District School Board of Indian River County
6500 – 57th Street, Vero Beach, FL 32967

It is hereby advised that if a person decides to appeal any discussion by the Board with respect to any matter considered at this discussion session, he/she will need to ensure that a verbatim record is made that includes the testimony and evidence upon which the appeal is to be made.

Date: July 26, 2016
Time: 1:00 p.m.
Room: Teacher Education Center (TEC)

Discussion Session Agenda

I. CALL DISCUSSION TO ORDER

II. ITEMS PLACED ON AGENDA BY BOARD MEMBERS
   A. Chairman Simchick
      1. Presentation from Husch Blackwell on the Desegregation Order Report
      2. School Board Audit Committee
      3. 2016-2017 Superintendent's Goals
      4. Superintendent's Evaluation Tool and Timeline
   B. Shawn Frost
      1. Revisions to Code of Student Conduct Handbook
   C. Claudia Jiménez
   D. Charles Searcy
   E. Mr. McCain

III. BOARD COMMITTEE REPORTS

IV. ITEMS PLACED ON AGENDA BY SUPERINTENDENT – Dr. Rendell

V. ADJOURNMENT

Anyone who needs a special accommodation may contact the School District's American Disabilities Act Coordinator at 564-3175 (TTY 564-8507) at least 48-hours in advance of the discussion session. NOTE: Changes and amendments to the agenda can occur prior to the discussion. All discussions will be held in the Teacher Education Center (TEC) located in the School District Offices in the J.A. Thompson Administrative Center at 6500 – 57th Street, Vero Beach, Fl 32967, unless otherwise specified. Discussion Sessions will not broadcast live. The discussions will be audio taped and will be available on the District School Board's Meeting site. The agenda can be accessed by Internet at http://www.indianriverschools.org.

School District of Indian River County

Vision: Educate and inspire every student to be successful
Mission: To serve all students with excellence

Evaluation of Superintendent
Preface

Indian River County School Board Members will, individually, conduct a written, annual evaluation of its Superintendent as part of its regular duties.

The Board will evaluate the Superintendent using the Superintendent's Evaluation Tool. The Board's evaluation is designed to facilitate communication and understanding between the Board Members and Superintendent.

Board Members are encouraged to have a mid-year discussion in January or February with the Superintendent regarding established goals.

Prior to the Board's evaluation, the Superintendent will submit to the School Board Members an Annual Progress Report per the Superintendent's contract.

The Board will render a formal evaluation of the performance of the Superintendent for Board action, as per Superintendent's contract.

Each member of the Board will meet with the Superintendent, individually, to discuss the evaluation. The results of this annual evaluation shall be reduced to writing and will be a public record. The Superintendent may supply a written response to the Board's evaluation.

This annual evaluation will link the Superintendent's performance to the District Goals. This will require the Board and Superintendent to cooperatively establish goals for each school year and performance criteria at the beginning of the annual evaluation cycle.

Evaluation of Superintendent
Purpose

PURPOSE

Indian River County's evaluation system provides for student achievement to be the primary basis for assessment by:
- strengthening the instructional leadership role of the Superintendent
- utilizing a collaborative process for establishing objectives for District goals
- ensuring accountability
- fostering professional growth

The evaluation tool is used to make decisions or judgments that will promote effective leadership and ensure quality instruction for all students. The evaluation process is intended to provide quality instruction for all students and the highest quality leadership for the school system.

BELIEFS

Listed below are beliefs essential to the evaluation process.

The evaluation process:
- Complies with the law
- Focuses on the District's goals
- Includes objective and measurable criteria
- Is a collaborative, on-going process
- Uses leadership team goals as a basis
- Fosters communication between the Board Members and Superintendent
- Uses research and best practice as a basis
- Is qualitative and quantitative
- Validates that the Board and Superintendent are collaborating as a leadership team
- Drives the District to a higher level of achievement
- Responds to the unique characteristics of the District
- Establishes future direction
- Commends performance and offers recommendations for improvement

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Focus Area I – Student Achievement

Goal 1. Increase achievement scores on all Standardized Assessments

Strategies:
- Improve classroom instruction with a focus on Collaborative Planning, Standards Based Instruction and Formative Assessment.
- Implement a Tiered Model of Support for individual schools.
- Develop "real time" data dashboard for administrators and district staff to review student performance.

Goal 2. Maintain support and focus on Moonshot Moment.

Strategies:
- Continue partnership with Learning Alliance and other community support organizations.
- Evaluate the effectiveness of initiatives and strategies and monitor progress towards 2018 Target.
- Develop a plan for the replacement of the SAT 10.

Goal 3. Increase graduation rate.

Strategies:
- Review Early Warning System Protocols (at-risk indicators) and improve/adjust, as needed.
- Develop focus plan for individual subgroup graduation rate at all three high schools.
- Engage community in the development of a Graduate Profile.

Measureable Outcomes:

Goal 1:
- Improvement of at least one letter grade for each school in state accountability model.
- Meet or exceed state average in all standardized assessments.

Goal 2:
- Increase in number of students reading at grade level by 5% in 3rd grade (based on state data).
- Increase in number of students reading at grade level by 5% in 3rd grade (based on SAT 10).

Goal 3:
- Increase in overall graduation rate by 2 percentage points (based on state data).
- Increase in minority subgroup graduation rate by 5 percentage points (based on state data).

See Addendum A for Data Charts

Focus Area II – Safety and Security

Goal 1. Ensure the physical safety and Security all students and staff.

Strategies:
- Conduct Physical Plant inspections to identify and address any physical safety concerns.
- Review facility security measures at each school and upgrade as necessary (cameras, fencing…).
- Pursue the addition of another School Resource Officer at each comprehensive high school.

Goal 2. Ensure all students are in a safe and secure learning environment

Strategies:
- Review all Bullying and Harassment Policies and Training Modules.
- Implement new Code of Conduct and Positive Behavior Support Programs (Restorative Justice, Kids at Hope…).
- Implement National Gallup Student Poll in grades 5, 8, and 10.

Goal 3. Ensure effectiveness of Emergency Response Procedures

Strategies:
- Conduct all school emergency safety drills, as prescribed by policy and statute.
- Review District Emergency Response procedures (Hurricane Preparedness, Hazardous Weather).
- Conduct at least one "District-Wide" Emergency Response Drill.

Measureable Outcomes:

Goal 1:
- School Safety Reports.
- Addition of School Resource Officers.

Goal 2:
- Decrease in the number of discipline referrals and suspensions by 5%.
- Feedback from Climate Survey and Gallup Student Poll.

Goal 3:
- Records of safety drills (fire drills, bus evacuation…).
- Results of District-Wide Emergency Response Drill.

Focus Area III: Employee Development

Goal 1. Provide a unified, comprehensive Professional Development Plan

Strategies:
- Align all professional development offerings with the focus of improving instruction.
- Conduct mid-year assessment of effect of delivered professional development.
- Mitigate the impact to instructional time.

Goal 2. Implement Employee Performance Systems focused on improvement

Strategies:
- Continue to train instructional and school leadership staff on the proper use of the Evaluation Protocol.
- Continue to train non-instructional staff and supervisors on the proper use of the Evaluation Protocol.
- Conduct mid-year assessment of evaluation results and Improvement Plans.

Goal 3. Create employment conditions that attract and retain high quality employees

Strategies:
- Establish competitive salary schedules and compensation levels.
- Seek to mitigate increases in health care and other benefit costs.
- Continue to focus recruitment efforts toward critical need areas (certification and ethnicity).

Measureable Outcomes:

Goal 1:
- Analysis of Teacher Instructional Practice scores (areas of rating).
- Professional Development training feedback forms.

Goal 2:
- Analysis of Teacher Instructional Practice scores (level of performance).
- Review of Improvement Plan results.

