

Strategic Priority 1: Academic Excellence Through Innovation

Objective 1: Accelerate Innovative Learning Experiences for All Students

Elementary School:

Middle School:

High School:

Student Experience:

Objective 2: Expand Early Literacy Initiatives for All Students in Grades Pre-K Through 3

Early Literacy:

Objective 3: Ensure Graduates are Prepared for Workforce and College Success

Advanced Academics:

For high school acceleration, we provided our schools with enrollment targets for AP based on AP potential as demonstrated by the PSAT and current enrollment and course progression. We provided these lists to school Principal's and APC's. Staff Developers visited schools to pull students in small groups who demonstrated potential for specific courses. They also attended student registration events and held assemblies regarding Accelerated Coursework.

For Dual Enrollment, the Director sent lists of Juniors to APC's, Principals, and School Counselors of students who were currently enrolled in courses that earned acceleration and could benefit from an additional opportunity at accelerated coursework in their senior year. They also received lists of students who had currently requested a Dual Enrollment course, but were missing matriculation information to ensure that all students who wanted a Dual Enrollment opportunity were able to be enrolled in one.

Career and Technical Education:

College and Career Readiness:

SAT BF Initiative - Seniors that had met all of the BF requirements except for the test scores for FMS and were within 150 points.

- 771 were invited to retest in Spring 2025
- All were invited to SAT prep in person and live virtual
- 101 participated in the virtual seniors only prep; all students that participated increase their score.
- 278 tested
- Of the 278 that tested 95 students reached FMS status 1 reached FAS
- 25 students improved by 100+ points. 1 by 200+ points
- Ethnicity distribution 62-W, 13-A, 14-H, 1-B, 5-M

We are still struggling with the data file from the National Student Clearinghouse. We worked with AAR to clean the file and add identifiers that will assist with matching elevating excellence students however the file is still too large to complete the matching and to retrieve and identify the data required for reporting on this goal. Further conversation would need to happen between AAR and the future owners of this goal.

Objective 4: Earn A District Grade of an A

Elementary School:

Middle School:

High School:

English Learners:

Exceptional Student Education:

Strategic Priority 2: Safe and Respectful Climate and Culture

Objective 5: Build Positive, Caring Cultures of Learning in Every Classroom and School

Division:

Every leader in the Student Support division engaged in "calibration" and "planning forward" time with the Chief Student Support Officer. Calibration is the process of progressively refining our thoughts, attitudes, behaviors, skills, and/or practices to achieve the results and reach the goals set for the work within our division. During the calibration process, the leaders gathered information and data for each area of responsibility. The data was then analyzed, accounting for factors such as roles, best practices, goals, resource allotment, state of department and staff/student needs. The purpose of calibration, in our setting, was to create an effective baseline for best practices of a team, department, way of work, process, program, and support. The calibration process increases the opportunity for intentional and strategic planning forward. This has been extremely important with the creation of this new division.

Calibration led to individual leader forward planning. This Planning Forward activity involves making proactive, intentional and strategic decisions based on the topics learned in the calibration process to take action to prepare and set goals for the next school year. It entails setting objectives, analyzing potential scenarios/barriers, and developing strategies to help achieve desired outcomes for each area of responsibility. It helps us be better prepared, allocate resources effectively, and make informed decisions in order to meet the needs of our organization.

The next step of this process, is whole division collaborative planning forward. This will assist in ensuring there is no duplication of efforts and/or resources, efficient and effective collaboration, and aligned processes and procedures. Through this process the work of all four departments become better aligned to support and serve students, staff, families, and the community.

Student Services:

During Q4 Student Services has continued our outreach efforts to families and community members by attending over 40 events where we either showed the video "what I wish my family knew" and or set up a table of resources related to student services and mental health. We also produced a new video to be shown at these and other events that explains who are student services staff at all schools, what we do and how families can access our services. Please see the attached spreadsheet with details about when and where we attended events at the request of schools and others. Also attached in the you tube link to our new video.

Educational Alternative Services:

During Quarter 4 we have continued to grow the PATHS site north at Tarpon Springs High School. PATHS program sites enrollments varies as students return to their zoned schools which is a program goals, current enrollments are as follows:

Paths north 17students:

Paths mid. 19 students:

Paths south. 14 students

We had 7 graduates this year from the PATHS programs!

PATHS continues to be extremely successful for example 59% of students there have a 50% or greater improvement in attendance. One of our goals is to incorporate some of the great work PATHS is doing into our middle and high schools. Something else new this year is that we are including transportation to school as a treatment goal so that students can ride the bus without assistance when they return to their zoned school. One example of how PATHS students expand their exposure to anxiety producing situations within the existing supports of PATHS was reported by the Principal at Pinellas High Innovation, the site of PATHS mid. He said many PATHS students have started to eat lunch in the main cafeteria with other students from the school. This is a big step toward a successful reintegration to a zoned school!

The PATHS (Providing Access To Hope and Support) program experienced significant growth and development this school year, marked by the successful expansion to a third site at Tarpon Springs High School. Since the beginning of the academic year, the program has served a total of seventy-six (76) students across its three locations: Pinellas High Innovation (PHI), Meadowlawn Service Center, and Tarpon Springs High School (TSHS).

