PINELLAS COUNTY SCHOOLS

BRIDGING THE GAP PLAN 2021-22

BRIDGING
THE GAP

Bridging the Gap Plan Overview

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

Goal 1: Graduation Rate	**Goal 4:** Student Discipline
Goal 2: Student Achievement	**Goal 5:** ESE Identification
Goal 3: Advanced Coursework	**Goal 6:** Minority Hiring

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

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

Bridging the Gap Oversight and Monitoring

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

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

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

than others and the district will continue to refine and adapt the strategies and actions to align with current capacity and promote long-term systems-change and sustainability over time.

BTG 2021-22

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

As the district is entering the fifth year of implementation, a significant review of strategies took place in the fall of 2021. The updated plan reflects new and enhanced in-process measures and actions to deepen implementation and increased impact for student outcomes. Strategies and actions that have been previously completed or become district ways of work remain documented within the overall plan but are now noted as *previous action steps and current ways of work* to acknowledge the work that has been accomplished and continues to be supported.

Table of Contents

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 Target
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%	**76.3%**
			Target	67.3%	69.1%	70.9%	72.7%	74.5%	
	Non-Black	83.4%	Actual	85.8%	88.1%	90.0%	92.7%	93.1%	**7.1**
	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
# 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 %	**TBD**
# 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%	**TBD**

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

Evaluation Questions:

Did the intentional strategies, initiatives and programs for Black learners result in more students being on track to graduate?

Did the intentional use of student data increase the enrollment in targeted interventions for Black learners and result in more students being on track to graduate?

Did the district efforts to involve students and families in learning lead to increased communication between students, families and school staff to provide a better understanding of supports and successful pathway to graduation?

Goal 1: Key Action Steps

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Academic Rigor and Standards-Based Instruction	1.1) 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.	☐Planning ☒Implementing	% 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
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 math support in pull-out sessions using district identified programs to graduate on time.	☐Planning ☒Implementing	# of teachers trained (ELA and math)	# of teachers engaged in ELA and math support sessions	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☒End of Year
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. Tutoring will happen during English 1 or English 2 classes (at least 2 times per week from November 2021 through end of school year).	☐Planning ☒Implementing	# and % of black students who are not on track. % who have personalized plans / by school	% of Black students meeting graduation readiness standards per grade level expectations	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
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 mathematics skills gaps	☐Planning ☒Implementing	# and % of black students who are not on track. % who have personalized plans / by school	% of Black students meeting graduation readiness standards per grade level expectations	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
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.	☐Planning ☒Implementing	# of school principals targeted for coaching support	# of schools visited for coaching support	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year

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 needed. Employ recruitment and targeted resources and strategies to increase attendance for Black students in all extended learning programs (ELP).	☐Planning ☒Implementing	# and % of Black students NOT on track enrolled in in-school credit recovery programs # and % of Black students NOT on track enrolled in summer credit recovery programs	% of Black students meeting graduation readiness standards per grade level expectations	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
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).	☒Planning ☒Implementing	Program deployment # of Black students enrolled in program	# of Black students completing courses for graduation requirements within the program.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
Family and Community Engagement	1.8) Host virtual 'road to graduation' events for students and families in grades 9-12 that provide information about course and assessment requirements for students.	☐Planning ☒Implementing	# of events hosted	# number of participants and views (if virtual/recorded event)	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year

Goal 1: Previous Action Steps and Current Ways of Work

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

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
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.	☒Complete ☒Way of work	% 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 ☐Not Applicable
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 students who are not on track to graduate. (Data includes GPA, credits earned, and scores on state graduation assessments).	☒Complete ☒Way of work	# and % of schools provided data reports each month	% of Black students on track	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year ☐Not Applicable

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
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	☒Complete ☒Way of work	# 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	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year ☐Not Applicable
Extended learning	1.12) Provide extended learning opportunities before and after school and extended year (Summer Bridge) programs.	☒Complete ☒Way of work	**NA**	**NA**	☐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.	☒Complete ☒Way of work	# and % of Black students who participate in ACT assessment. # and % of Black students who participate in SAT assessments.	% of Black students not on track for graduation (in current graduating class) due to assessment requirements who participate in ACT/SAT.	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year ☐Not Applicable
Family and Community Engagement	1.14) Ensure equitable representation of Black learners in awards and recognition ceremonies.	☒Complete ☒Way of work	% 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
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.	☒Complete ☒Way of work	% 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
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.	☐Complete ☐Way of work ☒Other: Moving to BTG Goal 2	**NA**	**NA**	☐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

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[1]	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.	(2419) 25.6%	**TBD**
		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	**TBD**
	GAP	Actual	32.0	32.8	32.6	No data in 2019-20.	32.2	**TBD**
# 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%	**TBD**
		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	**TBD**
	GAP	Actual	33.0	33.0	32.8	No data in 2019-20.	31.9	**TBD**

---

[1] 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.

