PINELLAS COUNTY SCHOOLS

BRIDGING THE GAP

END OF YEAR DATA TABLES 2021-22

ISSUED: SEPTEMBER 9, 2022

pcs PINELLAS COUNTY SCHOOLS

BRIDGING THE GAP

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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

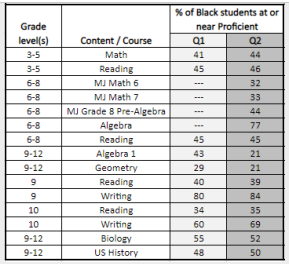
Goal 1: Annual Outcome Measures		Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21	2021-22[1]
Graduation Rate: # and % of Black students who graduated on time with a standard, high school diploma / 4-year senior cohort.	Black	65.5% (932)	Actual	69.3%	76.2%	81.3%	85.5%	86.3%	**TBD**
			Target	67.3%	69.1%	70.9%	72.7%	74.5%	76.3%
	Non-Black	83.4%	Actual	85.8%	88.1%	90.0%	92.7%	93.1%	**TBD**
	GAP	17.9	Actual	16.5	11.9	8.7	7.2	6.8	

Related Outcomes Measures (Data below include all high school sites)	Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21	2021-22[1]
# 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 %	**57.2%**
# 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%**

[1] The graduation data for 2021-22 are not final and have not been released by the state; therefore, items denoted as TBD are not yet available. Final graduation data for the cohort graduating class of 2022 are expected to be released by the state in December 2022 or early January 2023.

Related Outcomes Measures (Data below include all high school sites)	Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21	2021-22[1]
# 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%	**71.10%**
# 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%**
# 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%	**TBD**
# and % of Black students who graduated with standard diploma via an ESE assessment waiver (WFW or WRW).	(98) 10.5%	Actual	(100) 10.7%	(78) 7.5%	(53) 5.0%	(58) 5.5%	(57) 5.2%	**TBD**

Goal 1: Key Action Steps

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
Academic Rigor and Standards-Based Instruction	1.1) Provide an instructional model that ensures rigorous, culturally-relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices. Note: This action denotes PCS action step for all students, not specific action for Black students.	% of Black students performing at or near proficiency on district cycle assessments by each subject	% of Black students meeting graduation readiness standards per grade level expectations		☒Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	OUTCOME MEASURE DATA: EOY Proficient Percentages by Tested Area and Grade Level: **ELA 9th and 10th Grade:** PCS: Black 38%, Non-Black 58% State: Black 41%, Non-Black 61% **ALG 9th and 10th Grade:** PCS: Black 23%, Non Black 36% State: Black 29%, Non-Black 42% **GEO 9th and 10th Grade:** PCS: Black 46%, Non Black 61% State: Black 43%, Non Black 65% **BIO 9th and 10th Grade:** PCS: Black 48%, Non Black 71% State: Black 54%, Non Black 73% **US HIST 11th Grade:** PCS: Black 57%, Non Black 85% State: Black 57%, Non Black 74% SOURCE: DOE EDSTATS Interactive Reporting 8-14-22
Academic Rigor and Standards-Based Instruction	1.2) Train teachers at each of the identified high schools to work directly with Black seniors who are in need of additional ELA-reading or	# of teachers trained (ELA and math)	# of teachers engaged in ELA and math support sessions	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☒End of Year	**ELA:** 38 teachers at targeted school were trained in supporting Black L1/L2 students to use the ThinkCerca reading/writing preparation program each week in Q3. ThinkCerca is a very structured, scaffolded and individualized program that supports the closing of	Number of teachers trained was reported in Q3, this update is about the students impacted with the 2 interventions listed. ELA: 426 9th and 10th grade Black L1/L2 students in English 1 and 2 classrooms completed a

Grade level(s)	Content / Course	% of Black students at or near Proficient	
		Q1	Q2
3-5	Math	41	44
3-5	Reading	45	46
6-8	MJ Math 6	---	32
6-8	MJ Math 7	---	33
6-8	MJ Grade 8 Pre-Algebra	---	44
6-8	Algebra	---	77
6-8	Reading	45	45
9-12	Algebra 1	43	21
9-12	Geometry	29	21
9	Reading	40	39
9	Writing	80	84
10	Reading	34	35
10	Writing	60	69
9-12	Biology	55	52
9-12	US History	48	50

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
	math support in pull-out sessions using district-identified programs to graduate on time.				reading/writing gaps for students. **ALGEBRA:** 30 teachers at 11 schools were trained. Black L1/L2 students continue to receive in-person tutoring from algebra tutors who work closely with classroom achievement data and student specific IXL data.	total of 1221 Think Cerca Lessons during the 2021-22 school year. Algebra: Approximately 650 9th and 10th grade Black L1/L2 students in Algebra 1 classrooms engaged in just under 12,000 in-class tutoring sessions with HQ algebra tutors.
Academic Rigor and Standards-Based Instruction	1.3) Assign 3 new district literacy specialists to identified high schools to provide tutoring to 9th and 10th grade Black students who scored as L1 or L2 in the FSA ELA in prior year to close literacy skills gaps.	# of Black students receiving ELA tutoring.	% of Black students meeting graduation readiness standards per grade-level expectations	Two literacy specialists were hired; however, one left the district at the end of semester one. Goal was to serve approximately 700 L1/L2 Black students in Eng 1 and Eng 2 classes. These are students who are regularly attending school and for whom the intervention hours would be able to be accomplished. Currently serving 230 students at Gibbs High, and in the process of restructuring the support to the other 7 schools to maximize intervention hours during semester 2.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	OUTCOME MEASURE DATA: LY 9th Grade Black On-Track Students: 6127/8218= 74.6% LY 10th Grade Black On-Track Students: 6358/8392=75.8% LY 11th Grade Black On-Track Students: 6727/8259= 81.5% Source: FOCUS REPORT pulling HS Promotion Parameters for GPA/Credits Earned, as of 8-14-22
Academic Rigor and Standards-Based Instruction	1.4) Assign 11 tutors to identified high schools to provide tutoring support in algebra classrooms to Black students who scored L1 or L2 on FSA math classrooms to close	# and % of Black students being served by algebra tutors.	% of Black students meeting graduation readiness standards per grade-level expectations	650 Black students in 9th and 10th grades in algebra classes across 11 schools are being served by the algebra tutors.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	See data for 1.3

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
	mathematics skills gaps					
Early Warning Systems and Monitoring Processes	1.5) 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.	# of school principals targeted for coaching support	# of schools visited for coaching support	All 16 traditional high schools and 4 EAS programs were visited for coaching support during first semester and all high school leaders receive monthly updates on their school's graduation status and the progress of our Black subgroup toward meeting graduation requirements specifically.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	All 16 traditional high schools and 4 EAS programs were visited for coaching support during first semester and all high school leaders receive monthly updates on their school's graduation status and the progress of our Black subgroup toward meeting graduation requirements specifically.
Extended Learning	1.6) Ensure that all Black students who are not on track to graduate participate in-school extended learning opportunities before and after school and in extended year (Summer Bridge), as	# of Black students NOT on track enrolled in in-school credit recovery programs # of Black students NOT on track enrolled in summer credit	% of Black students meeting graduation readiness standards per grade-level expectations	During semester one, 385 Black students in grades 9-12 participated in APEX extended learning and earned credit recovery for 1,026 semester courses.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	During the 2021-22 school year, 2,136 Black students in grades 9-12 participated in APEX extended learning and earned credit recovery for 11,265 semester courses.

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
	needed. Employ recruitment and targeted resources and strategies to increase attendance for Black students in all extended learning programs (ELP).	recovery programs				
Extended Learning	1.7) Develop and implement a hybrid education program and supports within Pinellas Gulf Coast Academy for students in danger of not completing high school due to an inability to attend school in-person due to difficult life circumstances (e.g., students who need to work full-time to help support their families).	Program deployment # of Black students enrolled in program	# of Black students completing courses for graduation requirements within the program.	Program developed and began in November 2021. As of 2/1/2022, 16 Black students enrolled • 10 students in the 2018 graduation cohort (Class of 2022) • 6 students in the 2019 graduation cohort (Class of 2023)	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	Program developed and began in November 2021. For the 2021-22 school year: 13 Black students in the 2018 cohort were enrolled in the program. Of those 13 Black students, 7 (or 53.8%) graduated on-time in Spring 2022. As of Aug 15, 2022, there are 5 Black Cohort 2019 students enrolled in this program. (Class of 2023)
Family and Community Engagement	1.8) Host virtual 'road to graduation' events for students and families in grades 9-12 that provide information	# of events hosted	# number of participants and views (if virtual/recorded event)	Two virtual parent events were hosted during first semester. Communication regarding events was sent by the district (website, social media, PeachJar, direct connects, etc.). Recordings of those Graduation Requirements events are on PCS website. There was an 11th-12th Grade Parent event and a 9th-10th Grade Parent	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
	about course and assessment requirements for students.			event. Families also received student-specific information regarding their student's current progress toward graduation.		

