>2</td><td>31</td></tr><tr><td>ST. PETERSBURG HIGH SCHOOL</td><td>10/24/2024</td><td>8</td><td>16</td></tr><tr><td>SEMINOLE HIGH SCHOOL</td><td>11/14/2024</td><td>0</td><td>10</td></tr><tr><td>TARPON SPRINGS HIGH SCHOOL</td><td>10/3; 10/10; 10/17</td><td>15</td><td>62</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></tbody></table>	SCHOOL	SEMESTER 1 GRAD REQ PARENT NIGHTS			SEM 1 DATE	# of Black Students Represented	# of Non-Black Students Represented	BAYSIDE HIGH SCHOOL	10/30/2024	2	7	BOCA CIEGA HIGH SCHOOL	11/20/2024	29	4	CLEARWATER HIGH SCHOOL	12/2/2024	4	16	COUNTRYSIDE HIGH SCHOOL	9/24 and 12/13	13	41	DISSTON ACADEMY	No parent meeting sem 1 due to hurricanes and displacement of students to LIA. Disston is currently meeting with parents of seniors in individual conference meetings to discuss their graduation needs.			DUNEDIN HIGH SCHOOL	10/3,10/8,10/22	4	17	EAST LAKE HIGH SCHOOL	10/23/2024	0	17	GIBBS HIGH SCHOOL	10/2/2024	NO DATA	NO DATA	HOLLINS HIGH SCHOOL	9/24/2024	1	14	LAKEWOOD HIGH SCHOOL	8/6/24	39	43	LARGO HIGH SCHOOL	10/15/2024	8	22	LEALMAN INNOVATION	NO DATA	NO DATA	NO DATA	NORTHEAST HIGH SCHOOL	10/28/2024	18	45	OSCEOLA FUNDAMENTAL HS	9/9/2024	5	19	PALM HARBOR UNIVERSITY HS	11/11/2024	1	92	PINELLAS GULFCOAST ACADEMY	9/18/2024	0	2	PINELLAS INNOVATION HS	9/12/2024	3	5	PINELLAS PARK HIGH SCHOOL	9/18/2024	10	33	RJ TECHNICAL HIGH SCHOOL	9/19/24 & 11/16/24	2	31	ST. PETERSBURG HIGH SCHOOL	10/24/2024	8	16	SEMINOLE HIGH SCHOOL	11/14/2024	0	10	TARPON SPRINGS HIGH SCHOOL	10/3; 10/10; 10/17	15	62										
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COUNTRYSIDE HIGH SCHOOL	9/24 and 12/13	13	41																																																																																																									
DISSTON ACADEMY	No parent meeting sem 1 due to hurricanes and displacement of students to LIA. Disston is currently meeting with parents of seniors in individual conference meetings to discuss their graduation needs.																																																																																																											
DUNEDIN HIGH SCHOOL	10/3,10/8,10/22	4	17																																																																																																									
EAST LAKE HIGH SCHOOL	10/23/2024	0	17																																																																																																									
GIBBS HIGH SCHOOL	10/2/2024	NO DATA	NO DATA																																																																																																									
HOLLINS HIGH SCHOOL	9/24/2024	1	14																																																																																																									
LAKEWOOD HIGH SCHOOL	8/6/24	39	43																																																																																																									
LARGO HIGH SCHOOL	10/15/2024	8	22																																																																																																									
LEALMAN INNOVATION	NO DATA	NO DATA	NO DATA																																																																																																									
NORTHEAST HIGH SCHOOL	10/28/2024	18	45																																																																																																									
OSCEOLA FUNDAMENTAL HS	9/9/2024	5	19																																																																																																									
PALM HARBOR UNIVERSITY HS	11/11/2024	1	92																																																																																																									
PINELLAS GULFCOAST ACADEMY	9/18/2024	0	2																																																																																																									
PINELLAS INNOVATION HS	9/12/2024	3	5																																																																																																									
PINELLAS PARK HIGH SCHOOL	9/18/2024	10	33																																																																																																									
RJ TECHNICAL HIGH SCHOOL	9/19/24 & 11/16/24	2	31																																																																																																									
ST. PETERSBURG HIGH SCHOOL	10/24/2024	8	16																																																																																																									
SEMINOLE HIGH SCHOOL	11/14/2024	0	10																																																																																																									
TARPON SPRINGS HIGH SCHOOL	10/3; 10/10; 10/17	15	62																																																																																																									

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Family and Community Engagement	1.7) Implement a student leadership/peer mentoring program at the following high schools: Clearwater, Gibbs, Hollins, Largo, Lakewood, Northeast, Pinellas Park, and St. Petersburg.	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of schools that plan during semester 1 to successfully start implementation during semester 2  # of school staff trained in the system during semester 1 to prepare for a semester 2 start  <b>Q2 UPDATE:</b> FUNDING was not available from the district operating budget for the Leader in Me program for the 2024-25 school year after meeting with Dr. Seymour Brown and speaking with Chief Jennifer Dull. This program has been consolidated under Chief Jennifer Dull's office and each of the schools that ran the program in 2023-24 has been provided with a school-funded option (just under \$6,000 per school) that could allow for the resumption of this program during semester 2 and/or during the 2024-25 school year.	# of students trained as student leaders/peer mentors by end-of-semester 2, per school.  # of students mentored by the Leader in Me student mentors during semester 2, per school (by end-of-semester 2).	<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, SAT, or CLT. 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	# and % of Black students who participate in ACT assessment.  # and % of Black students who participate in SAT assessments.  # and % of Black students who participate in CLT assessments.	% of Black students not on track for graduation (in current graduating class) due to assessment requirements who participate in ACT, SAT, or CLT.	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year