Enrollment remained strong at all three sites throughout the year. The south county site at Meadowlawn served 24 students and ended the year with fourteen (14). The program at Tarpon Springs High served 23 students and finished the year with seventeen (17), while the mid-county site at Pinellas high Innovation served 29 students and closed out the year with nineteen (19).

The program celebrated several student milestones, including the graduation of seven students. The program also supported multiple student transitions to other Educational Alternative Services schools, Adult Education, Home Education, and the early college program. The transition of students into and out of the program continues this summer with the student services team meeting with current and prospective families to determine appropriate placement for the 2025-26 school year.

Staffing enhancements included the hiring of two new certified teachers for TSHS and Meadowlawn, both holding credentials in reading and Exceptional Student Education (ESE). The PHI site retained a teacher certified in ESE who is pursuing reading certification. These lead teachers provided direct instruction and case management for the students at their sites. Additionally, the newly formed Academic Success Team (AST)—comprised of core-subject-certified teachers—supported all three sites with weekly instruction, testing assistance, and substitute coverage.

Transportation saw a strategic shift with the discontinuation of the Everdriven car service. Students utilized PCS and PSTA buses, with staff support provided for those needing help transitioning to independent travel. PSTA Access cars and weekly bus passes were provided to students with specific needs.

To streamline operations, a new online application was launched via Power BI, replacing the original paper-based process. This tool simplified data entry and routing, as well as provided enhanced efficiency for school counselors, social workers, and psychologists.

As the school year concludes, PATHS continues to welcome new applicants and remains committed to providing a nurturing, flexible, and academically supportive environment for students across Pinellas County.

To ensure effective implementation, staff across EAS sites were trained on how to use and complete the AIP last fall and EAS schools began developing them with students at the end of the 2nd quarter. Once completed, AIPs were shared with students, families, and receiving schools, upon exit, to ensure a smooth and well-supported transition.

Near the end of the second quarter, EAS schools serving reassigned and administratively placed students took a proactive approach to student transitions, notifying families of new school assignments well before the semester concluded. Communication was multi-faceted, including emails, phone calls, School Messenger alerts, and printed letters sent home. At Calvin Hunsinger School, for example, the principal personally met with students to conduct reintegration meetings with administrators from receiving schools, while RL Sanders School hosted student-led conferences to engage families in academic discussions and transition planning.

Families of students at Pinellas Gulf Coast Academy were informed during quarter 3 that the school would be consolidated with Bayside High School and Pinellas High Innovation for the 2025–26 school year. Throughout quarter 4, the staff at the school and in Student Assignment provided guidance and assistance to help families choose new schools and complete the necessary steps for a smooth transition. Students participating in the PGCA Virtual Program were transitioned to EAS for the summer and will be enrolled in the newly created EAS Virtual Program in partnership with Pinellas Virtual School for the upcoming school year.

As the school year moved into its final quarter, the focus shifted to preparing students for the next academic year. The EAS Transition Team and EAS Director began reviewing the legal status of students involved in off-campus felony incidents to determine appropriate placements. They, in collaboration with Student Assignment, provided families with notification of next school year's assignment and offered registration support and assistance. Student Assignment staff worked collaboratively with area chiefs and superintendents as well as EAS administration to determine next year placements for reassigned students and collaborated with EAS principals to provide students and families with notifications through emails, School Messenger calls and sending letters home with students.

As the 2024–25 school year concludes, the implementation of the Academic Intervention Plan across Educational Alternative Services has laid a foundation for student success and continuity. Through collaborative planning, communication, and personalized support, EAS staff have worked to ensure that every student is equipped with the

tools and guidance needed for a successful transition—whether back to a traditional school setting or toward post-secondary pathways.

Climate and Culture:

Attached is a screenshot of the walkthrough ratings summary. Note that we will focus on supporting schools with improving awareness of expectations for students and staff based on this data. We have experienced improvements in Tier 1 PBIS assessment results although the area(s) referenced above were ranked in the 80th percentile. We have also experienced an increase in total disciplinary referrals district wide. Specific targeted initiatives were launched at several schools to address maladaptive behavior resulting in repeat referrals. Consequently, we did experience improvement(s) in those identified schools and there are efforts underway to expand that foci during the upcoming school year.

Attachments:

2025 PBIS Tier I Walkthrough snapshot

Discipline Report by Area

BTG Goal 4.3 Discipline Report

2025 SSR's by Quarter - School year breakdown of behavior specific School Support Requests by Quarter

2024 - 25 PCS FLPBIS outcome data file

Additional Q4 Highlights:

*6 Site based coaching sessions were facilitated to provide ongoing support in improvement measures

*5 PBIS District Coordinator meetings were attended by SC&B Leadership and District Coordinator

*PBIS Office Hours (optional) were provided to enhance capacity building and site-based capacity building

*Reminder emails were sent encouraging schools to complete year end tasks to qualify for Model Schools by June 15, 2025

Objective 6: Maintain Security of All District Campuses

Safety and Security:

Centegix Crisis Alert Badge Project

During Q4 the Office of Safety and Security completed several additional milestones for the district Centegix Crisis Alert project.