Goal 1: Previous Action Steps and Current Ways of Work

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

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
Academic Rigor and Standards-Based Instruction	1.9) 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.	% of Black students performing at or near proficiency on district cycle assessments by each subject	% of Black students meeting graduation readiness standards per grade-level expectations	See 1.1	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year ☐ Not Applicable	See 1.1
Early Warning Systems and Monitoring Processes	1.10) Provide professional development for school leadership teams in using the PCS Graduation Status Report to support interventions for	# and % of schools provided data reports each month	% of Black students meeting graduation readiness standards per grade level expectations	All 17 traditional high schools and 4 EAS programs have been provided monthly graduation status rate reports and intervention program support for all seniors who are not on track to graduate. 100% of all schools	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year ☐ Not Applicable	ALL 17 traditional high schools, and 4 EAS programs were provided PD and data sets specific to Black student progress toward graduation. Data set for meeting graduation readiness standards are located in action step 1.3

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
	students who are not on track to graduate. (Data includes GPA, credits earned and scores on state graduation assessments).					
Early Warning Systems and Monitoring Processes	1.11) Develop a learner profile and personalized monitoring plans for all Black students who are not on track to graduate	# and % of Black students in high school NOT on track # of Black students in high school with personalized monitoring plan	% of Black students meeting graduation readiness standards per grade-level expectations	As of 1/28/22, 653/1,315 Black seniors were not on track to graduate and 935/1,313 Black juniors were not on track to graduate. All students not on-track were scheduled and provided individualized discussions and planning for next steps for progress support.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year ☐ Not Applicable	Black grad rate for the 2021-22 school year has an internal PCS estimate of 78.1% with 1,002/1,283 students successfully completing all requirements including state testing. GRAD Rates will not be final and released by FDOE until December 2022 or January 2023 Source: FOCUS COHORT and SQL reporting system (data from various reports summer 2022)
Extended learning	1.12) Provide extended learning opportunities before and after school and extended year (Summer Bridge) programs.	**N/A**	**N/A**	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒ Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒ Not Applicable
Extended Learning	1.13) Ensure all Black students participate in college readiness testing such as ACT or SAT. Ensure that these testing options are aligned with personalized learning plans for Black students not on track to graduate.	# and % of Black students who participate in ACT assessment. # and % of Black students who participate in	% of Black students not on track for graduation (in current graduating class) due to assessment requirements who	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year ☐Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year ☐ Not Applicable	Of the 1,283 Black students in the 2018 cohort, • 1,094 have a recorded ACT or SAT test score, comprising 85% of the Black cohort 2018 seniors. • 275 non-ESE students did not earn a concordant score in ELA (21%) and; • 172 non-ESE students did not earn a

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
		SAT assessments.	participate in ACT/SAT.			concordant score in ALG (13%). Source: FOCUS COHORT and SQL reporting system (data from various reports summer 2022)
Family and Community Engagement	1.14) Ensure equitable representation of Black learners in awards and recognition ceremonies.	% of Black students recognized	% of Black families who denote satisfaction within the annual Stakeholder Survey.	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year ☐Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year ☐ Not Applicable	In the 2021-22 PCS Stakeholder survey: • 80% (991) of Black families that responded would recommend PCS to a family member or friend • 81% (1,001) of Black families that responded would recommend their student's school to a family member or friend
Family and Community Engagement	1.15) Ensure student and family conferences with all Black students not on track to graduate to create, review and/or update personalized learning plans.	% of Black families who denote satisfaction with academic support within the annual Stakeholder Survey.		☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year ☐Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year ☐ Not Applicable	In the 2021-22 PCS Stakeholder survey: • 92.0% (1,144) of Black families that responded that they agree/strongly agree that the school has high learning standards for all students. • 90.3% (1,123) of Black families that responded that they agree/strongly agree that the school sets high expectations for all students. • 89.6% (1,114) of Black families that responded that they agree/strongly agree that the school's learning expectations and standards are clearly explained to students. • 84.1% (1,044) of Black families that responded that they agree/strongly agree that teachers give

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
						helpful feedback about student work. • 82.6% (1,027) of Black families that responded that they agree/strongly agree that teachers give timely feedback about student work. • 90.4% (1,124) of Black families that responded that they agree/strongly agree that there is a teacher, counselor or other staff member that students can go to for help with a school problem. • 85.6% (1,064) of Black families that responded that they agree/strongly agree that students receive the support they need to prepare for the future.
Academic Rigor and Standards-Based Instruction	1.16) Develop training materials for teachers and school leaders in support of standards-based grading and in support of equitable grading practices. These materials are for use by school leaders in coaching conversations with teachers with disproportionate failures for Black students in core academic areas.	N/A	N/A	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒ Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒ Not Applicable

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: Kevin Hendrick, Associate Superintendent, Teaching and Learning (2021-22 school year)
Dan Evans, Associate Superintendent, Teaching and Learning (2022-23 school year)

Baseline Condition (as of 2015-16): Pinellas County Schools has a proficiency rate on the Florida Standards Assessment (FSA) for ELA-Reading of 56.4% for non-Black students and 24.2% for Black students, a gap of 32.2. 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)	Planning Year (2016-17)		2017-18	2018-19	2019-20[2]	2020-21	2021-22
# and % of Black students districtwide scoring Level 3 or above on state FSA ELA/Reading	**Black** (2,494) **24.2%**	(2,654) 25.7%		(2,533) 24.6%	(2,831) 27.1%	No data in 2019-20.	(2,419) 25.6%	**(2,428) 25.3%**
		Target	27.4%	30.6%	33.8%	37.0%	40.2%	42.6%
	Non-Black	Actual	57.7%	57.4%	59.7%	No data in 2019-20.	57.8%	**56.2%**
	GAP	Actual	32.0	32.8	32.6	No data in 2019-20.	32.2	**30.9**
# and % of Black students districtwide scoring Level 3 or above on FSA Math	**Black** (2,143) **27.9%**	(2,305) **29.0%**		(2,319) **29.2%**	(2,336) **30.0%**	No data in 2019-20.	(2,251) 24.9%	**(1,978) 27.8%**
		Target	31.1%	34.3%	37.5%	40.7%	43.7%	46.9%
	Non-Black	Actual	62.0%	62.2%	62.8%	No data in 2019-20.	56.8%	**60.1%**
	GAP	Actual	33.0	33.0	32.8	No data in 2019-20.	31.9	**32.2**

Related Outcome Measures ELA and Math	Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20[3]	2020-21	2021-22
# and % of Black students in Grades 3-5 scoring Level 3 or above on state FSA ELA-Reading / elementary.	(1,129) 26.5%	Actual	(1,302) 29.5%	(1,191) 27.0%	(1,302) 29.6%	Data not available	(1,108) 28.9%	**(1,209) 31%**
# and % of Black students in Grades 6-8 scoring Level 3 or above on state FSA ELA-Reading / middle school.	(835) 23.1%	Actual	(859) 23.5%	(811) 22.0%	(970) 25.6%	Data not available	(791) 22.7%	**(752) 21%**
# and % of Black students in Grades 9-10 scoring proficient / Level 3 or above on FSA ELA-Reading / high school.	(530) 21.8%	Actual	(493) 22.0%	(531) 24.0%	(559) 24.6%	Data not available	(520) 24.4%	**(467) 22%**

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

[3] 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.

Goal 2: Key Action Steps

<table>
<tr><th>Area of Focus</th><th>Action Steps</th><th>Progress Measure(s)</th><th>Outcome Measure</th><th>Mid-Year Update</th><th>Quarter 3 Update</th><th>End-of-Year Update</th></tr>
<tr><td>Academic Rigor and Standards-Based Instruction</td><td>2.1) 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.</td><td>% of Black students at or near proficiency on district cycle progress monitoring assessments for ELA and math.</td><td>% of Black students at or near proficiency on Florida Standard Assessments and End-of-Course Exams (EOCs) for ELA and math.</td><td>
<table>
<tr><th rowspan="2">Grade level(s)</th><th rowspan="2">Content / Course</th><th colspan="2">% of Black students at or near Proficient</th></tr>
<tr><th>Q1</th><th>Q2</th></tr>
<tr><td>3-5</td><td>Math</td><td>41</td><td>44</td></tr>
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<tr><td>6-8</td><td>MJ Math 7</td><td>---</td><td>33</td></tr>
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<tr><td>6-8</td><td>Reading</td><td>45</td><td>45</td></tr>
<tr><td>9-12</td><td>Algebra 1</td><td>43</td><td>21</td></tr>
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</td><td>☐Quarter 1
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<table>
<tr><th>Grade Level(s)</th><th>FSA Subject Area</th><th>Number and Percent Black Students Level 3+</th></tr>
<tr><td>3-5</td><td>ELA</td><td>n=1209 31%</td></tr>
<tr><td>3-5</td><td>Math</td><td>n=1372 35%</td></tr>
<tr><td>6-8</td><td>ELA</td><td>n=752 21%</td></tr>
<tr><td>6-8</td><td>Math</td><td>n=606 19%</td></tr>
<tr><td>6-8</td><td>Alg 1</td><td>n=185 57%</td></tr>
<tr><td>6-8</td><td>Geometry</td><td>n=27 87%</td></tr>
<tr><td>6-8</td><td>Civics</td><td>n=447 38%</td></tr>
<tr><td>6-8</td><td>Science</td><td>n=219 18%</td></tr>
<tr><td>9-10</td><td>ELA</td><td>n=467 22%</td></tr>
<tr><td>9-12</td><td>Alg 1</td><td>n=150 13%</td></tr>
<tr><td>9-12</td><td>Geometry</td><td>n=140 21%</td></tr>
<tr><td>9-12</td><td>Biology</td><td>n=369 28%</td></tr>
<tr><td>9-12</td><td>U.S. History</td><td>n=386 38%</td></tr>
</table>
</td></tr>
<tr><td>Academic Rigor and Standards-Based Instruction</td><td>2.2) Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement in rigorous instruction for Black learners and increase the percentage of proficient students.</td><td># of teachers trained / % of teachers trained to date in AVID Culturally Relevant Teaching strategies

# of Equity Champions credentialed as trainers, # PD sessions held by Equity Champions

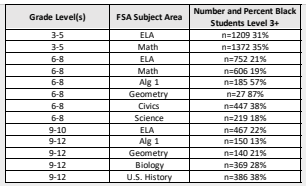
# of teachers/school teams who have participated in follow-up</td><td>% of Black students earning A, B and C grades / elementary (Grade 5)

% of Black students earning A, B, and C grades (2.0 GPA) / middle (Grades 6-8)

% of Black students exiting middle school on track for high school (at least a 2.0 GPA and Level 2 or better on FSA</td><td>☐Quarter 1
☐Quarter 2
☐Quarter 3
☒End of Year</td><td>☐Quarter 1
☐Quarter 2
☐Quarter 3
☒End of Year</td><td>63% of Black students earning A, B and C grades / elementary (Grade 5)

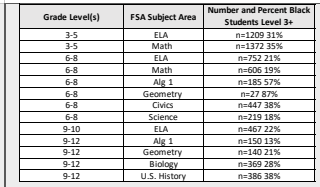
47% of Black students earning A, B, and C grades (2.0 GPA) / middle (Grades 6-8)

38% of Black students exiting middle school on track for high school (at least a 2.0 GPA and Level 2 or better on FSA ELA) / (Rising 9th)</td></tr>
</table>

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
		training or coaching # of teachers trained in implementing equitable grading practices	ELA) / (Rising 9th)			
Academic Rigor and Standards-Based Instruction	2.3) Implement culturally responsive instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to increase the percentage of proficient students.	# of classrooms observed % of classrooms observed where culturally-relevant practices are evident	% of Black students at or near proficiency on Florida Standard Assessments and End-of-Course Exams (EOCs) for ELA and math.	First semester classrooms observed: 2,168 79% of classrooms observed demonstrated evidence of positive relationships/relationship building during the observation period. 40% of classrooms observed demonstrated evidence of student voice during the observation period.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	 Grade Level(s) / FSA Subject Area / Number and Percent Black Students Level 3+ 3-5 ELA n=1209 31% 3-5 Math n=1372 35% 6-8 ELA n=752 21% 6-8 Math n=606 19% 6-8 Alg 1 n=185 57% 6-8 Geometry n=27 87% 6-8 Civics n=447 38% 6-8 Science n=219 18% 9-10 ELA n=467 22% 9-12 Alg 1 n=150 13% 9-12 Geometry n=140 21% 9-12 Biology n=369 28% 9-12 U.S. History n=386 38%
Academic Rigor and Standards-Based Instruction	2.4) Identify and provide additional culturally relevant books, resources and technology to supplement core instruction	Annual review of curriculum and modules.	Annual review of curriculum and modules.	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year	All materials were reviewed by district curriculum teams to ensure that a wide variety of culturally relevant texts and resources were included in district curriculum modules.