## 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. 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 the 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 used 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:** Donnika Jones, Chief Academic Officer





**Baseline Condition (as of 2015-16):** Pinellas County Schools has a proficiency rate on the Florida Standards Assessment (FSA)<sup>1</sup> 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) <sup>1</sup>	Planning Year (2016-17) <sup>1</sup>		2017-18 <sup>1</sup>	2018-19 <sup>1</sup>	2019-20 <sup>1 2</sup>	2020-21 <sup>1</sup>	2021-22 <sup>1</sup>	2022-23 <sup>3</sup>	2023-24
# and % of Black students districtwide scoring Level 3 or above on state FAST ELA/Reading	<b>Black</b> (2,494) <b>24.2%</b>	(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%	<b>(3209)</b> <b>33.2%*</b>
		Target	27.4	30.6	33.8	37.0	40.2	42.6	45.8	49
	<b>Non-Black</b>	Actual	57.7	57.4	59.7	No data	57.8	56.2%	54.6%	<b>60.7%*</b>
	<b>GAP</b>	Actual	32.0	32.8	32.6	No data	32.2	30.9	28.1	<b>27.5</b>
# and % of Black students districtwide scoring Level 3 or above on FAST Math	<b>Black</b> (2,143) <b>27.9%</b>	(2,305) <b>29.0%</b>		(2,319) <b>29.2%</b>	(2,336) <b>30.0%</b>	No data	(2,251) 24.9%	(1,978) 27.8%	(2,326) 33.8%	<b>(2309)</b> <b>35.2%*</b>
		Target	31.1	34.3	37.5	40.7	43.7	46.9	50.1	53.3
	<b>Non-Black</b>	Actual	62.0	62.2	62.8	No data	56.8	60.1%	65.0%	<b>65.9%*</b>
	<b>GAP</b>	Actual	33.0	33.0	32.8	No data in 2019-20	31.9	32.2	31.6	<b>30.7</b>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

Related Outcome Measures ELA and Math	Baseline (2015-16) <sup>1</sup>	Planning Year (2016-17) <sup>1</sup>	2017-18 <sup>1</sup>		2018-19 <sup>1</sup>	2019-20 <sup>1 2</sup>	2020-21 <sup>1</sup>	2021-22 <sup>1</sup>	2022-23 <sup>4</sup>	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%	<b>(1,419) 38.9%*</b>
# 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%	<b>(958) 29.3%*</b>
# 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) 21.9%	(603) 22.5%	<b>(724) 29.8%*</b>

<sup>4</sup> 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, 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.  <b><u>Q2 UPDATE</u></b> ELA: 24.6%    MATH: 18.9%	% of Black students scoring L3+ on FAST PM3 and End-of-Course Exams (EOCs) for ELA and math.	<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 thereby increasing the percentage of proficient students.	<input checked="" type="checkbox"/> Implementing	# of trainings offered specific to high-yield and responsive strategies.  # of teacher attendees.  <b><u>Q2 UPDATE:</u></b> In the 1st semester of 2024-25, 224 professional learning opportunities have been held.  In the 1st semester of 2024-25, 6,316 teachers attended opportunities for professional learning.	% of Black students earning A, B, and C grades / elementary (Grade 5).  % of Black students exiting elementary school on track (L2+ FAST PM3 ELA).  % 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).	<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 <b><u>Q2 UPDATE:</u></b> 2,180 classrooms observed; 55% of classrooms across the district demonstrate evidence of monitoring for learning with feedback and 45 % demonstrate student-centered learning in evidence.	% of Black students scoring L3+ on FAST PM3 and End-of-Course Exams (EOCs) for ELA and math.	<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	2.4) Utilize responsive strategies in classrooms to hold students accountable and increase student self-confidence including calling on all	<input checked="" type="checkbox"/> Implementing	# of classrooms observed <b><u>Q2 UPDATE:</u></b> 2,180 classrooms observed; 65% of classrooms across the	% of Black students scoring L3+ on FAST PM3 and End-of-Course Exams (EOCs) for ELA and math.	<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
	students by name (opportunities to respond) and providing specific praise.		district demonstrate evidence of students engaging in positive learning environments.		
<b>Early Warning Systems and Monitoring Processes</b>	2.5) Implement Science of Reading interventions 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 at targeted schools <b>Q2 UPDATE:</b> 1,491/3,207=46.4%	# of Black students demonstrating increases in foundational reading skills.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
<b>Early Warning Systems and Monitoring Processes</b>	2.6) Expand the Pinellas Early Literacy Initiative (PELI) in high-need schools to increase both 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.  # of teachers trained in the implementation of evidence-based practices at the targeted schools.  <b>Q2 UPDATE:</b> 18 schools have implemented PELI in 2024-25.  153 teachers have been trained in the implementation of PELI.	% of students in PELI schools on track for 3rd-grade proficiency. Black, non-Black gap trends in PELI schools.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
<b>Academic Rigor and Standards-Based Instruction</b>	2.7) Implement an accelerated enrichment model for high-need students who are performing at or just below proficiency in reading and implement the new model in middle schools.	<input checked="" type="checkbox"/> Implementing	# of schools implementing accelerated enrichment model.  # of Black students taking part.  <b>Q2 UPDATE:</b> 13 middle schools are currently implementing the accelerated enrichment model.  1,713 Black students are participating in the middle school accelerated enrichment model.	% of Black students in middle schools on track for ELA proficiency.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
<b>Academic Rigor and Standards-Based Instruction</b>	2.8) Implement school-day embedded reading tutors in high-need elementary schools (Read Across	<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.	<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
	Pinellas tutoring) to improve foundational literacy skills.				
<b>Academic Rigor and Standards-Based Instruction</b>	2.9) Increase the number of Voluntary Prekindergarten (VPK) students who attend full-day Pre-K programs and score kindergarten-ready.	<input checked="" type="checkbox"/> Implementing	<p># of schools with full-day, free VPK.</p> <p># of students enrolled in PCS full-day VPK.</p> <p><b><u>Q2 UPDATE:</u></b> 69 schools</p> <p>1,150 scholars participate in a full-day VPK program.</p>	<p># of Black students served in VPK.</p> <p>% of Black students who score KG-ready.</p>	<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>
<b>Academic Rigor and Standards-Based Instruction</b>	2.10) Provide coaching for principals at targeted Middle and High schools to support the development of strategies to increase the performance of Black students.		<p># and % of Black students making gains on district and/or state progress monitoring measures.</p> <p><b><u>Q2 UPDATE:</u></b> ELA: 32% Math: 25%</p>	# and % of Black students making gains on Mathematics assessments.	<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>
<b>Academic Rigor and Standards-Based Instruction</b>	2.11) Implement Middle School and High School Task Force focused on improving Math performance in grades 6 and 7 in Algebra and Geometry courses.		<p># of middle and high school students improving in math.</p> <p># of schools with increased acceleration rates.</p> <p># of schools with increased graduation rates.</p> <p><b><u>Q2 UPDATE</u></b> A middle and high school task force has been established to address the issues of novice teachers, pedagogy, and belief/mindset. A plan has been developed for implementation to launch professional learning, virtual tutoring, and academic</p>	# and % of Black students improving in Math performance.	<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>