As of May 30, 2025 all 132 district sites had the gateway antennae installed and tested for network connectivity.

112 district sites have full beacon/strobe installations completed. Complete installation will occur on or before June 13th, 2025.

District site manager training plan for July 2025 has been reviewed and accepted. Internal discussions are ongoing as to training site coordination.

The delivery of approximately 17,000 crisis alert badges and 140 scanners is in progress. A plan has been developed for the separation of crisis alert badges per site and the delivery mechanism.

Weekly meetings and consistent communication with schools and Centegix have allowed for a continuous implementation. Assigning a district project coordinator has greatly added to the successful progress experienced to date.

What impact or outcomes do you expect to see from these strategies?

Due to addressing project needs immediately, we have been able to stay on target for project completion and system go-live. Even after experiencing a one-week delay due to terminating a sub-contractor, the project was able to resume and maintain deadline expectations.

Full system testing will be conducted through June 2025.

District wide training will be conducted the week prior to the start of the new academic year.

Successes and Barriers

Consistent communication has been invaluable to the start of this district wide project.

A shared tracking document has been created to track daily project progress

A weekly project status report with milestones, project Gantt chart, and updates has been created for weekly distribution.

This will include our stakeholders as well to ensure timely communication and understanding.

Barriers identified: The cadence of pressing the crisis alert badge and strobe activation was not in line with district expectations. Through several tests, it was determined this was due to an unknown system issue within Centegix. Centegix has been working through this concern with a follow up test to occur June 10th, 2025.

District Video Management System

With the board approval of the new VMS provider, plans are now underway for a systematic transition from the current provider to the new VMS solution. For the districts 8000+ camera platform, this will include detailed planning for the migration of each sites cameras, renaming each camera and ensuring the view matches the camera location/name. This is critical for effective and efficient access for real time viewing of a critical incident on a school campus.

Anticipated completion within the next quarter.

There are no known barriers at this time for this project.

Schools Police:

As with Quarter 2 and 3, we are committed to the Quarterly Meetings with the Sheriff and district leadership. Due to a law enforcement emergency within the county- the scheduled Quarterly meeting had to be cancelled and was not rescheduled. It will be determined soon if there will be a Quarterly Meeting prior to the District-wide Active Assailant Training exercise to be held on July 30, 2025 at Clearwater High School. This training will have law enforcement agencies and rescue personnel from throughout Pinellas County participating during the district's back to school training for administrators. These meetings are beneficial and with changes in leadership with the district and at the Pinellas County Sheriff's office- these meeting should continue to be held.

Adding to the hardware component of School Safety - during this Quarter the School Board approved the use of the Centegix Safety Platform which employs a wearable panic button to be used in an emergency lockdown situation. Over 100 facilities have already been installed with beacon type lights which alerts the campus if there is an emergency, the computers are overtaken with a warning and the existing alert mechanisms are activated. All schools and district facilities will be outfitted before the start of the next school year.

Motifications to the Command Vehicle obtained from the St. Petersburg Police Department have been made and the vehicle is now a useful asset of the district.

Schools Police continues to meet the local and state mandates related to student safety. We continue to interview and hire new School Safety Officers and classes are scheduled so that normal vacancies created by attrition are filled and there is always an armed person on campus whenever school is in session.

New this quarter was a need to reach out to our utilities partners and ensure our gates remain locked even when they are performing work in our easements when school is in session. We created a procedure which is being followed successfully and maintains the security of the campus at all times when school is in session.

Threat Management:

As we close out the 2024–2025 school year, the District Threat Management Team (DTMT) continues to make significant strides in supporting student safety and well-being through proactive collaboration with School-Based Threat Management Teams (SBTMTs). This year, the DTMT and SBTMTs have collectively identified and were able to provide interventions for over 2,600 concerning student behaviors, ensuring that each student received the appropriate services and interventions tailored to their individual needs. This milestone reflects PCS unwavering commitment to early identification and support for students in crisis or distress.

The DTMT successfully completed its first book study initiative, which has already led to notable changes in practice across school-based teams. These professional learning opportunities have strengthened the capacity of SBTMTs to assess and respond to threats more effectively and compassionately. Building on this momentum, two summer book studies are being offered to school administrators, further embedding a culture of continuous learning and improvement.

Looking ahead, the DTMT is prioritizing “hand-over-hand” support for SBTMTs in the 2025–2026 school year. This approach will provide more personalized, embedded coaching and guidance, ensuring that school teams are confident and consistent in their threat assessment and management practices.

Throughout the year, the DTMT has leveraged the Threat Management Dashboard, developed in partnership with TIS, to monitor trends and provide actionable data to schools. This tool has been instrumental in identifying patterns and informing district-wide strategies.

As we reflect on this year’s progress, we are proud of the collaborative efforts that have strengthened our threat management framework and, most importantly, supported the safety and success of our students. We look forward to building on this foundation in the year ahead.

Student Services:

During Quarter 4 we have continued to build a multi-tiered system of supports for student safety and resiliency. We have increase the number of schools with Reset Rooms and are preparing for our first school to open in the fall with a Wellness Room.