Related 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 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	(1108) 28.9%	**TBD**
# 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%	**TBD**
# 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%	**TBD**

Goal 2: Key Action Steps

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Academic Rigor and Standards-Based Instruction	2.1) Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices.	☐Planning ☒Implementing	% of Black students at or near proficiency on district cycle progress monitoring assessments for ELA and math.	% of Black students at or near proficiency on Florida Standard Assessments and End of Course Exams (EOCs) for ELA and math.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
Academic Rigor and Standards-Based Instruction	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.	☐Planning ☒Implementing	# 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	% 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	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year

---

[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.

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
			participated in follow-up training or coaching # of teachers trained in implementing equitable grading practices	(at least a 2.0 GPA and Level 2 or better on FSA 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.	☐Planning ☒Implementing	# 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.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
	2.4) Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement.	☐Planning ☒Implementing			☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year
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.	☐Planning ☒Implementing	# 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.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
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).	☐Planning ☒Implementing	# 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.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
Academic Rigor and Standards-Based Instruction	2.7) Implement the Pinellas Early Literacy Initiative (PELI) in 16 high-minority schools from 2021-2025.	☒Planning ☒Implementing	# of schools implementing PELI	# teachers trained in the implementation of evidence-based practices at the targeted schools	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
				# principals/APs trained in the implementation of evidence-based 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.	☐Planning ☒Implementing	Individual school reviews and processes regarding root causes.	SCTG annual grant report.	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☒End of Year
Academic Rigor and Standards-Based Instruction	2.9) Implement school day embedded tutoring strategy at high schools with high-minority populations.	☒Planning ☒Implementing	# 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
Academic Rigor and Standards-Based Instruction	2.10) Increase the number of Voluntary Pre-Kindergarten (VPK) students that attend full-day Pre-K program in order to increase kindergarten readiness rates.	☒Planning ☒Implementing	# of schools with full-day, free VPK	# of black students being served	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
Early Warning Systems and Monitoring Processes	2.11) Implement effective intervention strategies based on the close monitoring of students with personalized learning plans.	☐Planning ☒Implementing	# of students with personalized learning plans	# of monitoring cycles completed by schools/district staff	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
Extended Learning	2.12) Ensure that schools with high minority enrollments provide additional, strategically-focused time during and after school to support academic interventions and flexible instructional delivery.	☐Planning ☒Implementing	# of schools with high minority enrollments (defined as at least 40% black enrollment) Development of schoolwide academic intervention and instructional delivery plans at every school.	# and % of black students who are not on track by school grade band (elementary, middle, high)	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
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.	☒Planning ☐Implementing	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
Family and Community Engagement	2.14) Partner with families to monitor usage among black students of digital resources that are 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.	☒Planning ☒Implementing	# and % of schools providing these programs	# and % of black students participating / users	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year
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.	☒Planning ☒Implementing	Creation of program, outreach provided to families	# of families contacted	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☒End of Year

Goal 2: Previous Action Steps and Current Ways of Work

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

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
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.	☒Complete ☒Way of work	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

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Extended Learning	2.17) Provide extended learning opportunities before and after school and extended year (Summer Bridge) programs.	☒Complete ☒Way of work	Catalog of opportunities	% of Black students engaged in Summer Learning	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year ☐Not Applicable
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.	☒Complete ☒Way of work	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
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.	☒Complete ☒Way of work	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
Family and Community Engagement	2.20) Ensure Parent University sessions are provided in locations that make attendance convenient for black families.	☒Complete ☒Way of work	Virtual catalog of all sessions available online	Location of in-person sessions	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable
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.	☐Complete ☒Way of work	# 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
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.	☐Complete ☒Way of work	# 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
Academic Rigor and Standards-Based Instruction	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).	☒Complete ☐Way of work	NA	NA	☐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	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%	(8,546) 26%	**TBD**
		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%	**TBD**
# and % of black middle school students enrolled in an accelerated (high school)	(443) 8.9%	(309) 8.1%	(368) 8.3%	(378) 8.2%	(451) 9.5%	(458) 10.1%	**TBD**
# 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%	**TBD**