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
	representing diverse perspectives as a way to increase student engagement.					
Academic Rigor and Standards-Based Instruction	2.5) Implement Reading Recovery at targeted schools to increase the number of first grade learners increasing literacy skills.	# of schools implementing Reading Recovery # and % of Black students being served by Reading Recovery	# students demonstrating increases in Reading Recovery, evidence-based program data points.	15 schools implementing Reading Recovery 144 of 234 students receiving one on one intervention 1st semester are Black, 62%	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	Among the students who received the intervention in Round 1 or Round 2 of in 2021-22, 83% of students who began below a first grade reading level improved to at least grade-level ability and 28% improved from below first-grade level to second-grade performance or beyond.
Academic Rigor and Standards-Based Instruction	2.6) Implement strategic ELA and mathematics interventions through at 23 targeted schools through dedicated ELA and Math staff members (Project 23).	# of schools implementing Project 23 interventions # and % of Black students being served by Project 23	% of students demonstrating growth and projected proficiency on MAP assessments at Project 23 schools.	23 schools implementing Project 23 296 Black students in grades K-3 served first semester, 29% of all students	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	Of the students in the Project 23 schools, 54% of KGs, 49% of first graders, and 61% of second graders met their projected growth targets on the MAP assessment.
Academic Rigor and Standards-Based Instruction	2.7) Implement the Pinellas Early Literacy Initiative (PELI) in 16 high-minority schools from 2021-2025.	# of schools implementing PELI	# teachers trained in the implementation of evidence-based practices at the targeted schools # principals/APs trained in the implementation of evidence-based	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year	117 teachers were trained in foundational literacy skills and reading best practices across 16 schools. 16 administrators were trained as well. They received literacy professional development and participated in 4 hours of classroom visits and discussion with our literacy consultant / experts.

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
			leadership practices at the targeted schools			
Academic Rigor and Standards-Based Instruction	2.8) Determine possible causes of disengagement and underachievement by Black students and pilot possible solutions via implementation of School Climate Transformation Grant (SCTG) at five district middle schools.	Individual school reviews and processes regarding root causes.	SCTG annual grant report.	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☒End of Year	Based on the currently available project variables, a summary of the correlational analyses with the five pilot schools includes the following: 1. The number of staff participating in project PD was associated with: • Higher PBIS implementation fidelity • Compared to the 2019-2020 school year for Black students, lower overall referral rates and out-of-school suspensions imply increased seat time. 2. PBIS implementation fidelity was associated with: • More favorable perceptions of overall climate, as measured by EDSCLS survey • More positive perceptions of Engagement, Safety, and Environment **3.** MTSS fidelity was associated	The SCTG annual report was completed and findings were reviewed to inform BTG action steps.

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
					with lower rates of unexcused absences and lower absence rates for Black students.	
Academic Rigor and Standards-Based Instruction	2.9) Implement school day embedded tutoring strategy at high schools with high-minority populations.	# of targeted high schools # of Black students not yet on grade level in grades 9-10 that receive embedded tutoring	%proficient in FSA ELA and Algebra EOC at targeted schools	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☒End of Year	Nine high schools are receiving embedded school day tutoring for ELA with 426 Black students in grades 9-10 participating. Eleven high schools are receiving embedded school day tutoring for Math with 781 Black students in grade 9-10 participating.	 Grade Level(s) / FSA Subject Area / Number and Percent Black Students Level 3+ 3-5 ELA n=1209 31% 3-5 Math n=1372 35% 6-8 ELA n=752 21% 6-8 Math n=606 19% 6-8 Alg 1 n=185 57% 6-8 Geometry n=27 87% 6-8 Civics n=447 38% 6-8 Science n=219 18% 9-10 ELA n=467 22% 9-12 Alg 1 n=150 13% 9-12 Geometry n=140 21% 9-12 Biology n=369 28% 9-12 U.S. History n=386 38%
Academic Rigor and Standards-Based Instruction	2.10) Increase the number of Voluntary Pre-Kindergarten (VPK) students who attend full-day PreK program in order to increase kindergarten readiness rates.	# of schools with full-day, free VPK	# of Black students being served	There are currently 65 full-day tuition-free VPK classrooms	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	549 Black students were supported via the VPK sites, which represents 30.2% of all students enrolled at PCS VPK sites.
Early Warning Systems and Monitoring Processes	2.11) Implement effective intervention strategies based on the close monitoring of students with personalized learning plans.	# of students with personalized learning plans	# of monitoring cycles completed by schools/district staff	8,294 of 10,265 (81%) of 3-10 grade students are regularly accessing personalized learning digital programs beyond the school day	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	Student plans were monitored and updated at the close of 2021-22 as student data were reviewed and processed.
Extended Learning	2.12) Ensure that schools with high-	# of schools with high-	# and % of Black students	Schools with Black Enrollment of 40%+: 25 schools (20%)	☐Quarter 1 ☒Quarter 2	☐Quarter 1 ☒Quarter 2

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
	minority enrollments provide additional, strategically-focused time during and after school to support academic interventions and flexible instructional delivery.	minority enrollments (defined as at least 40% Black enrollment) Development of schoolwide academic intervention and instructional delivery plans at every school.	who are not on track by school grade band (elementary, middle, high)	Black students at high-minority schools All Grades: 3,460 (83%) 3,460/4,181 ES: 917 (78%) 917/1,173 (78%) MS: 1,466 (86%) 1,466/1,702 HS: 993 (82%) 1,466/1,702 Combo: 84 (93%) 84/90 All Black students (All Schools) All Grades: 7,848 (75%) ES: 2,024 (73%) MS: 3,257 (79%) HS: 2,218 (80%) Combo: 349 (43%)	☐Quarter 3 ☐End of Year	☐Quarter 3 ☐End of Year
Family and Community Engagement	2.13) Design an engaging, robust outreach program for Black students who are behind academically in elementary school in offering them personalized support on how to access district choice programs so as to increase Black enrollment in middle and high school programs and placement into AVID courses.	Creation of program, outreach provided to families	# and % of schools providing these programs # and % of Black students participating PCS Connect and Clever	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☐End of Year	All PCS Black families at entry grade levels received outreach from the Minority Achievement Officer for District Application Programs, academic enrichment opportunities, and the summer College Cohort experience. As of end of quarter 3, 23% of all applicants for District Application Programs in 22-23 are Black, a 3% increase from the prior year.	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☐End of Year
Family and Community Engagement	2.14) Partner with families to monitor usage among Black students of digital resources that are	# and % of schools providing these programs	# and % of Black students participating / users	All schools have implemented PCS Connects programs	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
	provided beyond the school day through PCS Connects, Connect for Success computer program (for increased access to iReady, iStation, Dreambox and myOn), Math Nation, Reading Plus, PCS Personalized Learner Pathway (PLP) and Khan Academy.					
Family and Community Engagement	2.15) Establish an online, Open Access Extended Learning Program to support students who need to re-learn key skills and standards. Engage parents and community to increase access, usage of new program.	Creation of program, outreach provided to families	# of families contacted	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☒End of Year	Student usage of school day and extended learning programs using PCS Connects devices has increased in the 2021-22 school year. Of the 12,000 students that have used the Personalized Learning Pathway, 19% are Black students. The following extended day instructional program usage as a percentage of all students: IXL Math (middle school): 21% Dreambox Math (Elem.): 16% (non-TZ) iReady Math/ELA (Elem): 29% (TZ)	As of EOY, the following extended day instructional program usage as a percentage of all students: IXL Math (middle school): 21% Dreambox Math (Elem.): 17% (non-TZ) iReady Math/ELA (Elem): 27% (TZ) iStation ELA (Elem): 16% (non TZ) myOn Reading (Elem.): 21% TZ= Transformation Zone schools

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
					iStation ELA (Elem): 16% (non TZ) myOn Reading (Elem.): 21% TZ= Transformation Zone schools	

Goal 2: Previous Action Steps and Current Ways of Work

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

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
Academic Rigor and Standards-Based Instruction	2.16) 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.	Catalog of professional development opportunities.	Review of elementary data Professional Learning Communities (PLC) processes for potential inclusion in subsequent years at all grade levels.	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year ☐Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year ☐Not Applicable	Teaching & Learning will utilize the elementary data Professional Learning Communities (PLC) process and first round of progress monitoring data in the 2022-23 school year for potential inclusion in subsequent years at all grade levels.
Extended Learning	2.17) Provide extended learning opportunities before and after school and	Catalog of opportunities	% of Black students engaged in Summer Learning	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year ☐Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year ☐Not Applicable	Of the students targeted for support through Summer Bridge, 60.3% of students registered and attended.