A Reset Room is a safe, preventative, and restorative space where students can go when they are overwhelmed or otherwise struggling within the school day. The environment is a sensory rich environment where students learn critical life skills of self-regulation and conflict resolution. The Reset Room is an alternative to suspension or detention and helps the student feel more connected and included.

Current Schools with Reset Rooms:

Woodlawn Elementary

Northwest

Westgate

Pinellas Pk Elem

Seminole Elem

Belcher Elem

Highland Lakes

Sanders

Calvin

Meadowlawn Middle

*all Climate and Behavior Department staff were trained in the Reset Room Training

The following schools are preparing for a reset room in the 25/26 school year:

Pinellas Park Middle School

Dunedin Middle

Campbell Park Elem

Mental Health Wellness Rooms

Wellness rooms are supportive environment where students can prioritize their wellness and develop healthy coping mechanisms. These rooms are dedicated to promoting emotional well-being and mental health among students, offering resources and activities to help them manage stress, anxiety, and other challenges they may face. PCS and Tampa Bay Thrives are partnering to develop the first Wellness Room in Pinellas County at Pinellas High Innovation.

We have also expanded training to the following:

Trauma Informed and Resilient Schools:

Richard L. Sanders, Seminole Elem are currently trained and receiving support.

Campbell Park Elem, Fairmount Park Elem, and Pinellas Park Elem (not fully trained, but ½ way through)

Resiliency Trainings for Students: Through out Q4 schools continued to roll out the state required five hours of resiliency trainings/lessons for students. These are all contain in a Canvas site along with additional useful resources to reinforce what is learned in the lessons. Pelase see the attached spreadsheet for more detailed information about lessons that have been completed at schools.

Cyber Security:

Strategic Priority 3: Equity with Excellence for All

Objective 7: Eliminate Gaps in Opportunity, Access, and Achievement for All Students

Elementary School:

Middle School:

High School:

Student Experience:

College Readiness:

English Learners:

Exceptional Student Education:

Gifted Learners:

Objective 8: Accelerate Progress of the District Bridging the Gap Plan

Elementary School:

Middle School:

High School:

Graduation Rates:

Advanced Academics:

Climate and Behavior:

Exceptional Student Education:

Human Resources:

Strategic Priority 4: Positive Staff Experiences

Objective 9: Attract and Retain Outstanding Faculty and Staff

Human Resources:

In alignment with the district’s strategic goal to increase the percentage of filled instructional staff positions, Human Resources implemented a comprehensive and proactive approach to recruitment, hiring, and onboarding throughout the 2024–2025 school year.

Our efforts began with deepened collaboration with local colleges and universities. A key example was the “Better Jobs” session hosted with St. Petersburg College (SPC), where 28 attendees learned about Pinellas County Schools as a spotlight employer. This session highlighted employment opportunities and the district’s partnership with SPC’s Educator Preparation Institute (EPI) program. In addition, University of South Florida (USF) representatives visited two district high schools to promote their education programs and generate early interest in teaching careers.

To attract and screen high-quality candidates, we created seven critical needs hiring pools. Of the 66 candidates invited, all were vetted and district-interviewed for potential placement in schools with staffing needs. We also held two "Meet the Recruiter" events, where we connected with seven prospective educators.

District staff participated in 10 College of Education job fairs throughout the spring season. These efforts resulted in 10 accepted contracts, 17 follow-up connections, and four additional referrals stemming from previous candidates and event attendees. We also supported the transition of 34 spring final interns, securing 30 advance contracts for the upcoming school year.

To expand access to hiring events, the district hosted two job fairs—TZ Job Fair and the districtwide PCS Job Fair—with 30 and 31 registered candidates, respectively. These events provided direct engagement with school and HR teams, helping to accelerate the hiring process.

The district also addressed immediate classroom needs by filling 340 long-term substitute positions throughout the year. Each position was reviewed and approved by the School Board, with required documentation—including 30-day evaluations, out-of-field letters, and state compliance support documents—collected and submitted to ensure audit readiness.

In instances where certified staff were not yet available, three classrooms were supported through co-teaching models to remain compliant with class size requirements. These co-teachers were evaluated, supported, and participated in mandatory co-teaching training facilitated by FDLRS.

One of the standout efforts this year has been our Teacher Apprenticeship Program, designed to grow our own talent pipeline and provide a clear path from support roles into certified teaching positions. After two years of program participation, apprentices can graduate with a degree in either Exceptional Student Education or Primary Pre-K, along with Reading and ESOL endorsements. As of now, 25 of the original 28 apprentices enrolled last August remain actively in the program—17 are completing coursework through St. Petersburg College, and 8 are enrolled with Grand Canyon University.

To support their success, all apprentices participated in a two-day workshop from June 3–5, focused on professionalism, expectations of the teaching role, and team-building activities. SPC apprentices also spent a day at the EpiCenter, engaging in collaborative learning experiences in the district’s innovation lab. These efforts are designed not only to build confidence and readiness but to help future teachers feel connected and supported throughout their journey.

We’ve also taken steps to invest in the training of staff who support the training. Special Skilled Facilitator sessions were held for those leading Secretary and Bookkeeper classes. The goal is to raise the quality of onboarding and professional development for new and experienced staff, ensuring sessions are relevant, accurate, and engaging. Better training leads to better performance—and a greater likelihood that employees will stay in these vital roles.

