

School District of Indian River County

District Strategic Plan 2021-2022



African American Achievement Plan 2021-2022



Quarter 2 Update
January 2022



ACHIEVE 2025 DISTRICT STRATEGIC PLAN

2021 – 2022 QUARTER 2 UPDATE

District Strategic Plan - Quarter 2 Overview

Work during Quarter 2 involved implementing new and continued actions and strategies to maintain momentum to ensure that school improvement work is sustainable through the end of the academic year. As Quarter 2 came to a close, it became abundantly clear that a key need as the District moved into Quarter 3 was to minimize COVID-19 disruptions in the staffing of schools and instructional time for students to continue the progress made during Quarter 2.

During Quarter 2, monitoring of Targets 2022 revealed a cumulative number of out-of-school suspensions district wide being 97, with the Target 2022 being 365 out-of-school suspensions. The number of suspensions at the end of Quarter 2 puts the District on-track for reaching this target. Despite the added challenges and complexity during the current school year, a 97% retention rate for effective/highly effective instructional staff was observed by the end of Quarter 2. Progress also has been made with regard to the percentage of instructional staff with out-of-field waivers. Specifically, for Quarter 1, a total of 8% of instructional staff had out-of-field waivers, with this percentage improving to 6% at the end of Quarter 2. During Quarter 3, supports for staff and students to promote stabilization of the system and instructional frameworks within the context of many disruptions in schooling due to COVID-19 will be necessary to continue to make progress in identified areas. Additionally, it will be important to utilize progress monitoring data from Quarter 2 to identify any adjustments to the implementation of strategies in various Focus Areas to maximize progress during the second semester of the school year.

Key Actions Taken – Quarter 2

Focus Area	Annual Strategies	Key Actions Taken
Academic Success	<p>Strategy 1.1: Create and implement an enhanced system and structure for school improvement planning and monitoring.</p> <p>Strategy 1.2: Provide data-driven professional development and technical support to ensure fidelity in the adoption of the new English Language Arts curriculum materials.</p> <p>Strategy 1.3: Systematically expand STEAM initiatives districtwide through increased supports for instructional and programmatic planning.</p>	<ul style="list-style-type: none"> • Continued implementation of Literacy Leaders micro-credentialing. • In collaboration with the State Regional Literacy Directors, literacy specialists provided support on the Science of Reading and BEST Standards with administrators, coaches, and interventionists. • Provided support to schools for the Science Fair STEAM Expo.

Focus Area	Annual Strategies	Key Actions Taken
Academic Success	<p>Strategy 1.4: Support the effective implementation of an 8-period day at the secondary level through master scheduling support and professional development.</p> <p>Strategy 1.5: Increase the academic impact of all extended learning opportunities through a comprehensive alignment of services and programs.</p>	<ul style="list-style-type: none"> Met with school teams to determine current progress on the STEAM Designation Rubric. Created a comprehensive survey to receive feedback on the effectiveness of implemented Extended Day programs.
Equity, Culture, & Climate	<p>Strategy 2.1: Infuse alternative discipline supports into classroom settings utilizing focused staff, mentors, and an Alternative Intervention Measures (AIM) advocate.</p> <p>Strategy 2.2: Implement district and school-level data-driven problem solving for areas identified for improvement and systematically allocate needs-based supports.</p> <p>Strategy 2.3: Evaluate, refine, and leverage the roles of multicultural coordinators to improve the cultural competence of school-based staff.</p> <p>Strategy 2.4: Build the knowledge and skills of school staff related to meeting the needs of students with disabilities through specialized professional development and technical support.</p>	<ul style="list-style-type: none"> Conducted quarterly meeting with District Lead School Counselor and AIM Advocate to review data, problem solve, and provide support as needed. Reviewed Winter Make Up Window testing plans and provided necessary supports to schools. Submitted the revised Multi-Cultural Coordinator Supplement job description to the Department of Human Resources for final formatting. Provided professional development for school-based teams and ESE staff regarding gifted services and enrichment. Conducted case reviews and professional development for administrators and ESE staff related to the Least Restrictive Environment for students and the ESE continuum of services.
Communication & Engagement	<p>Strategy 3.1: Implement varied approaches to engage community members in district activities while offering at least two in-person, district-supported activities for community engagement quarterly.</p> <p>Strategy 3.2: Implement strategies to increase parent access and interaction with the Focus Parent Portal for the purpose of increased communication.</p> <p>Strategy 3.3: Strategically identify and offer district and school-based parent workshops that enhance and expand parents' knowledge and skills in supporting their children's education.</p>	<ul style="list-style-type: none"> Promoted the Focus Parent Portal to parents via targeted workshop; social media campaign; and Focus Parent Portal competition. Developed an updated, parent friendly version of the District's parent Handbook & posted on website. Developed professional development on Restorative Practices with a target audience of building administrators and teachers to ensure they have the skills to facilitate communication with parents and students within a culture of acceptance and open engagement.