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
	extended year (Summer Bridge) programs.					
Extended Learning	2.18) 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.	Catalog of opportunities	% of Black students who denote engagement with school involvement within the annual Stakeholder Survey.	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☐End of Year ☐Not Applicable	Each school has a catalogue of opportunities for enrichment. In 2021-22, Black student participation has increased, especially in STEM and visual arts where the overall percentage of students competing in competitions has increased by 1 and 3% respectively.	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☐End of Year ☐Not Applicable
Early Warning Systems and Monitoring Processes	2.19) Ensure teachers have access to real-time data specific to Black students in order to have effective data chats and targeted support for improved learning.	Data availability notifications following each cycle of assessment.	Facilitated data chat processes and monitoring by Teaching & Learning and principal supervisors	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable
Family and Community Engagement	2.20) Ensure Parent University sessions are provided in locations that make attendance convenient for Black families.	Virtual catalog of all sessions available online	Location of in-person sessions	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
Family and Community Engagement	2.21) Empower families by providing parent training that is "linked to student learning" through Parent University sessions and school workshops.	# of sessions provided	% of Black families who denote satisfaction regarding academic support and family engagement within the annual Stakeholder Survey.	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year ☐Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year ☐Not Applicable	In the 2021-22 PCS Stakeholder survey: 93.5% (1,162) of Black families that responded that they agree/strongly agree that families are informed about virtual and/or in-person school-sponsored activities such as tutoring, after-school programs, and student performances. 94.1% (1,170) of Black families that responded that they agree/strongly agree that families are encouraged to attend virtual and/or in-person school-sponsored activities such as back to school night. 88.8% (1,104) of Black families that responded that they agree/strongly agree that staff and families treat each other with respect. 83.6% (1,039) of Black families that responded that they agree/strongly agree that the school respects and values input provided by families. 78.9% (981) of Black families that responded that they agree/strongly agree that the school uses input provided by families to improve student achievement.
Family and Community Engagement	2.22) Provide professional development to schools on parent engagement strategies that are tied to the Dual Capacity Framework / Dr. Karen Mapp / Harvard.	# of sessions provided	% of Black families who denote satisfaction regarding family engagement within the annual Stakeholder Survey.	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year ☐Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year ☐Not Applicable	See 2.21

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
Family and Community Engagement	2.23) Commission an Anti-Racist Curriculum Review Task Force to examine curriculum from an anti-racist perspective and implement recommendations from task force for the coming school year(s).	N/A	N/A	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable

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

Goal Manager: Judith Vigue, 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[4]	2021-22
Grades 6-12: # and % of total Black students in grades 6-12 enrolled in any middle or high school advanced or accelerated course.	(3,792) **12.1%**	Actual (3,775) 11.9%	(4,691) 13.7%	(5,269) 14.5%	(5,666) 15.1%	(5,792) 16.3%	**(6,908) 17.1%**
		Target 13%	14%	15%	16%	17%	18%

Related Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)	2017-18	2018-19	2019-20	2020-21	2021-22
# 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%**

[4] Data reviewed and updated. Number reported in quarter 2 in 2020-21 included duplicate students.

Related Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)	2017-18	2018-19	2019-20	2020-21	2021-22
# 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%**
# 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%**
# 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%**
# 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%**
# 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%**
% Black middle school students earning high school credit through accelerated coursework.[5]	(663) 3.3%	(509) 2.5%	(604) 3.0%	(408) 8.2%	(484) 9%	(482) 10.3%	**(853)** **11.9%**
% 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%	**TBD**[6]
NEW 2021-22: # and % of Black students in grades 6-12 earning a passing grade in any middle or high school advanced or accelerated course (as measured by total number of Black students enrolled in such courses in grades 6-12).							**(6,654)** **95%**

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

[6] Industry certification data for Class of 2022 not finalized until official graduation rate released by FDOE in late December 2022 or early January 2023.

Goal 3: Key Action Steps

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
Academic Rigor and Standards-Based Instruction	3.1) Provide open access to advanced and accelerated courses in middle and high school by eliminating entry criteria unless mandated by colleges, agencies (ex. Dual Enrollment-DE).	# of Black students enrolled in MS # of Black students enrolled in HS # of Black students meeting DE eligibility criteria, # of Black students demonstrating potential for success on an AP exam	% of Black students enrolled in advanced courses in MS % of Black students enrolled in accelerated courses in MS # and % of Black students enrolled in DE courses # and % of Black students enrolled in AP courses # and % of Black students enrolled in IB courses # and % of Black students enrolled in AICE Cambridge courses	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☒End of Year	3351 Black students enrolled in MS advanced classes account for 20.7% of the students taking MS advanced classes. 610 Black students enrolled in MS accelerated classes account for 12.3% of the students taking high school core courses while in middle school 530 Black students taking dual enrollment classes account for 14.2% of the HS students taking DE courses (up from 13.8%) 1,156 Black students taking AP classes account for 11.6% of the HS students taking an AP course (up from 11.3%) 223 Black students taking IB or AICE classes account for 8.0% of the HS students taking an IB or AICE course (up from 6.9%)	No change since Quarter 3 Update 3,351 Black students enrolled in MS advanced classes account for 20.7% of the students taking MS advanced classes. 610 Black students enrolled in MS accelerated classes account for 12.3% of the students taking high school core courses while in middle school 530 Black students taking dual enrollment classes account for 14.2% of the HS students taking DE courses (up from 13.8%) 1,156 Black students taking AP classes account for 11.6% of the HS students taking an AP course (up from 11.3%) 223 Black students taking IB or AICE classes account for 8.0% of the HS students taking an IB or AICE course (up from 6.9%)
Academic Rigor and Standards-Based Instruction	3.2) Implement strategies and professional development to increase teacher and school leader supports for student success in advanced and accelerated	# of teachers of advanced/accelerated courses who have completed AVID strategy training. # and % of Black middle school students taking an accelerated course who earned a D	# and % of Black high school students taking an accelerated course who earned a D or F grade compared to non-Black students.	August DWT – Advanced Studies collaborated with the IB Diploma Programme Coordinators and Content Specialists to offer the first-ever IB DP DWT session with all IB teachers (grades	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	MIDDLE SCHOOL Number and percent of students taking an accelerated course who earned a D or F grade Black Accelerated Students (Total) 1,116 D and F Black Accel. Students 145 %Black Accel. Students with a D or F 13.0% Non-Black Accelerated Students (Total) 7,764 D and F Non-Black Accel. Students 567 %Non-Black Accel. Students with a D or F 7.3%

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
	courses in middle and high school.	or F grade compared to non-Black students. (at mid-year so interventions can be put in place)		9-12) together. The training centered on the use of Collaborative Study Groups within the content area and in the Academic Advisory period to help the students build self-efficacy skills and decrease the students performing below their potential academically. IB Coordinators/Assistant Principals attended with their teachers. AP Data Chats were held by area in the fall. Principals were invited to bring their entire administrative team to the session and Area Superintendents attended alongside them as Advanced Studies provided the space and time for teams to digest their 2021 outcomes, 2021-22 enrollments, and drop trends to that point and brainstorm ideas for improvements. Additionally, the administrators were		

HIGH SCHOOL
Number and percent of students taking an accelerated course who earned a D or F grade

Black Accelerated Students (Total)	1,644
D and F Black Accel. Students	456
%Black Accel. Students with a D or F	27.7%
Non-Black Accelerated Students (Total)	13,607
D and F Non-Black Accel. Students	2143
%Non-Black Accel. Students with a D or F	15.7%

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
				provided with directions for accessing the AP Classroom data and the opportunity to have a follow-up meeting at their school to review teacher use of the resource. A follow-up to the AP Data Chat occurred at the November Assistant Principal Meeting to demonstrate what the administrators should be looking for and provide reminders about the discussion points that should be used in conferencing with individual teachers about the use of AP Classroom. First Semester: D and F Grades in Accelerated Coursework Middle School Black: 96 (19%) 96/498 Non-Black: 565 (14%) 565/3,982 High School		

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
				Black: 492 (29%) 492/1,712 Non-Black: 2,024 (14%) 2,024/13,935		
Academic Rigor and Standards-Based Instruction	3.3) Implement strategies and professional development to increase teacher supports for student success in accelerated courses.	# of trainings/coaching sessions provided for DE, AP, IB and AICE teachers.	# of DE courses earned by Black students # of qualifying scores earned by Black students on AP exams # of IB and AICE diplomas earned by Black students.	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☒End of Year	Dual enrollment teachers are observed and evaluated by the college and receive their training and coaching from the college; data not available Monthly PLC's provided for AP teachers focused on the AP Classroom resources, strategies for improving reading and writing skills directly related to the AP content and exam requirements IB teachers received Collaborative Study Group training for the core of their August DWT session with side-by-side coaching support made available throughout the year and walkthroughs done in partnership with IB Coordinators to evaluate use of CSGs in the Academic Coaching periods. IB teachers also attended training offered by International Baccalaureate Organization (IBO) as needed to support their understanding of the IB curriculum and exams AICE teachers attended training offered by Cambridge International Examinations (CIE) as needed to support their understanding of the AICE curriculum and exams	# of DE courses earned by Black students: 414 # of qualifying scores earned by Black students on AP exams: 207 # of IB and AICE diplomas earned by Black students: 6 IB & 3 AICE
Academic Rigor and Standards-Based Instruction	3.4) Refine the identification process and curriculum of talent-development programs to support "talented" students	# of schools identified, targeted for support	# of students identified as 'talented' receiving and supports	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☒End of Year	55 schools targeted for Talent Development 2,391 students served in Talent Development using universal screening scores to serve groups of students with demographics that match the school	No update since Q3 data 55 schools targeted for Talent Development 2,391 students served in Talent Development using universal screening scores to serve groups of students with demographics that match the school

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
	in elementary schools that have low numbers of gifted identified students.					
Academic Rigor and Standards-Based Instruction	3.5) Implement strategies and professional development to increase teacher supports for student success for gifted and talented learners.	# of teachers that have completed gifted micro-credential. # of talented program teachers that have completed gifted certification and/or micro-credential	# and % of Black gifted learners earning a L4/5 on Florida Standards Assessments.	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☒End of Year	804 teachers have completed their gifted micro-credential. 54 of 55 Talent Development teachers have earned gifted endorsement or gifted micro-credential	921 teachers have completed their gifted micro-credential. 54 of 55 Talent Development teachers have earned gifted endorsement or gifted micro-credential
Academic Rigor and Standards-Based Instruction	3.6) Implement strategies that support increased student success on College Board readiness assessments (PSAT/SAT).	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.)	Black student performance on SAT suite of assessment as reported by College Board end of year reports. Note: Official reports generally issued in fall of each year.	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☒End of Year	The core curriculum program in non-advanced Junior and Senior level ELA and math classes includes a minimum of 45 minutes per week in SAT/ACT prep (this includes English 3/4 and MCR classes for mathematics) The program the district purchased for SAT/ACT PREP and trained teachers on is ALBERT IO.	College Board report for Class of 2022 not yet available. Report generally made available by College Board in October/November each year.
Early Warning Systems and Monitoring Processes	3.7) 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	# of school counselors trained # of principals trained # of assistant principals- curriculum trained	# and % of Black students enrolled in DE courses # and % of Black students enrolled in AP courses	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☒End of Year	17 High School Principals 17 High School APCs 45 additional high school Asst Principals No formal counselor training has been conducted this year. Naviance implementation for college- and career-readiness has been the focus of training for counselors. Current year data: 530 Black students taking dual enrollment classes account for 14.2% of the HS students taking DE courses (up from 13.8%)	No update to Q3 data. 17 High School Principals 17 High School APCs 45 additional high school Asst Principals No formal counselor training has been conducted this year. Naviance implementation for college- and career-readiness has been the focus of training for counselors. Current year data: 530 Black students taking dual enrollment classes account for 14.2% of the HS students taking DE courses (up from 13.8%)