Through thoughtful planning, meaningful career pathways, and better support at every step, PCS is actively creating an environment where support staff feel valued, equipped, and ready to grow. These efforts help ensure that more employees not only join our team—but choose to stay and thrive.

Pinellas County Schools is committed to supporting alternative certification teachers as they work toward earning their professional teaching certificates. These educators bring valuable real-world experience to our classrooms, and we want to ensure they have the guidance, tools, and support needed to succeed long-term.

To help more of these teachers earn their five-year professional certification, our Certification team provides one-on-one support throughout the process. Whether it's understanding certification steps, registering for required exams, or submitting documentation, teachers have access to personalized help every step of the way.

This year, we’re proud to share that 70 alternative certification teachers successfully earned their five-year teaching certificate—a major step toward long-term retention and a testament to the strength of the support system in place.

To make access to help even easier, we launched a Bookings page that allows teachers to select the service that best matches their certification need and schedule time with the appropriate team member. With brief descriptions included, our team can come prepared and ensure teachers receive efficient, targeted support.

In the classroom, we make sure new alternative certification teachers aren’t alone. All first-year teachers are matched with a trained, school-based mentor. Those in our PCS Transition to Teaching program receive additional support from experienced, retired educators who offer mentorship and classroom coaching.

This year, multiple initiatives focused on developing internal talent, supporting career growth, and creating smoother pathways to employment—all with the goal of strengthening our workforce long term.

The Talent Acquisition team helped streamline the transition from intern to hire by placing 34 spring interns into substitute positions. Once their internships ended, these individuals were immediately upgraded to instructional substitute roles. This not only ensured continuity in classrooms but also created a more natural and timely pipeline into full-time teaching positions.

One of the most impactful strategies currently in motion is the Teacher Apprenticeship Program. Designed specifically for current classroom support employees, this program offers on-the-job training while participants work toward

earning a bachelor’s degree in Exceptional Student Education or Primary Pre-K, along with Reading and ESOL endorsements. As of now, 24 of the original 28 apprentices remain active—with 17 enrolled through SPC and 7 through GCU—demonstrating a strong retention rate in the program.

To further support employee development and retention, Special Skilled Facilitator sessions were provided for trainers working with secretarial and bookkeeper staff. These sessions aim to improve the quality and consistency of training, equipping both new and veteran employees with the tools they need to succeed in their roles—ultimately strengthening satisfaction and encouraging long-term employment.

Additionally, the Human Resources leadership team delivered professional development sessions to school and district leaders as part of the district’s leadership series. These trainings focused on practical retention strategies, helping leaders build stronger relationships with staff, create more supportive work environments, and take proactive steps to reduce turnover at the site level.

A highlight during the fourth quarter was the Substitutes of the Year Awards, an event created to honor the hard work and dedication of our substitute teachers. With nearly 130 attendees, including 66 honored substitutes, the event brought together representatives from more than 120 schools who submitted nominations to recognize their school’s standout substitute.

Held in partnership with the Pinellas Education Foundation, supported by a PCS Hospitality Grant, and generously sponsored by Publix, the event offered more than just awards—it created an uplifting experience. Substitutes were celebrated with certificates, pins, lanyards, and a digital badge to proudly display their achievement. The evening included refreshments, trivia, a photo booth, music, and giveaways, creating a festive atmosphere of appreciation. Most importantly, the presence of school board members and district leadership helped reinforce the message that these educators are not only needed—but genuinely valued.

Events like this demonstrate the district’s ongoing commitment to elevating employee contributions and creating opportunities for staff to be recognized and included in meaningful ways. By expanding recognition efforts, we continue to build a workplace culture rooted in appreciation, inclusion, and connection.

Objective 10: Invest in All Staff Through Continuous Professional Learning

Professional Learning:

Elementary School:

Middle School:

High School: The High School Team and I will continue to improve the work we began last summer together and with teachers on common student thinking protocols/routines and other learning structures that can be used by content area teachers to help scaffold the development of critical thinking and problem solving skills in our students who are not yet scoring as proficient on our state tests, regardless of the content matter. We have identified that as a powerful driver of learning in our English Language Arts classrooms and are now extending this strategy to mathematics, science and social studies.

Strategic Priority 5: Strong Connections and Communication

Objective 11: Deepen Authentic Engagement with Families Districtwide

Strategic Partnerships:

Student Experience:


Objective 12: Leverage Partnerships That Support Student Success

Strategic Partnerships:

The Office of Strategic Partnerships is thrilled to celebrate the amazing impact our volunteers have made across Pinellas County Schools. Since last July, more **25,000 dedicated individuals** have contributed nearly **300,000 hours** of service to our schools, students, and staff. That’s an extraordinary achievement—and we are deeply grateful!


From mentoring students and supporting PTAs to chaperoning field trips and speaking at the Great American Teach-In, your commitment has touched every corner of our district. Whether in classrooms, front offices, athletic fields, or auditoriums, your efforts have been nothing short of inspiring.


Here are just a few highlights from this incredible school year that you helped make possible:


 **We made history!** For the first time, Pinellas County Schools received an **A grade** from the State Department of Education, with **83% of our schools earning an A or B**.