Goal 3:
- Employee hire and retention rates.
- Results of recruitment efforts (certification and ethnicity).

Focus Area IV – School Community Relations

Goal 1. Increase communication between schools and community

Strategies:
- Revamp the district webpage and utilize electronic social media to communicate.
- Maintain effective communication tools, such as the Superintendent's Coffee and Friday Updates.
- Pursue the reinstatement of a Public Information Officer.

Goal 2. Maintain and improve working relationship with the community

Strategies:
- Examine and assess the possibility of achieving Unitary Status.
- Continue partnerships with organizations (United Way, American Cancer Society…) and seek out new partnerships to benefit schools.
- Implement Casual for a Cause Campaign.

Goal 3. Improve relationship with charter schools

Strategies:
- Develop consistent communication pattern with charter school organization.
- Include charter school liaison in district level decision making.
- Include charter school staff in meetings and trainings at the District office.

Measureable Outcomes:

Goal 1:
- New and Improved Webpage and increased use of social media for communication.
- Addition of a Public Information Officer (PIO).

Goal 2:
- Results of assessment of move toward Unitary Status.
- Donations generated from Casual for a Cause Campaign.

Goal 3:
- Account of District charter school liaison's work.
- Increased presence of charter school personnel at district events.

Focus Area V – Technology Integration

Goal 1. Increase the use of technology as an instructional tool in the classroom

Strategy:
- Increase the number of and use of digital assessments in the classroom.
- Provide on-site support to teachers who are utilizing technology as an instructional tool in the classroom.
- Explore the costs and benefits of a true 1 to 1 (take home) initiative.

Goal 2. Increase the use of technology to serve as a Curriculum Management System

Strategy:
- Increase the use of CANVAS and other Learning Management Systems.
- Secure Florida Virtual Franchise to retain FTE and offer "in-house" courses.
- Launch the creation of a web-based Lesson Plan Bank.

Goal 3. Increase the use of technology as a Student Management System

Strategy:
- Implement the FOCUS integrated Student Information System and Gradebook.
- Implement the FOCUS Parent Portal for increased access and communication with parents.
- Continue to maximize the resources available from Performance Matters (UNIFY, SAM).

Measurable Outcomes:

Goal 1:
- Effectiveness of the Teachers on Special Assignment – Technology.
- Report providing the Cost/Benefit Analysis of a "take home" 1 to 1.

Goal 2:
- The opening and operation of our own Virtual Franchise.
- Creation of and use of Digital Lesson Plan Bank.

Goal 3:
- Hard data (usage numbers) and soft data (surveys) regarding staff use of FOCUS.
- Hard data (usage numbers) and soft data (surveys) regarding parent interaction with FOCUS.

FOCUS AREA I - STUDENT ACHIEVEMENT

Goal 1					
Measureable Outcome 1	School Grades	Letter Grade	2013-14	2014-15	Target
	*2014-15 School Grades due out Winter 2015	Grade A	7 Schools	*	TBD
		Grade B	5 Schools	*	TBD
		Grade C	9 Schools	*	TBD
		Grade D	3 Schools	*	TBD
		Grade F	0 Schools	*	TBD
Measureable Outcome 2	2014-15 State Assessment Data	Percent Proficient	District	State	Target
	*2013-14 Data	FSA ELA	**	**	TBD
	**Not available until Winter 2015	FSA Math	**	**	TBD
	***Obtained through State AMO File	FCAT Reading	*59	***58	58+
		FCAT Math	*54	***61	61+
		FCAT Science Gd 5	48	53	53+
		FCAT Science GD 8	51	48	48+
		Algebra 1 EOC	*50	*57	TBD
		Geometry EOC	*64	*63	TBD
		Algebra 2 EOC	**	**	TBD
		Biology EOC	65	65	65+
		US History EOC	78	66	66+
		Civics EOC	63	64	64+