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
			competitions to bolster mathematics achievement for grades 6–10.		
<b>Extended Learning</b>	2.12) Ensure schools with high minority enrollments set aside specific times during and after school to provide targeted academic support and flexible teaching methods.	<input checked="" type="checkbox"/> Implementing	<p># of schools with high minority enrollments (defined as at least 40% Black enrollment).</p> <p><b>Q2 UPDATE:</b> Number of high minority schools=52. Development of schoolwide academic intervention and instructional delivery plans at every school.</p>	# and % of Black students who are not on track by school grade band (elementary, middle, high).	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
<b>Family and Community Engagement</b>	2.13) Continue ES to MS transition program for students and families to offer personalized support on successful middle school scheduling including District Application programs.	<input checked="" type="checkbox"/> Planning	Creation of program, outreach provided to families.	<p># and % of schools providing these programs.</p> <p># and % of Black students participating in transition programs.</p>	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input type="checkbox"/> End-of-Year
<b>Family and Community Engagement</b>	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).	<p># of logins to PCS Connects/Clever to specific reading and math programs.</p> <p># and % of Black students participating.</p>	<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. 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 the School Climate Transformation Grant (SCTG) at five district middle schools.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Academic Rigor and Standards-Based Instruction	2.20) Implement AVID inquiry-based tutoring (e.g., collaborative study groups) in middle and high schools to improve math performance, ELA performance, and graduation readiness.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Extended Learning	2.21) 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	2.22) 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	2.23) Ensure teachers have access to real-time data specific to Black students 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	2.24) 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



Area of Focus	Action Steps	Action Status
Family and Community Engagement	2.25) Empower families by providing parent training "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	2.26) Provide professional development to schools on parent engagement strategies tied to the Dual Capacity Framework / Dr. Karen Mapp / Harvard.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Family and Community Engagement	2.27) Commission an Anti-Racist Curriculum Review Task Force to examine the curriculum from an anti-racist perspective and implement recommendations from the task force for the coming school year(s).	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Family and Community Engagement	2.28) Establish an online, Open Access Extended Learning Program to support students who need to relearn key skills and standards. Engage parents and the community to increase access and usage of the new program.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
Family and Community Engagement	2.29) 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"/> Completed

### 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) <b>12.1%</b>	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%	<b>(7648)</b> <b>17.9%</b>
		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 course.	(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%	<b>(3290)</b> <b>21.5%</b>
# and % of Black middle school students enrolled in an accelerated (high school) course.	(443) 8.9%	(309) 8.1%	(368) 8.3%	(378) 8.2%	(451) 9.5%	(458) 10.1%	(610) 12.3%	(878) 14.2%	<b>(863)</b> <b>14.6%</b>

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 course.	(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%	<b>(4,223)</b> <b>17.8%</b>
# and % of Black high school students enrolled in an accelerated course (AP, IB, AICE, or Dual Enrollment).	(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%	<b>(2,236)</b> <b>13.3%</b>
# 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%	<b>(2,715)</b> <b>15%</b>
# 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%	<b>(4,179)</b> <b>18.5%</b>
% Black middle school students earning high school credit through accelerated coursework. <sup>5</sup>	(663) 3.3%	(509) 2.5%	(604) 3.0%	(408) 8.2%	(484) 9%	(482) 10.3%	(853) 11.9%	(777) 19.7%	<b>(696)</b> <b>18.7%</b>
% 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%	<b>12.24%</b>