Focus Area	Annual Strategies	Key Actions Taken
Talent Development & Support	<p>Strategy 4.1: Implement “Leadership Academies” to build current and prospective administrators’ leadership capacity.</p> <p>Strategy 4.2: Conduct an analysis of the Human Resources application, screening, and interview process to evaluate the presence of equitable hiring practices and remediate any identified inequities.</p> <p>Strategy 4.3: Implement a plan that builds upon our WE PROMISE program and incorporates strategies to support currently employed instructors in obtaining needed certifications/endorsements, while recruiting diverse instructional staff.</p> <p>Strategy 4.4: Increase capacity for effective and efficient collaborative planning through professional development, intentional review, and feedback.</p>	<ul style="list-style-type: none"> • Interviewed and accepted candidates for the Aspiring Assistant Principal Leadership Academy. • Developed High Performing Principals Academy with selected principals to build leadership capacity. • Aspiring assistant principals and principals served as an “Administrator on Assignment” for a day. • Reviewed with Certification Specialist and New Teacher Specialist monthly to ensure support for all teachers still seeking certification(s)/endorsement(s) is provided. • Conducted a course audit to ensure all administrators have completed the Culturally Competent Interviewing course.
Organizational & Fiscal Responsibility	<p>Strategy 5.1: Provide training and site visit technical support on any school internal accounts audit findings.</p> <p>Strategy 5.2: Analyze existing budgets and apply a Staff Allocation Model (SAM) to implement data-driven allocation of resources.</p> <p>Strategy 5.3: Expand the identification and application for grant opportunities to supplement existing funding.</p> <p>Strategy 5.4: Expand technological utilization to enhance academic success, improve operational efficiencies and compliance, and analyze strategic goal performance while demonstrating effective Return on Investment (ROI).</p> <p>Strategy 5.5: Monitor implementation of the Office of Safe Schools’ mandates related to school safety and security.</p> <p>Strategy 5.6: Increase monitoring of compliance with health and safety requirements.</p>	<ul style="list-style-type: none"> • Posted the Internal Account Manual with all updates, trained new bookkeepers, reviewed month-end processes to ensure compliance. • Conducted site visits with bookkeeper, reviewed findings of Internal Account Audits, and recommended solutions and trainings in workflow practices. • Analyzed October FTE class size results to improve future predictions of class sizes to maximize utilization of human capital resources during the 22-23 school year. • Wrote a prospectus and administered a feasibility study for funding needed for prioritized projects aligned to the District Strategic Plan. • Assisted schools and departments with researching, identifying, and applying for grant opportunities for supplemental funding. • Reviewed monthly summary reports and contacted specific schools to discuss any inequities or non-compliance with safety drills.

Progress Snapshot – Quarter 2

TARGET 2022: Out-of-School Suspensions (#) - 365

Progress Monitoring Measures	Baseline (19-20)	Outcome (20-21)	Quarter 1 (21-22)	Quarter 2 (21-22)
Out-of-School Suspensions (#)	1461	126	48	97

TARGET 2022: Retention of Effective/Highly Effective Instructional Staff (%) – 94%

Progress Monitoring Measures	Baseline (19-20)	Outcome (20-21)	Quarter 1 (21-22)	Quarter 2 (21-22)
Retention (%)	90%	93%	97%	97%

TARGET 2022: Instructional Staff with Out-of-Field Waivers (%) - 7%

Progress Monitoring Measures	Baseline (19-20)	Outcome (20-21)	Quarter 1 (21-22)	Quarter 2 (21-22)
Out-of-Field Waivers (%)	10%	8%	8%	6%

Opportunities for Growth

- Utilize the analysis of Quarter 2 action steps and associated progress to send specific feedback to leadership regarding opportunities for modification or accelerated growth during Quarter 3.
- Implement a district-supported coverage plan for high staff absences due to COVID-19 to drastically minimize the disruptions on student learning, while maintaining momentum for academic progress.
- Conduct school level reviews to ensure student identified problems, interventions provided, and interventionists supporting students are in correct alignment.