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
	accelerated course option that matches their strengths.				1156 Black students taking AP classes account for 11.6% of the HS students taking an AP course (up from 11.3%).	1156 Black students taking AP classes account for 11.6% of the HS students taking an AP course (up from 11.3%).
Early Warning Systems and Monitoring Processes	3.8) 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.	# of schools targeted for coaching sessions	# and % of Black students enrolled in DE courses # and % of Black students enrolled in AP courses	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☐End of Year	Monitoring of course requests for 2022-23 with respect to Black and Hispanic students has occurred monthly from February through May with feedback to Principals and APC's, with cc to Dr. Vasquez and the appropriate Area Superintendent in cases where there are concerns. Meetings held with school leaders to brainstorm next steps and assistance offered for conversations with students and/or their families Current year data: 530 Black students taking dual enrollment classes account for 14.2% of the HS students taking DE courses (up from 13.8%) 1156 Black students taking AP classes account for 11.6% of the HS students taking an AP course (up from 11.3%).	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☐End of Year
Early Warning Systems and Monitoring Processes	3.9) Conference and provide information sessions for students and families in middle and high school who demonstrate potential for success in rigorous courses and are not accessing such courses to provide more individualized academic advising.	# of schools identified, targeted for support # of schools hosting conferences, assemblies or virtual events	# and % of Black students in middle and high school enrolled in an accelerated course	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☐End of Year.	4 high schools provided direct support for family and student sessions 1613 Black high school students enrolled in accelerated course, which is 11.8% of all students enrolled (up from 11.5% last year) 610 Black middle school students enrolled in accelerated course, which is 12.3% of all students enrolled (up from 10.1% last year	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☐End of Year

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
Early Warning Systems and Monitoring Processes	3.10) Provide AVID elective in all schools to meet the needs of minority learners. Ensure that all Black learners who are eligible and targeted for AVID elective are personally invited and encouraged to enroll.	# of AVID sections at each school	# and % of Black students accessing AVID elective	Progress Metric 146 MS Sections 181 HS Sections 327 Sections Total Mid-Year Metric Check for Outcome Measure 1,758 Black students are enrolled in AVID 7,560 unique students enrolled in AVID (AVID student population is 23.25% Black)	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year
Early Warning Systems and Monitoring Processes	3.11) Refine tools provided to school principals with real-time academic data (ex. grades) specific to Black students in accelerated courses. Provide a summary report of accelerated courses and sections that Black students are struggling in so as to support teacher growth and creative solutions at the school site.	Continue providing previously created academic spreadsheets to principals.	Create middle school dashboard for academic data and accelerated courses. Create consolidated accelerated coursework review process. Utilizing school leader feedback, develop training process for principals to utilize new tools.	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year	All launching for fall 2022: Middle school dashboard developed and deployed to launch for 2022-23 school year. Monthly monitoring to take place. IB and AICE Coordinators to monitor grades and put early interventions in place for their students. Early College/Early Admission counselors to review student grades at 6 weeks, 9 weeks, and 12 weeks into the semester for fall and then 7 and 12 weeks into the semester for spring. AP Classroom (online resources that include Daily Videos, Topic Questions, and Personal Progress Checks) to be used for formative assessment purposes in all AP classes. Teachers are required to define their systematic use of the resources so it can be monitored.
Extended Learning	3.12) Identify and invite the top 15% of Black students in 7th	# of Black students identified for TIP	% of Black students who participated in	☐Quarter 1 ☐Quarter 2 ☒Quarter 3	181 Black students invited	☐Quarter 1 ☐Quarter 2 ☒Quarter 3

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
	grade students to take the SAT and participate in the PCS Talent Identification Program (TIP).		TIP in-school administration of SAT	☐End of Year	55 Black students registered (30% of invited Black students participated) 570 total test takers, so 9.6% of the participants were Black.	☐End of Year
Extended Learning	3.13) Invite Black students who show potential for success in rigorous courses to participate in each Elevating Excellence activity for their grade level or college boot camps hosted by minority achievement officer.	# of Black students invited to participate in EE and/or college boot camps	# of Black students who participated in EE Summer Seminars # of Black students who participated in EE SAT prep experiences # of Black students who engaged with a College and Career Center # of Black students who participated in a college boot camp	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☐End of Year	**EESS 2021**- 327 Black students were invited, and 23 Black students attended **EESS 2022**- 3 Black students were invited **EE Spring 2022 SAT Prep** – 133 Black were invited, and 14 Black 11th grade students attended 358 Black students visited the centers 166 of those students visited the center multiple times. Total visits by Black students 706 108 students were served with the college bootcamp initiative, but there is no record of the demographic breakdown, only a statement that it was demographically diverse group.	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☐End of Year
Family and Community Engagement	3.14) Develop online resources (web page, videos, etc.) to help parents of middle school students understand the course pathways needed to take advanced courses and to better understand the	Communication, materials, resources and events found within online calendar/website	# of live and virtual sessions conducted	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☐End of Year	PCS TIP Road to Recognition event was held for the first time this year. Breakout sessions held for parents and students were also recorded and posted on the website at https://www.pcsb.org/Page/38229	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☐End of Year

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
	accelerated diploma programs.					
Family and Community Engagement	3.15) 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.	Develop plan for outreach	Findings from outreach to inform future strategies/actions.	Developed with Hanover research to conduct survey and follow-up interviews with Black families regarding student experiences and supports in advanced/accelerated courses. Actions will take place in late March-early July 2022.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	Recommendations from Hanover Research: • Invest in the needs at the middle school level to improve success pathways for high school. • Investigate ways to improve communication on student progress.

Goal 3: Previous Action Steps and Current Ways of Work

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

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
Academic Rigor and Standards-Based Instruction	3.16) Implement universal screening for gifted identification for all students before 2nd grade across all district elementary schools.	# and % of Black students screened	# and % of Black students identified as gifted	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☐End of Year ☐Not Applicable	Data as of 2/11/22: 568 Black students screened which is 14.6% of all students screened (339 additional Black students should have been screened since 2/11/22 which would make the percentage 17% of all screened – final data will be reported at end of year. 42 of 98 (43%) Black students who went through evaluation have been identified as gifted; these 42 students represent 5.7% of students identified for gifted this year. *We continue to universally screen all 1st grade students who have not been screened before, or who were screened in KG and scored over 80%. In addition, in our 5 original transformation zone schools, we continue to screen any*	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☐End of Year ☐Not Applicable

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
					student in <u>any</u> grade level that hasn't been screened previously or who was screened and scored over 80% previously. This year we also universally screened any second grader that we missed during last year's universal due to Covid.	
Academic Rigor and Standards-Based Instruction	3.17) Implement Plan B eligibility measures and related processes in support of a wider identification of students for gifted services.	# and % of Black students identified via Plan B compared to non-Black students	Total # and % of Black students identified as gifted	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☐End of Year ☐Not Applicable	16 of 42 Black students found eligible as gifted were found eligible under Plan B. This was 10.5% of the students found eligible under Plan B. *Gifted eligibility is an ongoing process through the entire school year. New students are found eligible each week. Additionally, Plan B should be thought of and referred to as Alternative Eligibility for Gifted.*	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☐End of Year ☐Not Applicable
Academic Rigor and Standards-Based Instruction	3.18) Embed college readiness assessment preparation (e.g., district developed, SATpractice.org, AlbertIO, etc.) into English 1, 2 and 3 classes across all district high schools.	Curriculum guides with embedded strategies for SAT/ACT practice.		☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable
Academic Rigor and Standards-Based Instruction	3.19) Ensure equitable access for Black students to onsite, college readiness testing in every high school (PSAT, ACT, SAT).	In-school administration of assessments to eliminate barriers to participation and level opportunities for performance include: • Talent Identification Program (TIP) SAT for identified 7th graders • PSAT 8/9 for all 8th graders • PSAT/NMSQT for all 9th graders		☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable

Area of Focus	Action Steps	Progress Measure(s) / Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
		• PSAT/NMSQT for all 10th graders • Optional PSAT/NMSQT for 11th graders • SAT for all 11th graders • Optional SAT for 12th graders Waiver process in place for any student in need of support to access a non-school administered test.			
Early Warning Systems and Monitoring Processes	3.20) 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.	Data provided and discussed on regular basis with school leaders during Level and Area meetings.	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable
Family and Community Engagement	3.21) Ensure that each high school hosts an awareness event for high school parents to detail the SAT Suite of Assessments, the	Schedule of events at each school. Each school is provided materials including handouts and videos to support robust discussions and information for students, parents and families.	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
	official SATpractice.org provided through Khan Academy and the scholarship opportunities connected to PSAT results.					
Family and Community Engagement	3.22) Ensure an equitable representation of Black learners in Advanced Studies recognition ceremonies (such as PRIDE, AVID Pinning and the Honors Breakfast).	Communication materials and efforts to encourage student and family participation for those who meet academic criteria.		☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable

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

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[7]**	**2020-21[8]**	**2021-22**
Discipline Disparity Rate (Risk Ratio) Referrals of Black students	**2.38**	Actual	**2.64**	**2.43**	**2.60**	**2.64**	**2.66**	**2.25**
		Target	2.30	2.20	2.10	2.00	1.90	1.80
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**	**4.00**
		Target	4.00	3.70	3.40	3.00	2.70	2.40
Related Outcome Measures	**Baseline (2015-16)**	**Planning Year (2016-17)**		**2017-18**	**2018-19**	**2019-20[4]**	**2020-21[5]**	**2021-22**
# 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%**
# 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%**