<sup>5</sup> 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 teachers and school leaders to better support student success in advanced courses in middle and high schools.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of secondary teachers completing AVID PD.  <b><u>Q2 UPDATE:</u></b> 6,186- includes all teachers from 2016 who have received AVID training.	# 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).	<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	3.2) 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:  <b><u>Q2 UPDATE:</u></b> 6,186- includes all teachers from 2016 who have received AVID training.	# 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 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	3.3) 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	# of teachers completing PD Q1.  # and % of schools who met representation goal Q3.	Districtwide demographics of Talent Development Group Q4.	<input checked="" 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	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	# of gifted teachers who completed gifted microcredential.  <b><u>Q2 UPDATE:</u></b> 72 since the end of the 2023-24 school year.  # of talented program teachers who completed gifted certification and/or microcredential.	# and % of Black gifted learners earning a L4/5 on FAST.	<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
			<b>Q2 UPDATE:</b> 65 since the end of the 2023-24 school year.		
<b>Academic Rigor and Standards-Based Instruction</b>	3.5) Implement strategies that support increased student success on College Board readiness assessments (PSAT/SAT).	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	Development of curriculum guides that embed strategies in high school English and Math classes.  # of assessment preparation opportunities/programs for SAT preparation (e.g., Albert IO, Canvas, etc.).  <b>Q2 UPDATE:</b> Albert IO, 3 Elevating Excellence Opportunities, Khan Academy, Bluebook App has a full-length test, Applerouth, Schoolhouse.world, individual school boot camps. (9)	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 the fall of each year.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
<b>Early Warning Systems and Monitoring Processes</b>	3.6) Develop a system to provide direct and targeted strategies for students in need of support to be successful in advanced/accelerated courses (e.g., AVID elective, extended learning program, tutoring, etc.)	<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
<b>Early Warning Systems and</b>	3.7) Leverage the College and Career Centers at each high school and provide information sessions for students and	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of Black Elevating Excellence students	Increased enrollment in rigorous courses among targeted students.	<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
<b>Monitoring Processes</b>	families in high school who demonstrate potential for success in rigorous courses and are not accessing such courses to provide more individualized academics.		visiting College and Career Centers.  <b><u>Q2 UPDATE:</u></b> Black EE students- 231 non-Black EE students- 1,855.		
<b>Early Warning Systems and Monitoring Processes</b>	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 in which Black students are struggling 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.	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
<b>Extended Learning</b>	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 the 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.	# of Black students who participated in Elevating Excellence Summer Seminars.  # of Black students earning Bright Futures designation.	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
<b>Academic Rigor and Standards-Based Instruction</b>	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

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
<b>Academic Rigor and Standards-Based Instruction</b>	3.11) Implement Plan B eligibility measures and related processes to support 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
<b>Extended Learning</b>	3.12) Identify and invite the top 15% of Black students in 7th grade 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.	% of Black students who participated in TIP in-school administration of SAT.	<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. 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 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 an AVID elective in all schools to meet the needs of minority learners. Ensure that all Black learners who are eligible and targeted for an 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 and 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 4

**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 <sup>6</sup>	2020-21 <sup>7</sup>	2021-22	2022-23	2023-24
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 <sup>4</sup>	2020-21 <sup>5</sup>	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%

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

<sup>7</sup> 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, and decisions for summer-specific professional development opportunities utilize all three measures. PBIS efforts are addressed by Area Superintendents/Chiefs and the climate/behavior team throughout the year.</p>	% of schools demonstrating satisfactory implementation of PBIS as measured by the PIC (fall), TFI-RP walkthrough (spring), and PCS Stakeholder survey (winter).	<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	4.2) Area Superintendents/Chiefs and the 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># and % of discipline instances (referrals and out-of-school suspensions) issued to students (Black and non-Black).</p> <table><tr><td>SY2024-25 Q2 Referrals</td><td>N</td><td>%</td></tr><tr><td>ALL Students</td><td>12457</td><td></td></tr><tr><td>Black</td><td>6053</td><td>48.6%</td></tr><tr><td>NonBlack</td><td>6404</td><td>51.4%</td></tr><tr><td>SY2024-25 Q2 OSS</td><td>N</td><td>%</td></tr><tr><td>ALL Students</td><td>2212</td><td></td></tr><tr><td>Black</td><td>1200</td><td>54.2%</td></tr><tr><td>NonBlack</td><td>1012</td><td>45.8%</td></tr></table>	SY2024-25 Q2 Referrals	N	%	ALL Students	12457		Black	6053	48.6%	NonBlack	6404	51.4%	SY2024-25 Q2 OSS	N	%	ALL Students	2212		Black	1200	54.2%	NonBlack	1012	45.8%	<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
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ALL Students	2212																										
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NonBlack	1012	45.8%																									
Tier 1- Schoolwide Practices	4.3) Utilize discipline actions assigned to classroom disruption, not cooperating, and defiance infractions. Use data to work with school leadership teams to reduce the variance of actions assigned and to reduce gaps between Black and non-Black students within and across schools. Area Superintendents/Chiefs will regularly review the accuracy of discipline coding with schools.	<p># and % of referrals (classroom disruption, not cooperating, and defiance) issued to students (Black and non-Black).</p> <p># and % of resultant actions for referrals (classroom disruption, not cooperating, and defiance) issued to students (Black and non-Black).</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																								

		<b>SY2024-25 Q2 Behavioral Referrals</b>	<b>N</b>	<b>%</b>
		<i>All Behavioral Referrals</i>		
		ALL Students	4811	38.6%
		Black	2566	53.3%
		NonBlack	2245	46.7%
		<b>SY2024-25 Q2 Behavioral Referrals</b>	<b>N</b>	<b>%</b>
		<i>Non-Exclusionary Resultant Actions</i>		
		ALL Students	1286	
		Black	676	52.6%
		NonBlack	610	47.4%
		<b>SY2024-25 Q2 Behavioral Referrals</b>	<b>N</b>	<b>%</b>
		<i>Detentions/Work Detail/ Saturday School</i>		
		ALL Students	859	
		Black	354	41.2%
		NonBlack	505	58.8%
		<b>SY2024-25 Q2 Behavioral Referrals</b>	<b>N</b>	<b>%</b>
		<i>/SS</i>		
		ALL Students	1391	
		Black	847	60.9%
		NonBlack	544	39.1%
		<b>SY2024-25 Q2 Behavioral Referrals</b>	<b>N</b>	<b>%</b>
		<i>OSS</i>		
		ALL Students	559	
		Black	350	62.6%
		NonBlack	209	37.4%
		<b>SY2024-25 Q2 Behavioral Referrals</b>	<b>N</b>	<b>%</b>
		<i>Exclusionary Resultant Actions</i>		
		ALL Students	1950	
		Black	1197	61.4%
		NonBlack	753	38.6%