 **Eighteen schools** were honored with **National Merit Awards** from Magnet Schools of America.


 **More than 37,500 students** participated in **466 enriching field trips**, including visits to MacDill Air Force Base, the St. Pete Grand Prix, and college campuses.

 **191 graduating seniors** from the Take Stock in Children program earned more than **\$2.4 million in college scholarships!**


 The **Great American Teach-In** saw record participation, offering students an unforgettable glimpse into careers, hobbies, and passions—thanks to many of you. If you are interested in participating in the upcoming Teach-In, please contact the school of your choice. Find contact information in the [Family & Community Liaison listing](#).

 The **Seminole High School Warhawk Marching Band**, led by PCS Teacher of the Year Gerald Madrinan, marched proudly in the **Tournament of Roses Parade** in Pasadena, CA.

 One of our Outstanding School Volunteers was again recognized as a **State Finalist**—for the second year in a row!

 The **Osceola High School boys’ tennis program** not only brought home the team state championship, but the singles and doubles state championships as well.

 We had five high school students win the **Scholastic Art and Writing Awards** National Gold Medal.

 Three individual runners and one relay team placed first at the **FHSAA track state championship**.

This year also brought the launch of our brand-new [PCS Volunteer Handbook](#), packed with essential information and answers to frequently asked questions about volunteering, including details on field trip chaperoning and level two clearance. We encourage you to take a look and keep it handy!

As we reflect on the success of this past year, one thing is clear: none of it would have been possible without YOU. Your time, talents, and heart have helped shape a brighter future for our students.

We have exciting plans in store for the year ahead, and we can't wait to welcome you back for more moments of connection, achievement, and fun. Thank you for being an essential part of the Pinellas County Schools family.

Strategy and Impact:

Objective 13: Deliver Engaging and Consistent Communications to All Stakeholders

Strategy and Impact: Final Year Summary – Improve Effectiveness of District Communications 13.2

Throughout the year, Pinellas County Schools significantly enhanced the effectiveness and reach of district communications through strategic planning, community engagement, and responsive crisis communications.

Community Engagement and Events:

PCS hosted three successful Listen and Learn events at Oak Grove Middle School (July), Thurgood Marshall Middle School (September), and the Dali (February). The sessions were offered to the community both in-person and online. These initiatives supported transparent dialogue and community involvement.

Digital Communications Growth:

During key campaigns like Back to School and Power Up Learning in August, District Application programs, Kindergarten registration, and graduation events, the interactions with the PCS website surged by over 25-40% year-over-year, reflecting improved engagement and outreach.

Crisis Communications:

PCS made effective communication a core part of its post-storm response plan. The team executed coordinated messaging across multiple platforms—pcsb.org, social media, text, email and news media—to inform and support the community. Special attention was given to schools more heavily impacted, with localized efforts including updated websites, signage, bilingual messages, phone outreach, and community meetings.

Strategic Marketing for Enrollment:

PCS launched a year-round, data-informed marketing strategy to strengthen student enrollment. Tactics included search engine marketing, digital and social media ads, and streaming video. Continuous evaluation was embedded in the plan to refine and enhance impact. A highlight of the year was the exceptional performance of Search Engine Marketing ads in Q3, which achieved a 6.14% click-through rate.

Overall, PCS demonstrated consistent progress in improving communication effectiveness, responsiveness during emergencies, and strategic outreach to support district priorities.

Pinellas County Schools (PCS) enhanced alumni engagement through the continued development of its monthly newsletter, Together PCS. Delivered online and via email, the newsletter highlights a broad range of topics, including students, staff, alumni, coaches, curriculum, and community partners.

A key feature of the newsletter is alumni video stories, which offer personal insights into the experiences of former PCS students. This initiative deepened the connection between alumni and the district with seven features including stories on Olympian and East Lake graduate Parker Valby and Ferg's Sports Bar and former Lakewood graduate Mark Ferguson.

In partnership with Spectrum Communications and Bay News 9, PCS also acquired hundreds of archived videos of athletic events from the 1980s, 1990s and 2000s, further enriching its efforts to celebrate alumni history and legacy. The

series has achieved over 11,000 views and 44 hours of total watch time, substantially enhancing our alumni and community engagement and appreciation for the district’s athletic programs and its history.

Annual Summary – 13.5 Deploy a New Website by 2026

In 2024-25, Pinellas County Schools made significant progress toward deploying a new, modernized district website, targeting full implementation by 2026. The Office of Strategic Communications (OSC), in partnership with Technology Information Services (TIS), led this effort, selecting Finalsite as the preferred platform for replacing the current Blackboard-managed system.

The School Board approved a \$419,719 investment in Finalsite, officially launching the project. Planning began in August with two kickoff meetings between PCS and Finalsite, followed by collaboration with the district’s internal web team. To ensure the new site meets user needs, OSC recruited both internal stakeholders—via a district website committee—and external participants, including nearly 1,200 community survey respondents and a small focus group of volunteers. These groups provided valuable feedback on site usability, navigation, and design priorities.

During hurricane season, the current PCS website served as a vital communication hub. The weather page became one of the top-viewed pages, demonstrating the critical need for a responsive, user-friendly platform.

By year-end, major structural components, including the main site and school menus, were completed with input from the web team and survey insights. These menus will guide the site map and visual design for both the main district site and over 130 school sites.

PCS remains on track to deliver a redesigned, community-informed, and user-centric website as early as November 2025.

Strategic Priority 6: Fiscal and Operational Responsibility

Objective 14: Successfully Transition Select Strategies Funded by ESSER/ ARP into Standard Operations

Finance:

Objective 15: Increase Operational Efficiency for Student Transportation

Transportation:

15.3 The largest contributing factor to route management and scheduling efficiency is driver availability. We ended the year with 322 routes and 324 drivers which helped balance call-offs and attrition during the school year. The department continues to celebrate decreases in late buses (measured in 15-minute increments) annually, over the last 3 years. The latest report from the end of May '25 shows the elimination of 30-minute+ late arrivals. The improved coordination and skill-building of the Dispatch team also improved their abilities to break and cover routes and saw increased success by the end of the year.

15.2 Bus Bulletin “Student Stop” information will be transferred to FOCUS by the end of the summer. At the successful deployment of Tyler routing from all compounds, the Tyler Parent App will be used to communicate Transportation information to families. In addition, we worked with TIS to improve CRM so that it's easier/faster to find and input data. This should results in decreased case creation and case management time and shorter hold times for external stakeholders.

15.1 The end of this year brings with it the completion of Tyler training to all drivers with TBAs scheduled for training during the next Inservice day. Drivers at all 4 compounds have been using the tablets and the AD, Routing, and Compound managers have been modifying routes based on feedback. Routing has received over 500 Tyler feedback forms, half of which included feedback from drivers about the routes displayed. Managers have reviewed 100% of all feedback forms and adjusted 100% of reasonable routing requests. The Team, including TIS leads, have met with all subdepartment stakeholders to fulfill the backend data and permissions requirements as input for Tyler's software management system. We are also continuing our exploration of driver check-in systems but we're now including Tyler tablet apps as part of our streamlining efforts.

Objective 16: Provide State-Of-The-Art Facilities, Technology, and Resources

Student Enrollment Platform:

Throughout the 2024–25 school year, the Focus team, TIS Focus, Student Assignment, and several other departments collaborated to prepare the digital enrollment platform for launch. Extensive programming, testing, and staff training have taken place in preparation for the “go-live” date of July 2, 2025.

Rachel Taylor from the Student Assignment team developed a comprehensive manual covering the enrollment process, summer address overrides, and other necessary procedures. In May and June, she worked closely with staff to start to train them to prepare for the platform’s rollout.

On May 29, the TIS Focus team conducted an online training session for DMTs (Data Management Technicians). The session was recorded and made available for a wider audience.

The TIS Focus team continues to work on integrating functionality for late District Application Program (DAP) and Special Assignment Request (SAR) applications, including the ability to invite applicants to specific programs or schools.

Employee Resource Planning (ERP):

Focus SIS Hosting Solution

As we progress through Quarter 4, steady progress continues across key areas, and several impactful Power Apps have been developed to enhance operational efficiency and support across departments.

The transition to the Focus Hosting Solution remains on track and continues to align with the broader deployment of Focus's ERP software. While no significant changes occurred this quarter, we are maintaining:

- The scalability and flexibility enhancements achieved in prior phases.
- Integration efforts between SIS and ERP systems to ensure seamless data workflows.
- Improvements in system maintenance, updates, and vendor access.

Power App Highlights

Several Power Apps were launched or enhanced this quarter to streamline workflows and improve service delivery:
Attached

The Focus implementation project plan timeline was re-evaluated due to the quantity and complexity of the identified gaps, and the time necessary to complete them and to ensure successful training and implementation. The ERP Go Live date is October 2026.

The gap analysis report identified more than 152 gap items, and the teams are working through the change request specifications. The change request and UAT (User Acceptance Testing) will consume a large portion of time for both teams in the upcoming months. The Pinellas Project Managers have created a dashboard for the Business Process Owners (BPO's) and Subject Matter Experts (SMEs) to review and approve the change request documents. As of May 23rd, Pinellas has approved 82 change requests and completed UAT (User Acceptance Testing) on 10 change requests.

Work has begun on Approval Flows beginning with Payroll and Human Resources. The specifications have been identified and documented for W-4 changes, address changes and emergency contacts. Pinellas Project Managers will be meeting with Focus bimonthly to review system configurations.

Pinellas project team has begun work on profiles and permissions for district level users.

Data migration and validation continue to progress with input from district BPO's (Business Process Owners) and SME's (Subject Matter Experts). Ten years of historical data will be migrated to the new ERP. As of April 30th, 42% of 2023-2024 and 2024-2025 data have been migrated, and 32% of the data validation has been completed, respectively.

Upgraded Facilities:

Dunedin High School Auditorium

- ~~• Construction to start fall of 2025 and will be complete in the summer of 2026.~~

Seminole High School

- In construction and project is 8% complete.

The Dr. Michael Grego Leadership Institute

- Sitework and finishes are in progress. Project is 95% complete.
- Groundbreaking date?

Walsingham Oaks K-8

- In construction and project is 70% complete.
- Ribbon cutting 8/8

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Wireless Access Points:

The Cisco Wireless Access Point project continues to go very well! We now have over 5000 new access points installed, and several hundred pending installation. Almost 60% of our schools are now using the new wireless access points.

Feedback from high schools that are now using the new wireless access points and tested large numbers of students at a time has been more than encouraging:

"I wanted to take a minute and say thank you for the investment of funding and time for the network upgrades in our gymnasium. We've done all AP testing and several state EOC exams in the space and the upgrades have worked flawlessly! At one point we had just over 140 students testing on wireless with backups in the back of the gym hardwired with zero network connection drops.

It was a seismic shift from the College Board to switch to digital testing this year. This has really helped us with long term assessment planning, as we continue to look for ways to creatively use spaces in the school!"

- Shawn Anderson, Assistant Principal, East Lake High School

We are thrilled to hear this kind of feedback from our stakeholders! Making a difference for them is the reason we do our work in TIS.

As the 24-25 school year comes to a close, we are incredibly excited to complete the project and bring these technology upgrades to the remainder of our schools in the 25-26 school year.

Dell Tech Crew:

In alignment with the District Strategic Plan's commitment to providing state-of-the-art technology and resources, the 2024–2025 school year saw significant progress in technology support and workforce development.

Total In-House Computer Repairs: A combined total of 19,517 computers were repaired by District Technology Technicians and Dell Tech Crew students, ensuring timely support and minimizing downtime for instructional and operational needs.

Dell Certification Achievements: Across the district, 57 students and 58 employees earned Dell certifications, reinforcing our investment in both student career readiness and staff professional development. Notably:

• St. Petersburg HS: 31 students, 1 employee

- Countryside HS: 30 students, 1 employee
- Northeast HS: 24 students, 1 employee
- Lakewood HS: 22 students, 1 employee
- Seminole MS: 10 students, 1 employee
- PTEC Clearwater: 6 students, 1 employee
- Districtwide: 50 employees

Student-Led Repairs: Dell Tech Crew students independently repaired 4,075 computers, gaining hands-on experience and contributing directly to operational efficiency. Highlights include:

- St. Petersburg HS: 911 repairs
- Lakewood HS: 860 repairs
- Northeast HS: 607 repairs
- Tyrone MS: 303 repairs
- Countryside HS: 114 repairs

These accomplishments reflect our district's strategic focus on leveraging technology to enhance operational excellence and student preparedness for future careers.

FOCUS:

On June 26, 2025, FOCUS will transition to the Cloud, delivering enhanced performance, reliability, and accessibility. As part of this upgrade, we've successfully converted over 500 stored procedures, ensuring a smooth and efficient migration.

Then on July 2, 2025, the new FOCUS Enrollment system officially goes live—supporting Enrollment, Late DAP, and SAR processes.

OpenGov

Since the successful implementation of the OpenGov Procurement system on August 1, 2024, the department has posted 59 bid/proposal opportunities, as well as 364 term contracts. Bid opportunities and Contracts are posted to the district's purchasing website, as Current Solicitations and Current Contracts. This allows the supplier community as well as district staff to access these records.

We are exploring the implementation of two new modules, Request Intake, and eSignatures, that will allow all district Contracts, MOU's, and Student Data Agreements to be processed, executed by all parties, and stored in the contract section making them accessible districtwide. Risk Management module for tracking insurance certifications is ongoing, as well.

The district will be working toward OpenGov being integrated with the district's Focus ERP system, which is anticipated to occur in the summer of 2026. This integration will enable the department to monitor expenditures, perform spend analysis, benchmark purchasing staff data, and track vendor awards along with other essential data metrics.

Food and Nutrition

24/25 SY Total Meals: 3,844,867 Breakfast, 8,097,998 Lunch, 551,941 Supper District Wide

Food & Nutrition hosted The Lunch Lab which was student interactive, and showcased new and trendy food items in an effort to seek feedback and provide students the opportunity to share what is important to them in regards to breakfast and lunch options. This feedback was used to plan the 25/26 SY menu, and several top choices through The Lunch Lab will be featured.

This SY, the department began strategic meetings focused on increasing scratch cooking department wide. Marjorie K. Rawlings Elementary hosted the first scratch cookoff lunch for students which featured scratch made beef nachos using Fort McCoy Ranch beef (Florida grown). The strategic planning finished the year with scratch pilot sites outlined and two scratch menu cycles.

Real Estate

The sale of the School Board's 14-acre West Klosterman property was completed on April 10, 2025, for a total of three million dollars.

Tomlinson Community Partners, the development team chosen, has delivered the proposed rental plan for review to convert the Tomlinson building into accessible workforce housing for Pinellas School employees.

A proposal to establish employee housing communities in Largo and Clearwater has been put forward in collaboration with the Pinellas Housing Authority.

Palms of Pinellas, a workforce housing apartment community managed by the Pinellas County Housing Authority and designed to be income-based, has been officially added to the PCSB's list of affordable housing options.

At least 20 communities offering discounts

The Parks at Torino apartment community in Safety Harbor has been included in the PCSB's affordable housing listings, and it is offering qualified applicants a waiver of application and administrative fees, providing a \$300 savings on move-in costs.