AFRICAN AMERICAN ACHIEVEMENT PLAN

2021 – 2022 QUARTER 2 UPDATE

African American Achievement Plan - Quarter 2 Overview

As a review of Quarter 2 progress monitoring data was being conducted, state graduation data became available to Florida school districts. With the release of this data, an analysis of the African American-White Graduation Gap was done. During the 2016-2017 school year, there was a gap of 10 percentage points between the percentage of African American and White students who graduated from high school, with this gap increasing to 14 percentage points during the following school year (i.e., 2017-2018). Since that time, the graduation gap between African American and White students in the SDIRC has sharply narrowed, with a 2020-2021 graduation gap between African American and White students of 1 percentage point.

With regard to disparities in discipline, the gap in the percentage of African American students and White students with one or more out-of-school suspension was 5 percentage points during the 2019-2020 school year. At the end of Quarter 2 of the current academic year, the aforementioned gap was 1.3 percentage points. The Target 2022 for this outcome measure is a gap of 0 percentage points. As a result, continued monitoring and intervention will be needed to realize this target at the end of the current academic year. A deeper look at disparities in discipline shows the African American-White risk ratio for classroom removals to be 2.65 at the end of Quarter 2. While this risk ratio is an improvement over the 2019-2020 baseline risk ratio of 4.00, there are significant opportunities for improvement in this area. As a result, continued problem solving to identify preventative and alternative disciplinary measures for classroom removals should occur to realize progress related to this observed disparity.

Key Actions Taken – Quarter 2

Focus Area	Annual Strategies	Key Actions Taken
Academic Success	<p>1.1: Integrate African American History teachings into curriculum maps for grades K-12 that supports Florida statute and is aligned to the standards of the course.</p> <p>1.2: Ensure that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready, receive targeted reading intervention as defined by the District’s Reading Plan.</p>	<ul style="list-style-type: none"> • Conducted classroom walk-throughs to observe implementation of African American History teachings into classroom instruction. • Continued to provide interventions for African American students showing a substantial reading deficiency in grades K-3.

Focus Area	Annual Strategies	Key Actions Taken
Academic Success	<p>1.3: Use Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on-track to graduate.</p> <p>1.4: Implement processes to ensure that African American students have equitable access to advanced and accelerated courses in middle school and high school.</p> <p>1.5: Reduce barriers (e.g., outreach, registration, cost, location, transportation) in order to increase African American student participation in extended learning programs.</p>	<ul style="list-style-type: none"> • Provided district technical support and guidance for problem solving related to using Early Warning Indicators to guide support planning for students. • The AIMS Coordinator, along with school principals, used Early Warning System Indicators to conduct the needed intervention planning for identified African American students. • Elementary schools provided plans to implement tutoring for those students who met eligibility for additional support with a focus on African American students.
Equity, Culture, & Climate	<p>2.1: Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.</p> <p>2.2: Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.</p> <p>2.3: Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student.</p> <p>2.4: Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students. (Quarter 1 Only)</p>	<ul style="list-style-type: none"> • Conducted district and school-level data reviews to continue to problem solve about remaining discipline disparities. • Provided professional development sessions related to the use of alternative discipline measures. • Developed a range of dynamic data dashboards to provide instant, real-time data access related to the African American Achievement plan and 2018 Joint Plan on the District’s public-facing website. • Ensured that all out-of-school suspensions were approved by the principal supervisor prior to being assigned to a student.
Communication & Engagement	<p>3.1: Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.</p> <p>3.2: Facilitate a taskforce that includes community members in which perspectives, feedback, and support will be gathered to ensure equitable access to educational experiences for students districtwide.</p> <p>3.3: Expand outreach and publicity to parents of African American students to increase participation in parent workshops.</p> <p>3.4: Communicate to District Staff and Board Members the importance of participating in scheduled Equity Committee meetings.</p>	<ul style="list-style-type: none"> • Increased focused communication efforts for a free cooking/nutrition/wellness course for families, resulting in 24% of the course participants being African American. • Created The Champions List – extracurricular programming guide- to detail available academic and athletic extracurricular activities offered at each school location. • Implemented communication strategies, such as extending individual invitations to students, to increase the participation of African American students in extracurricular activities. • The C.L.I.M.A.T.E. Task Force initiated use of the District Strategic Planning framework to identify opportunities for growth for equity & excellence in SDIRC schools.