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

[8] 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 Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
Tier 1-Schoolwide Practices	4.1) Develop and implement a district monitoring system to measure the success of schools in implementing PBIS (Positive Behavior Interventions and Supports) with fidelity.	% of schools with behavior plans that integrate critical components of PBIS and Restorative Practices.	% of schools demonstrating satisfactory implementation on the Fall PBIS Implementation Checklist (PIC)	66.4% of schools demonstrated satisfactory implementation on the Fall PBIS Implementation Checklist (PIC).	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year
Tier 1-Schoolwide Practices	4.2) Ensure all schools develop and 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).	<u>Quarter 2:</u> % of school teams that complete and implement Self-Assessment (SAM), which measures school-level implementation of a multi-tiered system of supports (MTSS) <u>Quarter 3</u> % of schools completing the Tiered Fidelity Instrument-Restorative Practices (TFI-RP) <u>End of Year</u>	<u>Quarter 2</u> % of schools scoring satisfactory on the SAM <u>Quarter 3</u> % of schools scoring satisfactory on the TFI-RP <u>End of Year</u> % of schools earning 80% or	-% of elementary schools scoring satisfactory on SAM: **89%** -% of middle schools scoring satisfactory on SAM: **75%** -% of high schools scoring satisfactory on SAM: **62.5%** -% of other schools (Tech, ESE, etc.) scoring satisfactory on SAM: **90%.**	TFI-RP assessments are being submitted by the end of April. Schools have continued to review schoolwide expectations (typically on a quarterly basis) and revisit classroom guidelines for success as needed. School based leadership teams are working with stakeholder to update PBIS strategies as they prepare for the 22-23 school year.	All schools TRI-RP assessments were completed in the spring of 2022. Elements were rated as fully, partial, or no implementation. The district average for all elements was 75% satisfactory on the TFI-RP walkthrough data. All schools completed the BoQ; 55% of our schools met the Bronze Level Model School Criteria, 23% are at fidelity, and 22% are not yet at fidelity. All schools completed the SAM and the district average was 79% fully implemented. -% of elementary schools scoring satisfactory on SAM: 80% -% of middle schools scoring satisfactory on SAM: 83% -% of high schools scoring satisfactory on SAM: 70%

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
		% of schools completing the Benchmarks of Quality (BOQ)	higher on the BOQ			-% of other schools (Tech, ESE, etc.) scoring satisfactory on SAM: 77%.
Tier 1-Schoolwide Practices	4.3) Continue to conduct monthly climate, discipline disparity and/or restorative practices training with school administrators focused on student engagement, pro-active social and emotional supports and management strategies that support a student and staff member's ability to contribute to a positive schoolwide culture.	% of principals, area superintendents, and TZ chief participating in monthly training	# and % of instances of Black vs. non-Black students receiving discipline referrals and out-of-school suspensions.	100% of principals, area superintendents, and TZ chief are participating in monthly training.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	13,130 PCS students received one or more office discipline referrals (ODR) in 21-22. Of the total students, 4,941 were Black students (37.6% of total) and 8,189 were non-Black students (62.4% of total). 4,388 PCS students received one or more day of out of school suspension (OSS) in 21-22. Of the total students, 2,156 were Black students (49.1% of total) and 2,232 were non-Black students (50.9% of total).
Tier 1-Schoolwide Practices	4.4) Closely monitor school discipline data to eliminate Out-of-School Suspension	Monthly data reports	# and % of non-violent infractions for Black students	Non-Violent (Please note the only infractions from this list that resulted in OSS in both	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	Non-violent infractions for Black students resulting in OSS: Q1:(n=20) 3% Q2:(n=42) 5% EOY: (n=158) 3%

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<tr><th>Area of Focus</th><th>Action Steps</th><th>Progress Measure(s)</th><th>Outcome Measure</th><th>Mid-Year Update</th><th>Quarter 3 Update</th><th>End-of-Year Update</th></tr>
<tr><td></td><td>(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. Additionally, closely monitor OSS for non-violent infractions specific to defiance and classroom disruption.</td><td></td><td>that resulted in OSS[9].

and % of defiance and classroom disruption referrals for Black students that resulted in OSS.</td><td>quarters were: Other Offense, Leaving Campus, and Not Cooperating)
Q1:(n=20) 3%
Q2:(n=42) 5%

Defiance and Classroom Disruption
Q:1(n=116) 17%
Q2: (n=159) 18%</td><td></td><td>Defiance and classroom disruption referrals for Black students resulting in OSS:
Q:1(n=116) 17%
Q2: (n=159) 18%
EOY: (n=862) 14%</td></tr>
<tr><td>Tier 1-Schoolwide Practices</td><td>4.5) Continue to train all School-Based Resource Officers (SROS) to ensure full implementation of the Collaborative Interagency Agreement regarding student</td><td>% of officers trained</td><td># of arrests disaggregated by race and gender</td><td>All SRO and have been trained in the full implementation of the Collaborative Interagency Agreement regarding student misconduct, student</td><td>☐Quarter 1
☒Quarter 2
☐Quarter 3
☒End of Year</td><td>
<table>
<tr><th colspan="4">2021-2022 Physical Arrests By Race and Gender</th></tr>
<tr><th>Female</th><th>Number</th><th>Male</th><th>Number</th></tr>
<tr><td>Asian Female</td><td>1</td><td>Asian Male</td><td>0</td></tr>
<tr><td>Black Female</td><td>67</td><td>Black Male</td><td>101</td></tr>
<tr><td>Hispanic Female</td><td>3</td><td>Hispanic Male</td><td>16</td></tr>
<tr><td>White Female</td><td>11</td><td>White Male</td><td>56</td></tr>
<tr><td>Unknown Race Female</td><td>0</td><td>Unknown Race Male</td><td>1</td></tr>
<tr><td>Total Arrests- Female</td><td>82</td><td>Total Arrests- Male</td><td>174</td></tr>
<tr><td colspan="2">Total Arrests</td><td colspan="2">256</td></tr>
</table>
</td></tr>
</table>

[9] Non-violent infractions data rules: Skipping Class, Missed Detentions, Excessive Tardy, Electronic Device, Leaving Campus, Unauthorized Location, Other Offense, Not Cooperating.

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
	misconduct, student interviews and student arrests that is designed to decrease arrests in favor of school consequences.			interviews and student arrests that is designed to decrease arrests in favor of school consequences.		
Tier 1-Schoolwide Practices	4.6) Train all new instructional and administrative staff in the use of restorative practices.	# of new instructional and administrative staff trained	# and % of instances of Black vs. non-Black students receiving discipline referrals and out-of-school suspensions.	Professional development department facilitated eight restorative practice cohorts through December 2021 and has scheduled an additional 13 cohorts through May 2022.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	Restorative practices (RP) professional development sessions continued through the spring and summer of 2022. Restorative practices sessions were also added to our July Experience Pinellas professional development for instructional employees who are new to PCS. 84% (282 out of 336) of site-based administrators have completed RP professional development. 76% (4,712 out of 6,227) of site based instructional staff have completed RP professional development. EOY: Total Refs (N=43653) Blk Refs (n=19654) 45% Non-Blk Refs (n=23999) 55% EOY Total OSS (N=7358) Blk OSS (n= 4002) 54% Non-Blk OSS (n=3356) 46%
Tier 1-Schoolwide Practices	4.7) Ensure that Area Superintendents and Transformation Zone Chief use a	Monthly data reports # of schools provided	# and % of instances of Black vs. non-Black students receiving	37 schools are being provided additional targeted supports.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	43,653 office discipline referrals (ODR) were processed in 21-22. Of the total number of processed referrals 19,654 (or 45%) were received by Black students and 23,999 (or 55%) were received by non-Black students.

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
	discipline analysis process to identify those schools with high numbers of referrals to provide appropriate support and training.	targeted supports	discipline referrals.			
Tier 1- Schoolwide Practices	4.8) Continue collaborative discussions with the Community Discipline Committee to garner support and feedback in order to improve and/or reduce discipline disparity practices	Participation and facilitation of Community Discipline Committee	# of meetings completed	Two meetings have occurred; on 11/3/21 and 1/19/22.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	Three meetings (11/3/21, 1/19/22, and 4/6/22) were completed during 21-22.
Tier 2- Targeted Interventions and Disciplinary Alternatives	4.9) Ensure that Area Superintendents and Transformation Zone Chief use a discipline analysis process to identify those schools with high numbers of OSS and provide appropriate support and training.	Monthly data reports # of schools provided targeted supports	# and % of instances of Black vs. non-Black students receiving discipline out-of-school suspensions.	37 schools receiving targeted supports. There are 24 schools that have increased OSS as compared to the 19-20 school year (20-21 data not predictive due to many students participating in	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	7,358 out-of-school suspensions (OSS) were received in 21-22. Of the total number of OSS 4,002 (or 54%) were received by Black students and 3,356 (or 46%) were received by non-Black students.

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
				online learning options).		
Tier 2-Targeted Interventions and Disciplinary Alternatives	4.10) Monthly school leader analysis of discipline data at Area Meetings to review all discipline data, discipline disparities by race/offense code and provide dedicated time for problem-solving and best practice sharing for principals.	Monthly data reports	# and % of instances of Black vs. non-Black students receiving discipline referral and out-of-school suspensions.	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☒End of Year	Monthly analysis of discipline data has continued by race/offense code with time used at monthly Area Meetings to discuss best practices to increase consistency. **Total Referrals Black Students SY2021-22** **Quarter 3 (YTD)** 14921 (45%) **Total OSS Black Students SY2021-22** **Quarter 3 (YTD)** 2713 (54%)	43,653 office discipline referrals (ODR) were processed in 21-22. Of the total number of processed referrals 19,654 (or 45%) were received by Black students and 23,999 (or 55%) were received by non-Black students. 7,358 out of school (OSS) were received in 21-22. Of the total number of OSS 4,002 (or 54%) were received by Black students and 3,356 (or 46%) were received by non-Black students.
Tier 2-Targeted Interventions and Disciplinary Alternatives	4.11) Based on monthly discipline data analysis, schools identified as needing additional Tier 2 or 3 supports based, update school behavior plans with more in-depth strategies for Tier 2 and 3.	% of schools completing Tiered Fidelity Instrument Tier 2 and Tier 3 (TFI-2/3)	% of schools showing satisfactory on TFI-2/3	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year	55% (69 out of 125) schools scored equal to or greater than 80% on the TFI for Tier 2. 64% (80 out of 125) schools scored equal to or greater than 80% on the TFI for Tier 3.