Goal 2						
Measureable Outcome 1	State Assessment Data	Percent Proficient	2012-13	2013-14	2014-15	Target
	*2014-15 data due out Winter 2015	FCAT Reading	58	56	N/A	N/A
		FSA ELA	N/A	N/A	*	TBD

Measureable Outcome 2	SAT10 Data	Percent Proficient	2012-13	2013-14	2014-15	Target
		Reading Comprehension	56	56	56	61

Goal 3						
Measureable Outcome 1	State Graduation Data	Federal Graduation Rate	2012-13	2013-14	2014-15	Target
	*2014-15 data due out Winter 2015	All Students	80.1	79.1	*	TBD

Measureable Outcome 2	State Minority Graduation Data	Federal Graduation Rate	2012-13	2013-14	2014-15	Target
	*2014-15 data due out Winter 2015	Black	55.3	59.6	*	TBD
	Other minority subgroups not listed were not reported	Hispanic	74.5	70.5	*	TBD
	due to cohort size	Multiracial	72.5	83.6	*	TBD
		Asian	93.1	73.3	*	TBD

SCHOOL BOARD OF INDIAN RIVER COUNTY
SUPERINTENDENT'S EVALUATION FORM
2015 - 2016

Individual Board Members will rate the Superintendent's performance in each of the five professional standards areas listed below. Under each professional standard, there are several guidelines and, taken collectively, will give meaning to the professional standard being evaluated. The focus is on leadership practices that impact prioritization and results for student achievement--knowing what is important, understanding what is needed, and taking action that gets results.

RATING LEGEND

COMMENDABLE:
The Superintendent's performance exceeds your expectation. This performance level is significantly above expectations. Performance levels would include unusually high-quality work that results in unexpected benefit to the District.

MEETS EXPECTATIONS:
The Superintendent performs her duties in an acceptable manner. Produces high-quality work in most competency areas, completing tasks or projects when expected, bringing projects in on-budget, maintaining a balanced budget, substantially addressing problem issues, achieving goals with established or expected timelines, maintaining safe and adequate facilities within the allocated resources, performing duties in a manner that does not negatively impact the District's operation and comply with all legal requirements regarding the District's operations.

REASONABLE PROGRESS TOWARD EXPECTATION:
This category takes into account that unusual or unforeseen circumstances may prevent the Superintendent from meeting expectations but shows reasonable progress toward achieving that status.

NEEDS IMPROVEMENT:
The Superintendent's performance does not meet your expectation. Significantly fails to meet District objectives or fails to perform at the expected levels of service as indicated in the categories.

PROFESSIONAL STANDARD

<table>
<tr><td rowspan="2" colspan="2">Description of Ratings:
Commendable
Meets Expectations
Reasonable Progress Toward Expectation
Needs Improvement</td></tr>
</table>

	Individual Board Member Rating:	
A. INTEGRITY AND LEADERSHIP *Guidelines:*Maintains high standards of ethics, honesty and integrity. • Provides proactive leadership to address the needs of the District to continuously improve teaching and learning. • Identifies important issues and problems, recommends appropriate solutions in a timely manner, and recognizes the consequences of such recommendations. • Establishes priorities, related timelines and expectations, follows-up and acts on reports. • Presents and promotes a positive image of the School District. • Conveys a commitment to the mission and values of the District and supports these values even if difficult actions are required. • Uses a systematic process of developing the board agenda items including staff review, examination of alternatives and recommendations of the best options. • Promotes and expects a climate of tolerance, acceptance and civility. • Maintains a professional demeanor in high stress situations. • Demonstrates sufficient understanding of all aspects of the school system and seeks self-improvement through continued professional development.		

Board Member's Initials:_____
Date:_____

PROFESSIONAL STANDARD

<table>
<tr><td colspan="2">
Description of Ratings:

Commendable

Meets Expectations

Reasonable Progress Toward Expectation

Needs Improvement
</td></tr>
</table>

	Individual Board Member Rating:	

B. COMMUNICATION AND COMMUNITY ENGAGEMENT

Guidelines:
- Promotes, demonstrates and supports effective and timely two-way communication between District, schools, community, and local governments regarding School District programs and activities in a clear, consistent manner.
- Fosters positive working relationships with community, stakeholder groups and governmental entities.
- Maintains visibility in the community.
- Works to increase parental and community involvement in schools and in the District.
- Informs staff of relevant information, as appropriate.
- Provides information from all perspectives and clarifies issues to the Board in an appropriate manner.
- Visits school sites and communicates with the staff, students and parents as appropriate.
- Fosters a transparent environment in which information is fully disseminated to the public.

Board Member's Initials:_____

Date:_____

PROFESSIONAL STANDARD

Description of Ratings:
Commendable
Meets Expectations
Reasonable Progress Toward Expectation
Needs Improvement

	Individual Board Member Rating:	
C. EFFECTIVE BOARD RELATIONS *Guidelines:* • Works to create and maintain a positive working relationship with the School Board. • Keeps the School Board informed on issues, needs and operations of the District. • Responds to School Board concerns in a timely manner. • Prepares recommendations based on thorough study and analysis. • Appropriately interprets and executes Board policy and direction. • Understands and interprets the role of federal, state and local government policy and politics, and their relationship to the School District and schools. • Works with the Board to establish a District vision and attainable goals for the District. • Is sensitive to Board Members' responsibility to respond to the community, and provides them information to do so.		

Board Member's Initials:_____
Date:_____

PROFESSIONAL STANDARD

<table>
<tr><td colspan="2">Description of Ratings:
Commendable
Meets Expectations
Reasonable Progress Toward Expectation
Needs Improvement</td></tr>
</table>

	Individual Board Member Rating:	

D. HIGHLY DEVELOPED AND HIGH PERFORMING STAFF

Guidelines:
- Provides leadership to attract and retain high quality employees.
- Executes sound personnel procedures and practices.
- Promotes professional development and builds expanded competencies within the workforce.
- Delegates responsibility and authority to staff members appropriate to the position each holds and holds each accountable.
- Demonstrates the ability to resolve sensitive personnel issues.
- Establish productive relationships with bargaining groups while managing contracts effectively.
- Encourages team work among District level staff and between District level and school based personnel.
- Promotes high morale and inspires employees to high professional standards.
- Oversees development and implementation of an effective performance review and evaluating process for all district employees.

Board Member's Initials:_____
Date:_____

PROFESSIONAL STANDARD

Description of Ratings:
Commendable
Meets Expectations
Reasonable Progress Toward Expectation
Needs Improvement

	Individual Board Member Rating:	
E. EFFICIENT AND EFFECTIVE OPERATIONAL PLANNING, ORGANIZATION, AND FINANCIAL MANAGEMENT *Guidelines:* • Works to develop and improve management procedures/systems in each department. • Develops and implements a comprehensive plan to promote the safety and security of students and staff. • Coordinates the District budget so that schools can operate effectively and efficiently. • Supervises the preparation of the annual budget which reveals careful analysis of the operational expenditures to improve the quality of the instructional program. • Maintains accurate financial records to ensure the proper expenditure of funds and elimination of waste by securing goods and services at fair and reasonable cost without compromising the quality of the instructional program. • Meets and works collaboratively with the Board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources. • Analyzes available instructional resources and assigns them in a cost-effective and equitable manner to enhance student outcomes. • Maintains accountability of school and department leadership.		

Board Member's Initials:_____
Date:_____

<mark>Summary:</mark> Overall Rating of Professional Standards: _____

A. **General comments:**

_____

_____

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B. **Area(s) of greatest accomplishments this year which deserve commendations:**

_____

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_____

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_____

_____

C. **Area(s) of greatest particular performance which need(s) strengthening:**

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_____

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The signatures below indicate only that the Superintendent has reviewed this performance evaluation with the appraiser on the date written below.

Board Member Signature: _____   Date: _____

Superintendent Signature: _____   Date: _____

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