Related Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)	2017-18	2018-19	2019-20	2020-21	2021-22
# 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%	**TBD**
# 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%	**TBD**
# 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%	**TBD**
% black middle school students earning high school credit through accelerated coursework.[3]	(663) 3.3%	(509) 2.5%	(604) 3.0%	(408) 8.2%	(484) 9%	(482) 10.3%	**TBD**
% 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**
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.							**TBD**

Evaluation Questions:

Did district efforts to broaden screening procedures for black learners succeed in increasing participation in gifted and talented education programs?

Did the intentional use of student data increase participation of black learners in advanced and accelerated courses?

Did the supports provided to schools increase student performance in advanced and accelerated courses?

Did the district's efforts to involve families in student learning lead to more frequent communication between families and teachers and a better understanding by parents of the strengths and weaknesses that their child possesses?

---

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

Goal 3: Key Action Steps

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Academic Rigor and Standards-Based Instruction	3.1) Provide 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).	☐Planning ☒Implementing	# 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
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 courses in middle and high school.	☐Planning ☒Implementing	# of teachers of advanced/accelerated courses that have completed AVID strategy training.	# and % of black middle school students taking an accelerated course who earned a D or F grade compared to non-black students. (at mid-year so interventions can be put in place) # and % of black high school students taking	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
				an accelerated course who earned a D or F grade compared to non-black students. (at mid-year so interventions can be put in place)	
Academic Rigor and Standards-Based Instruction	3.3) Implement strategies and professional development to increase teacher supports for student success in accelerated courses.	☐Planning ☒Implementing	# 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
Academic Rigor and Standards-Based Instruction	3.4) Refine the identification process and curriculum of talent-development programs to support "talented" students in elementary schools that have low numbers of gifted identified students.	☐Planning ☒Implementing	# of schools identified, targeted for support	# of students identified as 'talented' receiving and supports	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☒End of Year
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.	☐Planning ☒Implementing	# of gifted 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
Academic Rigor and Standards-Based Instruction	3.6) Implement strategies that support increased student success on College Board readiness assessments (PSAT/SAT).	☒Planning ☒Implementing	Development of curriculum guides that embed strategies in high school English and Math classes # of assessment preparation	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

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
			opportunities/programs for SAT preparation (e.g. Albert IO, Canvas, etc.)		
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 accelerated course option that matches their strengths.	☐Planning ☒Implementing	# 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
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.	☐Planning ☒Implementing	# 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
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.	☐Planning ☒Implementing	# 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
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.	☐Planning ☒Implementing	# of AVID sections at each school	# and % of Black students accessing AVID elective	☐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.	☒Planning ☐Implementing	Continue providing previously created academic spreadsheets to principals.	Create middle school dashboard for academic data and accelerated courses. Create consolidated accelerated coursework review process.	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
				Utilizing school leader feedback, develop training process for principals to utilize new tools.	
Extended Learning	3.12) Identify and invite the top 15% of black students in 7th grade students to take the SAT and participate in the PCS Talent Identification Program (TIP).	☐Planning ☒Implementing	# of Black students identified for TIP	% of Black students who participated in TIP in-school administration of SAT	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☐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.	☐Planning ☒Implementing	# 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
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 accelerated diploma programs.	☐Planning ☒Implementing	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
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.	☒Planning ☒Implementing	Develop plan for outreach	Findings from outreach to inform future strategies/actions.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year

Goal 3: Previous Action Steps and Current Ways of Work

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

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
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.	☐Complete ☒Way of work	# and % of Black students screened	# and % of Black students identified as gifted	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☐End of Year ☐Not Applicable
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.	☐Complete ☒Way of work	# 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
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.	☐Complete ☒Way of work	Curriculum guides with embedded strategies for SAT/ACT practice.		☐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 on-site, college readiness testing in every high school (PSAT, ACT, SAT).	☐Complete ☒Way of work	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 • 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.		☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable
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.	☐Complete ☒Way of work	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

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
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 official SATpractice.org provided through Khan Academy, and the scholarship opportunities connected to PSAT results.	☐Complete ☒Way of work	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
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).	☐Complete ☒Way of work	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

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[4]	2020-21[5]	2021-22
Discipline Disparity Rate (Risk Ratio) Referrals of Black students	2.38	Actual	**2.64**	**2.43**	**2.60**	**2.64**	**2.66**	**TBD**
		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**	**TBD**
		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%**	**TBD**
# 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%**	**TBD**

---

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

[5] 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.