Focus Area	Annual Strategies	Key Actions Taken
Talent Development & Support	<p>4.1: Increase the diversity of mentors and staff providing coaching support as part of the STARR Mentoring program, while training mentors in trauma-informed practices and cultural competency.</p> <p>4.2: Expand and enhance established relationships with career placement offices and officials at Historically Black Colleges and Universities (HBCUs), while also utilizing a broad array of platforms for publicizing instructional staff job vacancies.</p> <p>4.3: Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.</p> <p>4.4: Facilitate a Workforce Housing Committee to identify affordable housing options for new educators in the local community.</p>	<ul style="list-style-type: none"> • Provided professional development session on trauma-informed practices, including motivational interviewing, to new teacher mentors on 11/15/21. • Participated in six Recruitment Fairs during Quarter 2, including HBCUs, to support the recruitment of African American instructors, and have registered to attend additional fairs at HBCUs. • Conducted screenings of interview committees to ensure diverse representation of interviewers. • The Workforce Housing Committee met on 10/20/21 and initiated research into possible community partners for a future workforce housing development, funding opportunities, and possible sites for housing.
Organizational & Fiscal Responsibility	<p>5.1: Enhance school choice and magnet school offerings, including transportation to access school choice districtwide, to maximize opportunities for African American students to enroll in schools that best align with their needs and interests.</p> <p>5.2: Evaluate the impact that school choice, including magnet enrollment, is having on the representation of African American students at specific schools, with a particular focus on schools that are racially identifiable.</p> <p>5.3: Implement a school transportation plan that includes the use of school transportation depot stops to ensure equitable access to school transportation.</p> <p>5.4: Continue to provide evidence of implementation of the AAAP and progress monitoring, including a 5-year progress monitoring framework, on the District’s public-facing website.</p> <p>5.5: Establish and obtain approval for a Unitary Status Sustainability Policy to ensure that progress related to the 1967 Desegregation Order is maintained.</p>	<ul style="list-style-type: none"> • Evaluated the impact that school choice has had on African American student representation since 2019. • Continued to provide school depot stop locations when schools of choice were selected by parents for enrollment of their students. • Transitioned and centralized all AAAP and 2018 Joint Plan implementation evidence and progress monitoring documentation already located on the District’s public-facing webpages in a repository housed on the SDIRC’s Office of Student Affairs, Advocacy, & Access’s public-facing webpage. • Developed a range of dynamic, data dashboards that provide real-time, instant data access for the African American Achievement Plan on the District’s public-facing website.

Progress Snapshot – Quarter 2

TARGET 2022: African American - White-Achievement Graduation Gap – (% points) – 1%

Progress Monitoring Measure	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Graduation Gap (% points)	10 points	14 points	11 points	5 points	1 point

TARGET 2022: African American – White Gap in Students with 1 or more Out-of-School Suspensions (percentage points) – 0%

Progress Monitoring Measures	Baseline (19-20)	Outcome (20-21)	Quarter 1 (21-22)	Quarter 2 (21-22)
Out-of-School Suspension Gap (% points)	5 points	0.5 points	.83 points	1.3 points

TARGET 2022: African American – White Disparities in Classroom Removals (Risk Ratio) – 1.5

Progress Monitoring Measures	Baseline (19-20)	Outcome (20-21)	Quarter 1 (21-22)	Quarter 2 (21-22)
Disparities in Classroom Removals (Risk Ratio)	4.00 (2018-2019)	2.06	2.40	2.65

Opportunities for Growth

- Continue to monitor and problem solve around preventative and alternative discipline strategies for classroom removals.
- Replicate the communication strategies used to engage African American families in the offered cooking/nutrition/wellness course for future parent workshop offerings.
- Leverage the Master Planning process to have a greater impact on addressing disparities in African American student representation across schools.