Area of Focus	Action Steps	Progress and Outcome Measure(s)	Reporting Frequency																			
Tier 1- Schoolwide Practices	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 designed to decrease arrests in favor of school consequences.	# of arrests disaggregated by race and gender.	<div><input type="checkbox"/> Quarter 1</div> <div><input checked="" type="checkbox"/> Quarter 2</div> <div><input type="checkbox"/> Quarter 3</div> <div><input checked="" type="checkbox"/> End-of-Year</div>																			
		<div><div>Semester 1 Law Enforcement Actions</div><table><tr><td>2024-25</td><td>Count</td><td></td></tr><tr><td>Total Charges</td><td>271</td><td></td></tr><tr><td>Total Incidents</td><td>193</td><td></td></tr><tr><td>Total Students</td><td>231</td><td></td></tr></table></div>		2024-25	Count		Total Charges	271		Total Incidents	193		Total Students	231								
		2024-25		Count																		
		Total Charges		271																		
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				<table><tr><td></td><td>Count</td><td>Num of Students</td></tr><tr><td>Black Female Physical Arrests</td><td>10</td><td>10</td></tr><tr><td>Black Male Physical Arrests</td><td>31</td><td>30</td></tr><tr><td>NonBlack Female Physical Arrests</td><td>9</td><td>9</td></tr><tr><td>NonBlack Male Physical Arrests</td><td>17</td><td>17</td></tr><tr><td>Total Physical Arrests</td><td>67</td><td>66</td></tr></table>		Count	Num of Students	Black Female Physical Arrests	10	10	Black Male Physical Arrests	31	30	NonBlack Female Physical Arrests	9	9	NonBlack Male Physical Arrests	17	17	Total Physical Arrests	67	66
				Count	Num of Students																	
		Black Female Physical Arrests		10	10																	
		Black Male Physical Arrests		31	30																	
NonBlack Female Physical Arrests	9	9																				
NonBlack Male Physical Arrests	17	17																				
Total Physical Arrests	67	66																				
	<table><tr><td></td><td>Count</td><td>Num of Students</td></tr><tr><td>Black Female Investigations</td><td>25</td><td>24</td></tr><tr><td>Black Male Investigations</td><td>42</td><td>40</td></tr><tr><td>NonBlack Female Investigations</td><td>10</td><td>10</td></tr><tr><td>NonBlack Male Investigations</td><td>18</td><td>18</td></tr><tr><td>Total Investigations</td><td>95</td><td>92</td></tr></table>		Count	Num of Students	Black Female Investigations	25	24	Black Male Investigations	42	40	NonBlack Female Investigations	10	10	NonBlack Male Investigations	18	18	Total Investigations	95	92			
	Count	Num of Students																				
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NonBlack Male Investigations	18	18																				
Total Investigations	95	92																				
	<table><tr><td></td><td>Count</td><td>Num of Students</td></tr><tr><td>Black Female Diversions</td><td>33</td><td>30</td></tr><tr><td>Black Male Diversions</td><td>16</td><td>16</td></tr><tr><td>NonBlack Female Diversions</td><td>14</td><td>13</td></tr><tr><td>NonBlack Male Diversions</td><td>21</td><td>21</td></tr><tr><td>Total Diversions</td><td>84</td><td>80</td></tr></table>		Count	Num of Students	Black Female Diversions	33	30	Black Male Diversions	16	16	NonBlack Female Diversions	14	13	NonBlack Male Diversions	21	21	Total Diversions	84	80			
	Count	Num of Students																				
Black Female Diversions	33	30																				
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NonBlack Male Diversions	21	21																				
Total Diversions	84	80																				
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 (Black and non-Black) as compared to the previous year.	<div><input checked="" type="checkbox"/> Quarter 1</div> <div><input checked="" type="checkbox"/> Quarter 2</div> <div><input checked="" type="checkbox"/> Quarter 3</div>																			

Area of Focus	Action Steps	Progress and Outcome Measure(s)	Reporting Frequency															
		<table><tr><th colspan="3">SY2024-25 Q2 Restorative Practices</th></tr><tr><th>Resultant Actions</th><th>N</th><th>%</th></tr><tr><td>ALL Students</td><td>691</td><td>5.5%</td></tr><tr><td>Black</td><td>414</td><td>59.9%</td></tr><tr><td>NonBlack</td><td>277</td><td>40.1%</td></tr></table>	SY2024-25 Q2 Restorative Practices			Resultant Actions	N	%	ALL Students	691	5.5%	Black	414	59.9%	NonBlack	277	40.1%	<input checked="" type="checkbox"/> End-of-Year
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Resultant Actions	N	%																
ALL Students	691	5.5%																
Black	414	59.9%																
NonBlack	277	40.1%																
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. <b>Q2 UPDATE:</b> The PCS Minority Achievement Officer meets with various stakeholder groups on reoccurring schedules.	<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 schoolwide). <b>Q2 UPDATE:</b> Number of behavioral-related support requests: 87 Individual Student: 80 Individual Teacher: 3 Schoolwide: 4	<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 (Black and non-Black) with multiple OSS as compared to the previous year. <table><tr><th colspan="3">SY2024-25 Q2 Students with Multiple OSS</th></tr><tr><th></th><th>N</th><th>%</th></tr><tr><td>ALL Students</td><td>327</td><td></td></tr><tr><td>Black</td><td>191</td><td>58.4%</td></tr><tr><td>NonBlack</td><td>136</td><td>41.6%</td></tr></table>	SY2024-25 Q2 Students with Multiple OSS				N	%	ALL Students	327		Black	191	58.4%	NonBlack	136	41.6%	<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
SY2024-25 Q2 Students with Multiple OSS																		
	N	%																
ALL Students	327																	
Black	191	58.4%																
NonBlack	136	41.6%																
Tier 3- Individualized Support	4.9) Provide differentiated supports to school-based teams on the use of interventions as a tiered support for Black students.	# of students (Black and non-Black) with more than one referral per quarter in elementary schools or more than five referrals per quarter in secondary schools.	<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																																													
		<table><tr><td colspan="3">SY2024-25 Q2 Elementary Students with 2+ Referrals</td></tr><tr><td></td><td>N</td><td>%</td></tr><tr><td>ALL Students</td><td>380</td><td></td></tr><tr><td>Black</td><td>225</td><td>59.2%</td></tr><tr><td>NonBlack</td><td>155</td><td>40.8%</td></tr><tr><td colspan="3">SY2024-25 Q2 MS Students with 6+ Referrals</td></tr><tr><td></td><td>N</td><td>%</td></tr><tr><td>ALL Students</td><td>134</td><td></td></tr><tr><td>Black</td><td>60</td><td>44.8%</td></tr><tr><td>NonBlack</td><td>74</td><td>55.2%</td></tr><tr><td colspan="3">SY2024-25 Q2 HS with 6+ Referrals</td></tr><tr><td></td><td>N</td><td>%</td></tr><tr><td>ALL Students</td><td>146</td><td></td></tr><tr><td>Black</td><td>89</td><td>61.0%</td></tr><tr><td>NonBlack</td><td>57</td><td>39.0%</td></tr></table>	SY2024-25 Q2 Elementary Students with 2+ Referrals				N	%	ALL Students	380		Black	225	59.2%	NonBlack	155	40.8%	SY2024-25 Q2 MS Students with 6+ Referrals				N	%	ALL Students	134		Black	60	44.8%	NonBlack	74	55.2%	SY2024-25 Q2 HS with 6+ Referrals				N	%	ALL Students	146		Black	89	61.0%	NonBlack	57	39.0%	
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Black	89	61.0%																																														
NonBlack	57	39.0%																																														
Tier 3- Individualized Support	<p>4.10) 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, and decisions for summer-specific professional development opportunities utilize all three measures. PBIS efforts are addressed by Area Superintendents/Chiefs and the 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 the previous year.</p> <p><u>Q2 UPDATE:</u></p>	<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>																																													



Area of Focus	Action Steps	Progress and Outcome Measure(s)	Reporting Frequency																								
		<div>Schools participating in PBIS Reboot28</div> <div><table><tr><th>SY2024-25 YTD Referrals</th><th>N</th><th>%</th></tr><tr><td>ALL Students</td><td>4005</td><td></td></tr><tr><td>Black</td><td>2015</td><td>50.3%</td></tr><tr><td>NonBlack</td><td>1990</td><td>49.7%</td></tr></table> <table><tr><th>SY2024-25 YTD OSS</th><th>N</th><th>%</th></tr><tr><td>ALL Students</td><td>845</td><td></td></tr><tr><td>Black</td><td>496</td><td>58.7%</td></tr><tr><td>NonBlack</td><td>349</td><td>41.3%</td></tr></table></div>	SY2024-25 YTD Referrals	N	%	ALL Students	4005		Black	2015	50.3%	NonBlack	1990	49.7%	SY2024-25 YTD OSS	N	%	ALL Students	845		Black	496	58.7%	NonBlack	349	41.3%	
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#### 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. 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
<b>Tier 1- Schoolwide Practices</b>	4.15) Develop a Restorative Practices Whole-School Implementation Guide for schools rooted in evidence-based practices and implementation science.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
<b>Tier 2- Targeted Interventions and Disciplinary Alternatives</b>	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
<b>Tier 2- Targeted Interventions and Disciplinary Alternatives</b>	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 to maximize learning.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
<b>Tier 2- Targeted Interventions and Disciplinary Alternatives</b>	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
<b>Tier 2- Targeted Interventions and Disciplinary Alternatives</b>	4.19) Ensure that Area Superintendents/Chiefs 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
<b>Tier 3- Individualized Support</b>	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 are given for the entire year for ESE students.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
<b>Tier 3- Individualized Support</b>	4.21) Ensure the procedure is followed so that no elementary students are suspended without consulting with Area Superintendents/Chiefs.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
<b>Tier 3- Individualized Support</b>	4.22) Ensure the 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/Chiefs.	<input checked="" type="checkbox"/> Complete <input checked="" type="checkbox"/> Way of work
<b>Tier 1- Schoolwide Practices</b>	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
<b>Tier 3- Individualized Support</b>	4.24) Continue the PCS School Climate Project through the integration of responsive and empathic practices into existing MTSS and PBIS systems.	<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	<b>1.45</b>	Actual	1.45	1.46	1.40	1.43	1.43	1.44	1.48	<b>1.44</b>
		Target	1.45	1.40	1.35	1.30	1.25	1.20	1.15	<b>1.00</b>
Risk Ratio (EBD) / Black	<b>4.20</b>	Actual	3.94	3.84	3.34	3.50	3.64	3.37	3.43	<b>3.49</b>
		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) <b>25%</b>	Actual	(3,371) 25%	(3,947) 23%	(3,945) 25%	(4,033) 25%	(4,000) 26%	(4,052) 25%	(4,442) 30.5%	<b>(5,104) 32.5%</b>
# and % of Black students eligible for Emotional Behavioral Disability (EBD) identification / Total	(427) <b>49%</b>	Actual	(335) 49%	(363) 48%	(300) 46%	(255) 46%	(219) 47%	(187) 44%	(139) 50.2%	<b>(162) 50.9%</b>

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 Black students found eligible for Emotional Behavioral Disability (EBD) identification / Identified in Pinellas	(20) <b>47%</b>	Actual	(14) 50%	(14) 52%	(19) 29%	(5) 29%	(5) 24%	(3) 15.8%	(16) 57.1%	<b>(7)</b> <b>58.3%</b>
# and % of Black students found eligible for Emotional Behavioral Disability (EBD) identification / Transfers into County	(24) <b>42%</b>	Actual	(17) 30%	(13) 39%	(9) 35%	(7) 23%	(3) 33%	(9) 32%	(5) 29.4%	<b>(0)</b> <b>0.0%</b>

## 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 need special education and related services to support their learning and academic achievement.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of students identified and evaluated.	# and % of students (Black and non-Black) found eligible for ESE services.	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
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 EBD eligibility. Students will receive current IEP services during the time they are being reevaluated.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	<p># of record reviews completed for Black students who transferred into Pinellas County.</p> <p><b><u>Q2 UPDATE:</u></b> 40 # of Black transfer students identified for EBD reevaluation process.</p> <p><b><u>Q2 UPDATE:</u></b> 5 # of re-evaluations completed for EBD transfer students / Black.</p> <p><b><u>Q2 UPDATE:</u></b> 2 # of Black transfer students identified for EBD after the reevaluation process.</p>	# of Black students transferred into Pinellas County identified as EBD.	<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
<b>ESE Eligibility Determination</b>	5.3) Provide intensive and targeted early intervention services, utilizing direct resources, to students before they are identified as having an Emotional Behavioral Disability (EBD), by responding to School Support Requests (SSRs) for behavior.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of school support requests for early intervening services for students not yet found eligible for EBD (BNB).  <b><u>Q2 UPDATE:</u></b> Black=82 non-Black=76	# of Black students receiving early intervening support. # of new ESE eligibilities Identified by PCS (Black and non-Black). # of new EBD eligibilities identified by PCS.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
<b>Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)</b>	5.4) Use School Support Requests (SSRs) to determine the success of CCEIS interventions.	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Implementing	# of SSR Requests for evaluation.  <b><u>Q2 UPDATE:</u></b> 94	# of Black students determined eligible for ESE/EBD who had a request for behavior support through the SSR app.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
<b>Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)</b>	5.5) 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 <b><u>Q2 UPDATE:</u></b> 7  # of targeted classroom visits per quarter. <b><u>Q2 UPDATE:</u></b> 16	# of Black students determined eligible for ESE/EBD.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
<b>Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)</b>	5.6) 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.  <b><u>Q2 UPDATE:</u></b> 4	# and % of Black students served by Board-Certified Behavioral Analysts (BNB).	<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
			# of students served by BCBA (BNB).  <b><u>Q2 UPDATE:</u></b> Black=19 non-Black=61		
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.7) Continue to provide targeted and sustainable professional development to school-based behavior specialists that include 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.  <b><u>Q2 UPDATE:</u></b> 55	# of referrals for initial eligibility for EBD services.	<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) Provide targeted training for student services staff and school-based teams targeting appropriate referrals for consideration of EBD eligibility.	<input checked="" type="checkbox"/> Planning	# of staff trained.  <b><u>Q2 UPDATE:</u></b> 391	Narrative describing the results of the referral analysis.	<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) Provide targeted training and ongoing coaching of teachers of EBD students on systems for improving behavior to consider reevaluation for dismissal or where	<input checked="" type="checkbox"/> Planning	# of teachers trained.  <b><u>Q2 UPDATE:</u></b> 56	# of EBD students considered for reevaluation or dismissal.	<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
	appropriate change of eligibility due to successful generalization of behavior skills.				



## Goal 5: 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. 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
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	<p>5.10) Provide professional learning opportunities so that school-based Behavior Specialists engage in coursework to become Board-Certified Assistant Behavior Analysts (BCaBA).</p> <p>Note: Funding source ended, and additional training has been added in action steps.</p>	<input checked="" type="checkbox"/> Way of work
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	<p>5.11) 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.</p> <p>Note: This action step was combined with action step 5.3 above.</p>	<input checked="" type="checkbox"/> Way of work
ESE Eligibility Determination	<p>5.12) Initiate a records review through the Exceptional Student Education (ESE) department and reevaluation 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.</p>	<input checked="" type="checkbox"/> Way of work
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	<p>5.13) Use School Support Requests (SSRs) to track intensive student-level intervention needs against ESE/EBD eligibility determinations.</p>	<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 employ 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) 9.45%	(660) 9.95%
		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)9.28%	(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) 17.02%	(78) 19.21%	(77) 19.15%