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
Tier 3-Individualized Support	4.12) Implement a reintegration process for all middle and high school students returning from an OSS for discipline instances resulting from a fight/student strike and for any OSS for elementary school students.	Reintegration plans on file at schools	# of Black middle and high school students receiving OSS for Fight/Minor or Strike Student # of Black elementary students receiving OSS	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☒End of Year	Schools have continued to use reintegration processes and the Outcome Measure data will be available at the end of the year. **Total OSS Fight Minor/Strike Student Black Students SY2021-22** **Quarter 3 (YTD)** 988	HS students w/ OSS Fight Minor/Strike Student (N=241) Blk OSS (n=109) 45% Non-Blk (n=131) 54% HS students w/OSS Physical Attack - SESIR (N=54) Blk OSS (n=38) 70% Non-Blk (n=16) 30% MS students w/ OSS Fight Minor/Strike Student (N=467) Blk OSS (n=262) 56% Non-Blk (n=205) 44% ES students w/ OSS Student (N=414) Blk OSS (n=271) 65% Non-Blk (n=143) 35%
Tier 3-Individualized Support	4.13) Continue PCS School Climate Project through integration of responsive and empathic practices into existing MTSS and PBIS systems.	# of schools participating	# students in participating schools receiving ODR and OSS annually as compared to previous years	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☒End of Year	Five schools are part of the School Climate Transformation Grant (SCTG). For additional outcomes please also see BTG Goal 2.8. **Total Referrals SCTG Schools (n=5) Black Students SY2021-22** **Quarter 3 (YTD)** 2402 **Total OSS SCTG Schools (n=5) Black Students SY2021-22** **Quarter 3 (YTD)** 477	SCTG MS = PBMS; DHMS; OGMS; PPMS; TMS SY2021-22 EOY: SCTG MS REFS (N=1665) Blk (n=779) 47% Non-Blk (n=886) 53% SCTG MS OSS (N=603) Blk (n=362) 60% Non-Blk (n=241) 40% EOY: ALL Other MS REFS (N=3251) Blk (n=1266) 39% Non-Blk (n=1985) 61% ALL Other MS OSS (N=1307) Blk (n=666) 51% Non-Blk (n=641) 49%

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
Tier 3-Individualized Support	4.14) Provide professional development to principals on the use of evidence-based interventions as a tiered support for Black students.	% of principals, area superintendents, and TZ chief participating in monthly training	# and % of instances of Black vs. non-Black students receiving discipline referrals and out-of-school suspensions.	100% of principals, area superintendents, and TZ chief are participating in monthly training.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	43,653 office discipline referrals (ODR) were processed in 21-22. Of the total number of processed referrals 19,654 (or 45%) were received by Black students and 23,999 (or 55%) were received by non-Black students. 7,358 out of school (OSS) were received in 21-22. Of the total number of OSS 4,002 (or 54%) were received by Black students and 3,356 (or 46%) were received by non-Black students.

Goal 4: Previous Action Steps and Current Ways of Work

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

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
Tier 1-Schoolwide Practices	4.15) Develop a Restorative Practices Whole-School Implementation Guide for schools that is rooted in evidenced-based practices and implementation science.	Implementation guide reviewed and updated each year and shared during principal/AP training prior to start of each school year.		☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable
Tier 2-Targeted Interventions and Disciplinary Alternatives	4.16) Continue offering an Alternative Placement Program (APP) in middle and high schools as an alternative setting for students to serve a suspension, staffed by certified teachers and counselors.	# of students taking part in APP program		☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year ☐Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year ☐Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable
Tier 2-Targeted Interventions and Disciplinary Alternatives	4.17) Develop and implement a uniform framework for schools utilizing the Alternative Bell Schedule (ABS or ABC) as an after-school alternative to suspension in order to maximize learning.	Guidelines and monitoring of ABS/ABC by Area Superintendents/TZ Chief.		☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable
Tier 2-Targeted	4.18) Develop and implement an In-School Suspension (ISS) model that	Guidelines and monitoring of ISS by Area Superintendents/TZ Chief.		☐Quarter 1 ☐Quarter 2	☐Quarter 1 ☐Quarter 2	☐Quarter 1 ☐Quarter 2

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
Interventions and Disciplinary Alternatives	includes a uniform framework and maximizes learning.			☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 3 ☐End of Year ☒Not Applicable
Tier 2-Targeted Interventions and Disciplinary Alternatives	4.19) Ensure that Area Superintendents/TZ Chief continue to participate in the Rethink Discipline Districts webinars and/or related national, professional development opportunities.	Area Superintendents/TZ Chief attend and participate in development opportunities that inform their practice and support of school leaders.		☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable
Tier 3-Individualized Support	4.20) Closely monitor district policy that no more than 10 days of Out-of-School Suspension (OSS) are given for one semester for regular education students and no more than 10 days is given for the entire year for ESE students.	Guidelines and monitoring of OSS by Area Superintendents/TZ Chief.		☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable
Tier 3-Individualized Support	4.21) Ensure procedure is followed that no elementary students are suspended without consulting with Area Superintendents/TZ Chief.	Guidelines and monitoring of OSS by Area Superintendents/TZ Chief.		☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable
Tier 3-Individualized Support	4.22) Ensure procedure is followed that no more than 3 days of In-School Suspension (ISS) or OSS is given for any one infraction without approval from Area Superintendents/TZ Chief.	Guidelines and monitoring of ISS/OSS by Area Superintendents/TZ Chief.		☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable

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[10]**
Risk Ratio (ESE overall) / Black	**1.45**	Actual	1.45	1.46	1.40	1.43	1.43	**TBD**
		Target	1.45	1.40	1.35	1.30	1.25	1.20
Risk Ratio (EBD) / Black	**4.20**	Actual	3.94	3.84	3.34	3.50	3.64	**TBD**
		Target	3.95	3.70	3.45	3.20	2.95	2.7
Related Outcomes Measures	**Baseline (2015-16)**	**Planning Year (2016-17)**		**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
# and % of Black students eligible for ESE services	(3,618) **25%**	Actual	(3,371) **25%**	(3,947) **23%**	(3,945) **25%**	(4,033) **25%**	(4,000) **26%**	**(4,052) 25%**

[10] Annual Outcome Measure data for Goal 5 has not been released by the Florida Department of Education (FDOE) at the time of this report. Once issued by FDOE, this report will be updated to reflect official risk ratios.

Annual Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21	2021-22[10]
# and % of Black students eligible for Emotional Behavioral Disability (EBD) identification / Total	(427) **49%**	Actual	(335) **49%**	(363) **48%**	(300) **46%**	(255) **46%**	(219) **47%**	**(187)** **44%**
# and % of Black students found eligible for Emotional Behavioral Disability (EBD) identification / Identified in Pinellas	(20) **47%**	Actual	(14) **50%**	(14) **52%**	(19) **29%**	(5) **29%**	(5) **24%**	**(3)** **15.8%**
# and % of Black students found eligible for Emotional Behavioral Disability (EBD) identification / Transfers Into County	(24) **42%**	Actual	(17) **30%**	(13) **39%**	(9) **35%**	(7) **23%**	(3) **33%**	**(9)** **32%**

Goal 5: Key Action Steps

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
ESE Eligibility Determination	5.1) Appropriately and efficiently identify and evaluate students who may be in need of special education and related services in support of their learning and academic achievement.	# of students identified and evaluated	# and % of students found eligible for ESE services	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☒End of Year	As of Quarter 3, 603 students (all race/ethnicity) were identified for evaluation with 552 found eligible.	As of Quarter 4, 898 students (all race/ethnicity) were identified for evaluation with 771 found eligible. *85% of learners evaluated were found eligible*
ESE Eligibility Determination	5.2) Initiate a records review by the district ESE Department for transfer students who arrive as new students to PCS with an EBD eligibility. Students will receive current IEP services during the time they are being reevaluated.	# of record reviews completed for Black transfer who students into Pinellas County # of Black transfer students identified for EBD reevaluation process # of reevaluations completed for EBD transfer students / Black # of Black transfer students identified for EBD after reevaluation process	# of Black transfer students into Pinellas County identified as EBD	24 Record Reviews for Black Transfer Students 5 Transfer Students who were identified as Black and EBD 2 Black Transfer Students Identified for Reevaluation 0 Reevaluations Completed for EBD Transfer Students/Black 0 Black Students Identified for EBD after Reevaluation as process not yet complete	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	1 record reviews completed for Black transfer who students into Pinellas County during second semester (EOY total 25) 4 Black transfer students into Pinellas County identified as EBD during second semester (EOY total 9) 0 Black transfer students identified for EBD reevaluation process during second semester (EOY total 0) 0 reevaluations completed for EBD transfer students / Black during second semester (EOY total 0) 0 of Black transfer students identified for EBD after reevaluation process during second semester (EOY total 0)

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
ESE Eligibility Determination	5.3) Provide intensive and intentional early intervening services, using direct resources, to students prior to being identified as having an Emotional Behavioral Disability (EBD).	# of school support requests for early intervening services for students under consideration for EBD / all students # of such requests for services / Black students	# of Black students receiving early intervening support # of new EBD eligibilities/Identified by PCS / all students # of new EBD eligibilities / identified by PCS / Black students	3 School Support Requests 3 Requests for Black Students 20 Black Students Receiving Early Intervening Supports 2 New EBD Eligibility Determinations (all students) 0 EBD Eligibilities for Black Students	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	9 School Support Requests during second semester (EOY total 12) 6 Requests for Black Students during second semester (EOY total 9) 6 Black Students Receiving Early Intervening Supports during second semester (EOY total 26) 7 new EBD eligibilities/Identified by PCS / all students during second semester (EOY total 9) 3 new EBD eligibilities / identified by PCS / Black students (1 of 3 is Black/Hispanic) during second semester (EOY total 3)
ESE Eligibility Determination	5.4) 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.	# of Black students identified as EBD in grades 4 and 7 # of record reviews initiated	# of EBD dismissals for Black students # of transfers of EBD to a secondary disability for Black students.	7 Students Gr 4 Identified as EBD and Black 14 Students Gr7 Identified as EBD and Black	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	1 Black student identified as EBD in grades 4 and 7 during second semester (EOY total 22)

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
	Additionally, the ESE department will identify students with multiple eligibilities (including EBD) and initiate a records review when applicable.			24 Record Reviews for Black EBD Students		15 open/ closed 29 opened to re-eval record reviews initiated 1 EBD dismissal for Black students 1 transfer of EBD to a secondary disability for Black students.
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.5) Continue to provide Comprehensive Coordinated Early Intervening Services (CCEIS) that 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.	# of Black students identified	% of those identified receiving CCEIS support	20 Students Identified	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	6 Black students identified for support during second semester (EOY total 26) 66% of those identified receiving CCEIS support
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.6) Continue to provide targeted and sustainable professional development to school-based behavior specialists that includes the utilization of student specific data and interventions (including cultural components) in each student's positive behavior intervention plan (PBIP), along with side-by-side coaching from district behavior specialists.	# and % of behavior specialists trained	# of Black students served by school-based specialists	94 (93.5%) of Behavior Specialists Trained	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	13 Black students served by school-based specialists
Early Warning Systems, Comprehensive Coordinated	5.7) Provide two district Behavior Specialists to focus on Tier 1 behavioral interventions in high-minority schools.	# of high-minority schools receiving services	# of Black students served by district specialists	12 high-minority schools receiving services	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	7 high-minority schools receiving services during second semester