Evaluation Questions:

Did the degree of fidelity to Positive Behavioral Interventions and Support (PBIS) and Restorative Practices increase in schools as evidenced by PBIS Implementation Checklist and Benchmarks of Quality assessments?

Did an increase in fidelity to Positive Behavioral Interventions and Support (PBIS) and Restorative Practices lead to a reduction in referral and suspension rates for black learners overall and by type of infraction?

Did the training, support and monitoring of data by principal supervisors and school leaders lead to a reduction in referral and suspension rates for black learners overall and by type of infraction?

Goal 4: Key Action Steps

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
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.	☐Planning ☒Implementing	% 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)	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year
Tier 1- Schoolwide Practices	4.2) Ensure all schools develop and implement a school-wide behavior plan that integrates all the critical components of PBIS (school-wide expectations / rules, guidelines for success, plan for teaching pro-social / appropriate student behavior, and positive reinforcement for behavior).	☐Planning ☒Implementing	Quarter 2: % of school teams that complete and implement Self-Assessment (SAM), which measures school-level implementation of a multi-tiered system of supports (MTSS) Quarter 3 % of schools completing the Tiered Fidelity Instrument-Restorative Practices (TFI-RP) End of Year	Quarter 2 % of schools scoring satisfactory on the SAM Quarter 3 % of schools scoring satisfactory on the TFI-RP End of Year	☐Quarter 1 ☒Quarter 2 ☒Quarter 3 ☒End of Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
			% of schools completing the Benchmarks of Quality (BOQ)	% of schools earning 80% or higher on the BOQ	
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.	☐Planning ☒Implementing	% 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.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
Tier 1- Schoolwide Practices	4.4) Closely monitor school discipline data to eliminate Out-of-School Suspension (OSS) for non-violent infractions, such as skipping class/school, missed detentions, excessive tardies, electronic devices, leaving school grounds w/o permission, or being in an unauthorized location. Additionally, closely monitor OSS for non-violent infractions specific to defiance and classroom disruption.	☐Planning ☐Implementing	Monthly data reports	# and % of non-violent infractions for black students that resulted in OSS. # and % of defiance and classroom disruption referrals for black students that resulted in OSS.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
Tier 1- Schoolwide Practices	4.5) Continue to train all School-Based Resource Officers (SROS) to ensure full implementation of the Collaborative Interagency Agreement regarding student misconduct, student interviews and student arrests that is designed to decrease arrests in favor of school consequences.	☐Planning ☒Implementing	% of officers trained	# of arrests disaggregated by race and gender	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
Tier 1- Schoolwide Practices	4.6) Train all new instructional and administrative staff in the use of restorative practices.	☐Planning ☒Implementing	% of new instructional and administrative staff trained	# and % of instances of Black vs. non-Black students receiving discipline referrals and out of school suspensions.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
Tier 1- Schoolwide Practices	4.7) Ensure that Area Superintendents and Transformation Zone Chief, use a discipline analysis process to identify those schools with high numbers of referrals to provide appropriate support and training.	☐Planning ☒Implementing	Monthly data reports # of schools provided targeted supports	# and % of instances of Black vs. non-Black students receiving discipline referrals.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
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	☐Planning ☒Implementing	Participation and facilitation of Community Discipline Committee	# of meetings completed	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
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.	☐Planning ☒Implementing	Monthly data reports # of schools provided targeted supports	# and % of instances of Black vs. non-Black students receiving discipline out of school suspensions.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
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.	☒Planning ☒Implementing	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
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.	☒Planning ☒Implementing	% 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
Tier 3- Individualized Support	4.12) Implement a re-integration 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.	☐Planning ☒Implementing	Reintegration plans on file at schools	# of black 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
Tier 3- Individualized Support	4.13) Continue PCS School Climate Project through integration of responsive and empathic practices into existing MTSS and PBIS systems.	☐Planning ☒Implementing	# 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
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.	☒Planning ☒Implementing	% 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.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year

Goal 4: Previous Action Steps and Current Ways of Work

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

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
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.	☒Complete ☒Way of work	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
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.	☐Complete ☒Way of work	**NA**	# of students taking part in APP program	☐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.	☒Complete ☒Way of work	Guidelines and monitoring of ABS/ABC by Area Superintendents/TZ Chief.		☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable
Tier 2- Targeted Interventions and Disciplinary Alternatives	4.18) Develop and implement an In-School Suspension (ISS) model that includes a uniform framework and maximizes learning.	☒Complete ☒Way of work	Guidelines and monitoring of ISS by Area Superintendents/TZ Chief.		☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable
Tier 2- Targeted Interventions and Disciplinary Alternatives	4.19) Ensure that Area Superintendents continue to participate in the Rethink Discipline Districts webinars and-or related national, professional development opportunities.	☒Complete ☒Way of work	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
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.	☐Complete ☒Way of work	Guidelines and monitoring of OSS by Area Superintendents/TZ Chief.		☐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 Superintendent.	☐Complete ☒Way of work	Guidelines and monitoring of OSS by Area Superintendents/TZ Chief.		☐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	☐Complete ☒Way of work	Guidelines and monitoring of ISS/OSS by Area Superintendents/TZ Chief.		☐Quarter 1 ☐Quarter 2 ☐Quarter 3

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
	any one infraction without approval from Area Superintendent/TZ Chief.				☐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
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%	TBD
# 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%	TBD

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

Evaluation Questions:

Did the district's diagnostic instruments and processes lead to improved practices and systems in support of reducing the over-identification of black learners for ESE / EBD?

Did the processes that were designed and implemented to reduce the disparate number of EBD eligibilities reduce the disparity of black students being identified for EBD services?

Did CCEIS efforts to provide ongoing multi-tier levels of support for students, including the initiatives for the pilot model, lead to improvement in the target areas that affect equity and access in the educational environment for black students?

Goal 5: Key Action Steps

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
ESE Eligibility Determination	5.1) Appropriately and efficiently identify and evaluate students who may be in need of special education and related services in support of their learning and academic achievement.	☐Planning ☒Implementing	# of students identified and evaluated	# and % of students found eligible for ESE services	☐Quarter 1 ☐Quarter 2 ☒Quarter 3 ☒End of Year
ESE Eligibility Determination	5.2) Initiate a records review by the district ESE Department for transfer students who arrive as new students to PCS with an EBD eligibility. Students will receive current IEP services during the time they are being re-evaluated.	☐Planning ☒Implementing	# of record reviews completed for black transfer who students into Pinellas County # of black transfer students identified for EBD re-evaluation process	# of black transfer students into Pinellas County identified as EBD	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
			# of re-evaluations completed for EBD transfer students / black # of black transfer students identified for EBD after re-evaluation process		
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).	☐Planning ☒Implementing	# 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	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
ESE Eligibility Determination	5.4) Initiate a records review through the Exceptional Student Education (ESE) department and re-evaluation if needed for all black students who are designated as EBD during their fourth and seventh grade years. Additionally, the ESE department will identify students with multiple eligibilities (including EBD) and initiate a records review when applicable.	☐Planning ☒Implementing	# of black students identified as EBD in grades 4 and 7 # of record reviews initiated	# of EBD dismissals for black students # of transfers of EBD to a secondary disability for black students.	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
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.	☐Planning ☒Implementing	# of Black students identified	% of those identified receiving CCEIS support	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.6) 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.	☐Planning ☒Implementing	# and % of behavior specialists trained	# of black students served by school-based specialists	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.7) Provide two district Behavior Specialists to focus on Tier 1 behavioral interventions in high minority schools.	☐Planning ☒Implementing	# of high minority schools receiving services	# of black students served by district specialists	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
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.	☐Planning ☒Implementing	# of Board Certified Behavior Analysts	# of black students served by district ESE Behavior Specialist	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.9) Use School Support Requests (SSRs) to determine success of CCEIS interventions.	☐Planning ☒Implementing	# of SSR Referrals for evaluation	# of black students determined eligible for ESE/EBD	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year

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.

Evaluation Questions:

Did the district improve its hiring processes and its alignment of systems to increase the likelihood that schools would locate and hire qualified black applicants?

Did district's recruitment efforts through improved and targeted practices increase the diversity of PCS instructional hires?

Did the district's targeted retention efforts result in increased retention of black teachers?

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%	TBD
		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%	TBD
# 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%	TBD

Goal 6: Key Action Steps

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
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.	☐Planning ☒Implementing	# partnerships, site visits, meetings, etc.	# of highly qualified teachers hired each year # of interns engaged each year	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
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.	☐Planning ☒Implementing	# of job fairs conducted	# of candidates hired from job fairs	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
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.	☐Planning ☒Implementing	# of meetings held	# of participants # enrolled in TTT	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year
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.	☒Planning ☒Implementing	# of schools participating	# of students participating	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year
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.	☐Planning ☒Implementing	# 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
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	☐Planning ☒Implementing	# of instructional recruitment posts	# of total active instructional Black applicants # and % of black applicants hired	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
	media (e.g. Diversity in Ed, National Minority Update, LinkedIn Instagram, Facebook, etc.)		# of instructional recruitment posts to minority organizations # of instructional recruitment events		
Hiring/Recruiting	6.7 Collaborate with the Pinellas Alliance of Black School Educators (PABSE) and community stakeholder groups.	☐Planning ☒Implementing	# of contacts/engagements with PABSE	# of PABSE mentors for new teachers	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
Hiring/Recruiting	6.8 Attend webinars, virtual meetings, state and/or national conferences to gather current strategies for the recruitment of black educators.	☐Planning ☒Implementing	NA	List and # of engagements attended	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End of Year
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.	☐Planning ☒Implementing	# of CMM events with USF # of CMM recruitment events	# of cohorts # of participants	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year
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.	☐Planning ☒Implementing	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
Retention/Support	6.11 Continue mentoring program for new employees with a focus on first-year instructional hires.	☐Planning ☒Implementing	# of first-year Black instructional hires # of first-year Black instructional hires with a mentor	# and % of Black teachers retained compared to previous 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.	☐Planning ☒Implementing	# of first-year Black administrators # of first-year Black administrators with a mentor	# and % of new Black administrators with effective or highly-effective evaluations	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Retention/Support	6.13 Hold employee resource group meetings to bring together Black teacher for support outside the school setting	☐Planning ☒Implementing	# of meetings/sessions held	# of participants	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year
Retention/Support	6.14 Provide recruitment and retention bonuses in the identified schools to attract and retain highly effective teachers in the neediest schools.	☐Planning ☒Implementing	# of teachers receiving bonus by school	# of Black teachers retained compared to previous years	☐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.	☐Planning ☒Implementing	Program completion and supporting materials	# of Black teachers retained compared to previous years	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☐End of Year
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.	☐Planning ☒Implementing	# of teachers hired and targeted for support	# of Black teachers retained compared to previous years	☐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.	☐Planning ☒Implementing	# 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
Leadership Development	6.18 Research strategies and best practices for advancing black school leaders into school and district leadership positions.	☐Planning ☒Implementing	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
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	☐Planning ☒Implementing	# and % of Black leaders	# and % of Black leaders compared to previous years	☐Quarter 1 ☒Quarter 2 ☐Quarter 3 ☒End of Year

Goal 6: Previous Action Steps and Current Ways of Work

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

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
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.	☒Complete ☒Way of work	NA	NA	☐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.	☒Complete ☐Way of work	NA	NA	☐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.	☐Complete ☐Way of work ☒Rewritten to align with strategy in place for Ed Rising (see new 6.4)	NA	NA	☐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.	☒Complete ☒Way of work	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
Hiring/Recruiting	6.24 Continue to employ a minority recruitment specialist to focus on recruiting a highly qualified, diverse workforce.	☒Complete ☒Way of work	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
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.	☒Complete ☒Way of work	Review of previous year plan and outcomes	Annual recruitment plan	☒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.	☒Complete ☐Way of work	Partnership established in 2019. Three-year program completed.		☐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.	☒Complete ☒Way of work	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
Retention/Support	6.28 Ensure that professional development is targeted to support teacher needs so as to build their skillsets and confidence as educators.	☒Complete ☒Way of work	Catalogue of professional development opportunities. Deliberate practice plans completed for teachers.		☐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).	☐Complete ☐Way of work ☒Rewritten to align with strategy (see new 6.13)	NA	NA	☐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.	☒Complete ☒Way of work	# of programs offered	# of participants who attended and pursued leadership roles	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☐End of Year ☒Not Applicable

Appendix- Key Terms and Definitions

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

![pcs Pinellas County Schools logo]

Bridging the Gap Plan 2021-22

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