## 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 state and national colleges and universities, including Historically Black Colleges and Universities (HBCU) and Black Student Organizations to enhance teacher preparation programs. These partnerships aim to support engaging intern programs and recruit and hire qualified instructional applicants.	<input checked="" type="checkbox"/> Implementing	<p># partnerships, site visits, meetings, etc.</p> <p># of HBCUs visited/virtual events attended.</p> <p># of Black student organizations visited/virtual events attended.</p> <p><b>Q2 UPDATE:</b> 1 HBCU event was scheduled during the first semester. This was canceled due to the hurricanes.</p> <p>PABSE had 3 events during the first semester- no data was provided on the number of attendance- in speaking with the new president- membership is down and Professional Learning- Leadership and Recruitment have reached out to work on furthering partnership and efforts for the second semester.</p>	<p># of highly qualified Black teachers hired each year.</p> <p># of Black interns engaged each year.</p>	<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 to support broadening the talent pool, including providing additional information and support for career changers interested in pathways to an instructional position.	<input checked="" type="checkbox"/> Implementing	<p># of recruitment events. 9 job fairs</p> <p><b>Q2 UPDATE:</b> 5 Meet the Recruiter events occurred during this quarter. 5 Black/ 19 non-Black attended these events.</p>	# of candidates hired from recruitment events.	<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	<input checked="" type="checkbox"/> Implementing	# of schools participating.	# of students participating (BNB).	<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
	staff for students interested in the education profession.				
<b>Recruitment</b>	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.  # of instructional recruitment events.	# of total active instructional Black applicants. # and % of Black applicants hired.	<input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
<b>Recruitment/ Retention</b>	6.5) Collaborate with Pinellas Alliance of Black School Educators (PABSE) 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 Percentage of Black teachers attending monthly/quarterly activities  <b><u>Q2 UPDATE:</u></b> 6 events- Aspiring Leaders, Leadership Professional Series  Percentage of Black teachers attending monthly/quarterly activities. Aspiring Leaders- 12% Black Leadership Learning Series- 17% Black	% of Black teachers retained.	<input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End-of-Year
<b>Recruitment</b>	6.6) Collaborate with USF to grow the Call Me Mister (CMM) program and identify/recruit Black males to become part of future cohorts.	<input checked="" type="checkbox"/> Implementing	# of CMM events with USF.  # of CMM recruitment events.  <b><u>Q2 UPDATE:</u></b> 4 executive committee meetings have been attended. There have been 3 leads provided to USF in October. 21 Black students from Countryside HS were provided contact information and additional information from USF on the program.	# of cohorts.  # of participants.	<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																														
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.  <b>Q2 UPDATE:</b> Aspiring leaders conducted two meetings during the first semester. 6 Black participants attended.	Retention rate of Black teachers who are active participants in ERG meetings.	<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 training/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.  <b>Q2 UPDATE:</b> 1 event- Blended Coach 3 Events- Aspiring Leaders # of attendees at each event 36- 17% Black- Blended Coach 72- 12% Black- Aspiring Leaders	# 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 a bonus, by school (prior SY) (BNB). <table border="1"><thead><tr><th>School</th><th>Total Teachers 2023 2024</th><th>Total Teachers Retained in 2024 2025</th><th>B</th><th>NB</th></tr></thead><tbody><tr><td>Campbell Park ES</td><td>53</td><td>42</td><td>15</td><td>27</td></tr><tr><td>Fairmount Park ES</td><td>54</td><td>35</td><td>9</td><td>26</td></tr><tr><td>Lakewood ES</td><td>46</td><td>36</td><td>9</td><td>27</td></tr><tr><td>Maximo ES</td><td>34</td><td>26</td><td>19</td><td>7</td></tr><tr><td>Melrose ES</td><td>42</td><td>19</td><td>12</td><td>7</td></tr></tbody></table>	School	Total Teachers 2023 2024	Total Teachers Retained in 2024 2025	B	NB	Campbell Park ES	53	42	15	27	Fairmount Park ES	54	35	9	26	Lakewood ES	46	36	9	27	Maximo ES	34	26	19	7	Melrose ES	42	19	12	7	# 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
School	Total Teachers 2023 2024	Total Teachers Retained in 2024 2025	B	NB																															
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Melrose ES	42	19	12	7																															
Leadership Development	6.10) Engage Black leaders in regularly scheduled	<input checked="" type="checkbox"/> Implementing	# of events held. # of participants attending each event.	# and % of Black leaders.	<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
	leadership activities and events that will build their leadership portfolio and support their advancement as part of the leadership development pipeline.		<b><u>Q2 UPDATE:</u></b> 20 participants registered in October for the revamped Black Future Leaders cohort. Targeted selection occurred in the fall resulting in 3 future Black administrators- 12% of the new fall pool.		<input checked="" type="checkbox"/> End-of-Year
<b>Hiring/Recruiting</b>	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.	<input checked="" type="checkbox"/> End-of-Year

## Goal 6: 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. 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
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 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 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, and 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
<b>Gap</b>	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.
<b>Black</b>	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.
<b>Non-Black</b>	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.
<b>Graduation Rate</b>	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).
<b>Academic Achievement</b>	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.
<b>Advanced Coursework</b>	Advanced and accelerated courses and programs 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 as Dual Enrollment and Advanced Placement courses) courses in middle and high schools. This also includes student enrollment 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.
<b>Participation in Advanced Coursework</b>	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 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.
<b>Performance in Advanced Coursework</b>	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	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

Term	Data Definitions	Data Rules
	should mirror the performance of non-Black students.	with the assistance and support needed to succeed in these more challenging classes.
<b>Disciplinary Referral</b>	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 the 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.
<b>Disciplinary Suspension</b>	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 the total number of suspensions and the 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.
<b>Arrest</b>	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.
<b>ESE / EBD</b>	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.
<b>Risk Ratio</b>	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.	<p>Formula: Subgroup Risk ÷ Non-Subgroup Risk</p> $\frac{\# \text{ black students suspended} \div \text{total \# of black students}}{\# \text{ non - black students suspended} \div \text{total \# of non - black students}}$
<b>Minority Hiring</b>	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.