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
Early Intervening Services (CCEIS)				20 Students Receiving Supports from District Behavior Specialists in high-minority schools		13 Black students served by school-based specialists during second semester 159 total Black students served by district ESE Behavior Specialist 2021-2022
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.8) Provide six district Board Certified Behavior Analysts to provide intensive support to ESE students and staff in all schools.	# of Board Certified Behavior Analysts	# of Black students served by district ESE Behavior Specialist	6 Board Certified Behavior Analysts 92 Students Quarter 1 and 86 Students Quarter 2 received services from ESE District Behavior Specialists.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	6 Board Certified Behavior Analysts 113 Students Quarter 3 and 42 Students Quarter 4 received services from ESE District Behavior Specialists. 159 total Black students served by district ESE Behavior Specialist 2021-2022
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.9) Use School Support Requests (SSRs) to determine success of CCEIS interventions.	# of SSR Referrals for evaluation	# of Black students determined eligible for ESE/EBD	0 Students Eligible for EBD Q1 and Q2	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	78 SSR Referrals for evaluation 2021-22 school year 3 Students Eligible for EBD Q4

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

Goal Manager: Paula Texel, Associate Superintendent, Human Resources Services

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

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

Annual and Related Outcome Measures

Annual Outcome Measures	**Baseline (2015/16)**	**Planning Year (2016-17)**		**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
# 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%**
		Target	9%	10%	11%	12%	13%	14%
Related Outcomes Measures	**Baseline (2015/16)**	**Planning Year (2016-17)**		**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
# 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%	**(80/1036)** **7.7%**
# 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%**

Goal 6: Key Action Steps

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
Hiring/Recruiting	6.1) Partner with state and national colleges and universities to enhance teacher preparation programs in support of engaging interns and hiring highly-qualified teaching candidates.	# partnerships, site visits, meetings, etc.	# of highly-qualified teachers hired each year # of interns engaged each year	4 Partnership meetings/Site Visits 292 Highly-qualified teachers hired 84 Interns engaged	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	4 partnership meetings 751 teachers hired 76 interns
Hiring/Recruiting	6.2) Conduct annual job/recruitment fairs in support of broadening the talent pool of likely candidates. Attend relevant job fairs in search of highly-qualified teaching candidates.	# of job fairs conducted	# of candidates hired from job fairs	16 job fairs attended 42 candidates hired from job fairs.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	34 job fairs attended 32 advance contracts then hired at fairs
Hiring/Recruiting	6.3) Conduct quarterly alternative certification meetings to provide information and guidance to candidates in non-education degree programs and provide coursework through Transition to Teaching (TTT) program.	# of meetings held	# of participants # enrolled in TTT	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year	4 meetings held 210 participants Enrolled in TTT – 115
Hiring/Recruiting	6.4) Establish Ed Rising Program, a national program that offers dual enrollment opportunities to work with high schools and staff for students interested in the education profession.	# of schools participating	# of students participating	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year	2 high schools 20 students
Hiring/Recruiting	6.5) Continue strong relationships with colleges and universities, including historically Black colleges and universities (HBCUs) and Black student organizations at other colleges/universities.	# of HBCUs visited/virtual events attended # of Black student organizations visited/virtual events attended	# of applicants from HBCUs and from Black student organization outreach events	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☒End of Year	6 HBCU visited/ events attended during quarter 3 20 Black teacher applicants as a result of events with 12 advanced contracts signed as of quarter 3.	11 HBCU visits/virtual events 15 advance contracts 180 total Black applications

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
Hiring/Recruiting	6.6) 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.)	# 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	80 of instructional recruitment posts (LinkedIn, IG, FB) 610 Instructional recruitment posts to minority organizations 5 instructional recruitment events August 2021-January 2022 64 Black instructional hires (8.7% of applicants hired were Black) 56 active applicants self-identified as Black/African American in Search Soft application, also indicated instructional/certified as applicant type, have applied for at least one job posting between August and December 2021. 575 total applicants indicated instructional/certified applicant type between August and December 2021. 9.74% self-identified as Black.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	45 instructional posts (LinkedIn, IG, FB, etc.) 1,131 instructional recruitment posts 8 instructional recruitment events

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
Hiring/Recruiting	6.7) Collaborate with the Pinellas Alliance of Black School Educators (PABSE) and community stakeholder groups.	# of contacts/engagements with PABSE	# of PABSE mentors for new teachers	4 engagements with PABSE 14 PABSE mentors for new teachers	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	5 PABSE engagements 14 mentors/mentees
Hiring/Recruiting	6.8) Attend webinars, virtual meetings, state and/or national conferences to gather current strategies for the recruitment of Black educators.	N/A	List and # of engagements attended	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year	11 HBCU visits/virtual events
Hiring/Recruiting	6.9) Collaborate with USF to grow the Call Me Mister (CMM) program and identify/recruit Black males to become part of future cohorts.	# of CMM events with USF # of CMM recruitment events	# of cohorts # of participants	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	1 cohort 2 participants (1 left program in May 2022, was 3)
Hiring/Recruiting	6.10) 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.	Training sessions with hiring managers	# of HR Partner office hours scheduled to support hiring managers throughout the year	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☐End of Year	HR Partners met monthly with principals to review information regarding hiring, specifically pointing out best practices through the hiring process. Principals were able to discuss this knowledge with group and then were able to follow up with HR Partners through one-on-one phone calls and conversations. HR Partners are able to gauge the impact on their training by reviewing the hiring practices of the principals/hiring managers assigned to them. HR Partners conduct office hours either weekly or every other week to allow principals continuous discussion and feedback	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☐End of Year

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
					relating to hiring practices.	
Retention/Support	6.11) Continue mentoring program for new employees with a focus on first-year instructional hires.	# of first-year Black instructional hires # of first-year Black instructional hires with a mentor	# and % of teachers retained compared to previous year.	42 first-year Black instructional hires 39 first-year Black instructional hires with a mentor.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year
Retention/Support	6.12) Continue mentoring/coaching program for new administrators with a focus on principal/assistant principal partnership.	# of first-year Black administrators # of first-year Black administrators with a mentor	# and % of new Black administrators with effective or highly-effective evaluations	4 first-year Black administrators 4 first-year Black administrators with a mentor 1 and 100% new Black administrators with effective or highly-effective on their 2020-2021 Final Evaluations.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year
Retention/Support	6.13) Hold employee resource group meetings to bring together Black teacher for support outside the school setting	# of meetings/sessions held	# of participants	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year	5 Affinity group meetings
Retention/Support	6.14) Provide recruitment and retention bonuses in the identified schools to attract and retain highly-effective teachers in the neediest schools.	# of teachers receiving bonus by school	# of Black teachers retained compared to previous years	511 teachers across 9 schools received bonuses in the 2021-22.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year
Retention/Support	6.15) Establish a summer, cultural awareness training program for all teachers who are hired into high-minority schools, with a robust onboarding program for teachers working in the district's Transformation Zone schools.	Program completion and supporting materials	# of Black teachers retained compared to previous years	340 teachers participated in the TZ Summer Retreat	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
Retention/Support	6.16) Establish a differentiated onboarding and support system for new Black teachers hired into the district to ensure a smooth transition and successful school year.	# of teachers hired and targeted for support	# of Black teachers retained compared to previous years	42 Black teachers hired and targeted for support	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year
Leadership Development	6.17) Continue monthly training sessions for first-year principals and assistant principals to support their growth and development.	# of meetings % of participants who attended	Improved culture and climate at schools, as measured by Stakeholder survey.	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year	7 meetings were held this year for both groups with 88% of principals attending and 93% of assistant principals attending.
Leadership Development	6.18) Research strategies and best practices for advancing Black school leaders into school and district leadership positions.	Continual review of research from the field.	# of Black leaders who obtain a leadership role in PCS.	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year	5
Leadership Development	6.19) Establish positive relationships with current, aspiring and cohorts of Black leaders, focusing on activities and experiences that will improve their chance for advancement as part of the leadership development pipeline	# and % of Black leaders	# and % of Black leaders compared to previous years	SY2021-22 (through first semester) 83 Black leaders which is 17.26% of leadership positions.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year	SY2021-22 (end of year) 80 Black leaders, which is 17.02% of leadership positions.

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. In order to accurately and historically document strategies and actions of the district, actions in previous years of the BTG plan will continue to be included and, in some cases, reported on.

Area of Focus	Action Steps	Progress Measure(s)	Outcome Measure	Mid-Year Update	Quarter 3 Update	End-of-Year Update
Hiring/Recruiting	6.20) Promote alternative certification options to increase the number of applicants from businesses and industries who are considering teaching as a second career.	N/A	N/A	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable
Hiring/Recruiting	6.21) Review the district's current data management system to ensure that it has the capacity to support the strategies and processes presented in this plan.	N/A	N/A	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable
Hiring/Recruiting	6.22) 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.	N/A	N/A	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable
Hiring/Recruiting	6.23) 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.	Annual report of findings.	# of total active Black instructional applicants # and % of Black applicants hired	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year ☐Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable
Hiring/Recruiting	6.24) Continue to employ a minority recruitment specialist to focus on recruiting a highly-qualified, diverse workforce.	Position and Job Description maintained.	Job filled in 2018 and has remained filled. Annual recruitment plan	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year ☐Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year ☐Not Applicable	Job has continued to be filled since 2018.

Hiring/Recruiting	6.25) Refine and update annually a recruitment plan specific to attracting Black applicants to be used by hiring managers in the district.	Review of previous year plan and outcomes	Annual recruitment plan	Updates are made on a regular basis to the Talent Acquisition webpage, marketing materials, etc.	☒Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☐Not Applicable	☒Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☐Not Applicable
Hiring/Recruiting	6.26) Partner with the Urban Schools Human Capital Academy to provide feedback to the district regarding processes for hiring and supporting a more diverse workforce.	Partnership established in 2019. Three-year program completed.		☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable
Hiring/Recruiting	6.27) 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.	HR Partners review data and meet with hiring managers individually to discuss and put strategies in place.		☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable
Retention/Support	6.28) Ensure that professional development is targeted to support teacher needs so as to build their skillsets and confidence as educators.	Catalogue of professional development opportunities. Deliberate practice plans completed for teachers.		☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable
Retention/Support	6.29) 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 (ex. focus groups, school visits).	N/A- Rewritten to align with strategy (see new 6.13)		☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable
Retention/Support	6.30) Continue current leadership pipeline programs to support and attract the top talent into administrative positions.	# of programs offered		☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable