A Blueprint for **School Transformation**
School District of Indian River County (2020-2025)
January 2020
SDIRC 2019 in Review
Bright Spots

• Osceola Magnet School with grade “A” for 5 consecutive years; Beachland Elementary, Liberty Magnet School, Osceola Magnet School, Rosewood Magnet School, all grade “A” for 2018-2019.


• TCTC “97% first time pass rates” on the LPN NCLEX-PN licensure exams since 2010; recognized in the “Top 60 Nursing Schools in Florida.”

• Graduation rates for Black students improved from 65% in 14-15 to 81% in 18-19.

Sources: FLDOE, 2020; FLDOE School Improvement Ratings 2018-2019, 2019; FLDOE Florida School Grades, 2019; 2019 Indian River LEA Profile, 2019; Nursing Schools Almanac, 2019
Bright Spots

- Graduation rates for students with disabilities improved from 58% in 14-15 to 78% in 18-19.

- FL-PBIS Model School Gold Status (3 schools) & Silver Status (8 schools) for 2018-2019.

- SDIRC 2019 Principal, Teacher, & School-Related Employee of the Year named as State Finalists.

- VBHS Fighting Indians – State Record for Most Consecutive Regular Season Wins!!! 2019

Sources: FLDOE, 2020; FL-PBIS, 2019; @ircschools, 2019
What does success for every student look like?

Vision
Educate & inspire every student to be successful.

Mission
To serve all students with excellence.
A Need for Re-Envisioning Excellence in the SDIRC?
## Demographics: A Comparison

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Indian River</th>
<th>Miami-Dade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>17,924</td>
<td>350,606</td>
</tr>
<tr>
<td>Number of Schools</td>
<td>27</td>
<td>392</td>
</tr>
<tr>
<td>White (Non-Hispanic)</td>
<td>54%</td>
<td>7%</td>
</tr>
<tr>
<td>Black (Non-Hispanic)</td>
<td>17%</td>
<td>20%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>23%</td>
<td>72%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>5%</td>
<td>20%</td>
</tr>
<tr>
<td>Economically-Disadvantaged</td>
<td>58%</td>
<td>69%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>16%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Sources: FLDOE Education Information Portal, 2019 & 2020; www.dadeschools.net; www.indianriverschools.org
## Allocation Comparison: Elementary

<table>
<thead>
<tr>
<th></th>
<th>Elementary School Grade = C</th>
<th>Elementary School Grade = A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>623</td>
<td>628</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>493</td>
<td>540</td>
</tr>
<tr>
<td>Administrators</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Instructional Staff</td>
<td>39</td>
<td>43</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>21</td>
<td>5</td>
</tr>
<tr>
<td>Non-Instructional Support</td>
<td>11</td>
<td>4</td>
</tr>
</tbody>
</table>

Sources: Dadeschools.net, 2020; FLDOE Education Information Portal, 2020; SDIRC Focus Student Information System
## Allocation Comparison: Secondary

<table>
<thead>
<tr>
<th></th>
<th>High School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Grade = C</td>
<td>School Grade = A</td>
</tr>
<tr>
<td><strong>Number</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>1895</td>
<td>2028</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>1019</td>
<td>1273</td>
</tr>
<tr>
<td>Administrators</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Instructional Staff</td>
<td>100</td>
<td>74</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td>Non-Instructional Support</td>
<td>28</td>
<td>15</td>
</tr>
</tbody>
</table>

Sources: Dadeschools.net, 2020; FLDOE Education Information Portal, 2020; SDIRC Focus Student Information System
Distribution of School Grades 2019: A Quick Look

Source: FLDOE, 2019
Percentage of Schools – Grades A & B

Source: FLDOE, 2019
Percentage of Schools – Grades C – F

Source: FLDOE, 2019
Rates of Progress: FSA ELA % > Level 3 - Grades 3-10

Source: FLDOE Education Information Portal, 2019
The “Case” for School Re-Envisioning: A Deeper Dive

Comparison of Grade 3 & Grade 10 ELA Achievement (% >Level 3) 2019

- Charlotte
- Martin
- Indian River
- Brevard
- Miami-Dade

Source: FLDOE Education Information Portal, 2019
The “Case” for School Re-Envisioning: A Deeper Dive

Black Students with Disabilities Suspended/Expelled >10 Days (Risk Ratios)

Source: FLDOE LEA Profiles 2015-2019

*A data point of “0” on the above table indicates that less than 10 students received removals for >10 days.
# A Financial Snapshot

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Budget (All Funds)</strong></td>
<td>$ 268,170,175</td>
<td>$ 286,742,651</td>
<td>$ 286,892,696</td>
<td>$ 289,955,545</td>
<td>$ 301,046,075</td>
</tr>
<tr>
<td><strong>Actual End-of-Year Total Fund Balance (June 30)</strong></td>
<td>$ 26,054,000</td>
<td>$ 25,252,791</td>
<td>$ 18,655,172</td>
<td>$ 17,409,387</td>
<td>TBD</td>
</tr>
<tr>
<td><strong>Ending Fund Balance as a Percent of Revenues (General Fund Only)</strong></td>
<td>18%</td>
<td>18%</td>
<td>13%</td>
<td>12%</td>
<td>TBD</td>
</tr>
</tbody>
</table>
Theory of Action

If we clearly define the expectations and behaviors that exemplify school excellence for all 21st Century Learners and implement actions in alignment with these expectations and behaviors, then higher levels of student learning will be achieved.
• Ensure a seamless transition and more robust learning outcomes for all children
• Build a productive and collaborative relationship with the Indian River County School Board
• Create opportunities to gain a deep understanding of Indian River County Schools from a multitude of stakeholders and gain insight into all key aspects of the District
• Build excitement and momentum within the School District of Indian River County as we collaboratively engage in needed change to ensure continuous improvement
Areas of Focus to Move the Needle

- Identify & refer to “Guiding Principles”
- Disaggregate & analyze data to monitor progress towards goal attainment
- Develop plans that explicitly define the needed actions
- Identify key priorities that ensure we are fully enhancing & supporting instruction – Accelerate feedback loops
The “Why” Behind Guiding Principles

- Ensures common language and communication among stakeholders
- Provides points of reference for all work
- Promotes consistency and sustainability in course of actions
Making Data Our Superpower

• Use high quality, actionable data.

• Disaggregate data to guide meaningful & precise changes.

• Link action steps & strategies to root causes to eliminate identified barriers.

• Frequently monitor to guard against big data “pitfalls”.

Avoid: Integration Failure
Redefining Excellence: Cultivating Conditions for Learning

January

1. IDENTIFY & GATHER STAKEHOLDER FEEDBACK & GUIDING PRINCIPLES

February

2. CLEARLY DEFINE THE CURRENT REALITY & OPPORTUNITIES FOR IMPROVEMENT

March

3. DEVELOP & INITIATE IMPLEMENTATION OF DISTRICT STRATEGIC PLAN & SCHOOL SITE IMPLEMENTATION PLANS

April

4. CONDUCT INITIAL EVALUATION & REFINEMENT OF DISTRICT & SCHOOL SITE IMPLEMENTATION PLANS

May

5. GATHER & ANALYZE SUMMATIVE DATA TO GUIDE MODIFICATIONS TO ACTION PLAN IMPLEMENTATION

PHASE II: LISTEN & LEARN

PHASE III: CONSENSUS BUILDING & IMPLEMENTATION PLAN
Opportunities for Improvement

- Create authentic opportunities for teachers to support & grow together.
- Maximize opportunities to provide school choice.
- Create schools that students look forward to attending.
- Initiate a principal/assistant principal pipeline to cultivate future leaders.
- Re-envision the school improvement process & School Improvement Plans.
- Review school start times.
Opportunities for Improvement

• Establish a program to recruit, retain, and optimally place instructional coaches.
• Eliminate redundancies across the district to maximize resources at schools.
• Create a Superintendent’s Advisory Council for Exceptional Student Education.
• Create a Superintendent’s Advisory Council for the District Budget.
• Design the district in a way that fully supports & enhances instruction.
Opportunities for Engagement

• Focus Groups
• Work Groups
• Surveys & Feedback
• Community Partnerships
• Project RE-envision 2025 Website
Visit Our Project RE-envision 2025 Webpage

https://www.indianriverschools.org/ProjectReEnvision2025
“Students should have rich, relevant, and authentic experiences at school, across the board. If every educator in every school pursued excellence instead of allowing excuses about what students can and cannot do, we would meet the needs of all students. Our goal has to be to create schools where excellence is the standard.”

Sanee Bell, Ed.D.

“Be Excellent on Purpose”
Questions?