

SCHOOL DISTRICT OF INDIAN RIVER COUNTY



Transforming education to inspire & empower ALL students to maximize their full potential.

QUARTER 3 UPDATE

APRIL 2021

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SDIRC Quarterly Update: Executive Summary

As part of the ACHIEVE 2025 District Strategic Plan, quarterly updates are provided to the School Board. The current update provides information on actions implemented and progress monitoring for the District Strategic Plan, as well as the aligned African American Achievement Plan, and Superintendent Performance Assessment System. This update is for Quarter 3 and includes the time period from January 4, 2021 to March 12, 2021. Quarter 3 began with the return of almost 900 students to brick and mortar settings. This resulted in 85% of students being enrolled in face-to-face instruction to start the second semester.

Given that there is one quarter remaining of the current academic year, this update provides information on District Strategic Plan Targets 2021 that have been accomplished to date. The Targets 2021 that have been accomplished thus far include the following:

- Early Learning Program State Ranking (State Ranking = 18; Target 2021 = 34)
- Opportunities for Community Engagement in District Activities (135 activities; Target 2021 = 38)
- Parent Workshops Offered (42 workshops; Target 2021 = 37)
- Compliance with Material Audits (100% compliance; Target 2021 = 100%)
- Compliance with Financial Audits (100% compliance; Target 2021 = 100%)
- Initial Health & Safety Violations (520 initial violations; Target 2021 = ≤ 715)
- Compliance on the Florida Safe Schools Assessment Tool (100% compliance; Target 2021 = 100%)

With regard to the African American Achievement Plan, progress in African American – White Disparities in classroom removals has been observed. The risk ratio for disparities in classroom removals has decreased from a baseline risk ratio of 4.0 in 19-20 to a risk ratio of 2.19 for Quarter 3. The representation of African American instructors has increased from 9% in 19-20 to 11% in Quarter 3. Additionally, the overall African American teacher retention rate is at 97% to date, with the new African American teacher retention rate to date also being 97%.

Along with continued implementation of the aforementioned plans, during Quarter 3, the identification and initial planning for needed improvements to systems and support structures for the upcoming academic year occurred. Some examples of focused improvement efforts include initiating revisions to the structures and processes for School Improvement Planning, planning for the implementation of improved tools for communicating with parents regarding school transportation, engaging with community partners to better understand preferred communication methods for the families they serve, increasing supports for navigating student pathways following high school, and utilizing stakeholder feedback for the Staff Allocation Model to improve the way in which this model is implemented in the District.





DISTRICT STRATEGIC PLAN: QUARTER 3 UPDATE

ACHIEVE 2025



District Strategic Plan: Quarter 3 Actions Accomplished



FOCUS AREA 1: ACADEMIC SUCCESS

Annual Strategy 1.1 Create and implement a comprehensive, improved system of instructional planning.		Alignment with AAA Plan
ACTION(S) COMPLETED	MODIFICATIONS/NEXT STEPS	ACTION STEP(S)
Supported the reintegration of 883 students from virtual and transitional models of learning in January to begin the 2nd semester. Student Schedules were reviewed in the 3 rd Quarter to ensure students are enrolled in classes necessary for promotion/graduation.	<ul style="list-style-type: none"> Monitor student schedules in Q4 to ensure students are enrolled in classes necessary for promotion/graduation. 	1.16;1.17;1.18; 1.19; 1.32
Began the development of the 2021-2022 School Improvement Plan through the establishment of a review committee consisting of district and school-based staff.	<ul style="list-style-type: none"> Finalize the template for the 2021-2022 SDIRC School Improvement Plan. 	
Revised the Master Schedule Resource Guide.	<ul style="list-style-type: none"> Finalize Master Schedule Resource Guide with added components around dual enrollment and 8-block schedules. 	
Worked with school leaders and school counselors to address and plan for acceleration.	<ul style="list-style-type: none"> Follow-up on and support acceleration plans. 	1.24
Annual Strategy 1.2 Revise and implement a comprehensive, research-based reading plan to optimize student performance in reading.		Alignment with AAA Plan
ACTION(S) COMPLETED	MODIFICATIONS/NEXT STEPS	ACTION STEP(S)
Conducted professional learning for Principals, Assistant Principals, K-3 Literacy Interventionists and Literacy Instructional Coaches for the Science of Reading and BEST Standards. The Florida State Regional Literacy Directors collaborated with SDIRC Department of Educator Quality to plan and conduct the professional learning.	<ul style="list-style-type: none"> Conduct professional learning for Instructional Coaches on the BEST ELA Standards and the adopted ELA curriculum. 	1.4;1.16
SDIRC Literacy and Curriculum Specialists provided support in	<ul style="list-style-type: none"> Continue to support the implementation of the 	1.4;1.16

analyzing the components of the District Reading Plan, interventions, and best practices for implementation.	<p>Reading Plan at the school level.</p> <ul style="list-style-type: none"> Develop a Power BI Dashboard that allows schools to monitor the supports (i.e., enrollment in reading intervention course, reading endorsed or certified teacher) for students with a substantial deficiency in reading. 	
Annual Strategy 1.3 Establish & improve systems for student transitions to kindergarten.		Alignment with AAA Plan
ACTION(S) COMPLETED	MODIFICATIONS/NEXT STEPS	ACTION STEP(S)
<p>Opened registration (online and paper-based) for STEP into Kindergarten.</p> <p>Worked in collaboration with the Education Foundation to coordinate marketing strategies for the STEP into Kindergarten program.</p> <p>Met with community partners (Head Start, Kindergarten Readiness Collaborative, etc.) to promote STEP into Kindergarten program.</p>	<ul style="list-style-type: none"> Continue marketing and outreach activities to enroll students for the 2021 STEP into Kindergarten program 	
<p>Provided an Early Learning Programs presentation during the Superintendent's Board Workshop on February 23, 2021, regarding strategic initiatives & innovative developments towards increasing Kindergarten readiness</p>	<ul style="list-style-type: none"> NA 	
<p>Completed a tour of Childcare Resources by Assistant Superintendent of Curriculum and Instruction and Principal of Early Learning to enhance community relationships and alignment of mission.</p>	<ul style="list-style-type: none"> NA 	
<p>Met with CEO and Director of Programs from the Early Learning Coalition of Indian River, Martin, and Okeechobee County to discuss Kindergarten Readiness, and SDIRC Early Learning Programs strategic initiatives and innovative developments</p>	<ul style="list-style-type: none"> Schedule a virtual IRC Communitywide VPK Data Chat for March 23, 2021, in which SDIRC's Strategic Plan goals related to Early Learning and kindergarten readiness will be shared. Additionally, information related to goals in the African American 	

	<p>Achievement Plan will be shared. VPK Providers will have the opportunity to share how their African American students are progressing in comparison to their Hispanic and white classmates. Providers also will be able to seek additional non-monetary assistance from the District's Early Learning Programs Department, as well as utilize District STAR Early Learning licenses to measure & monitor their students' progress towards Kindergarten readiness if they are not currently participating in the Office of Early Learning's STAR Early Literacy Pilot.</p>	
<p>Conducted collaborative data conversations led by SDIRC Principal of Early Learning with private preschools & Head Start regarding their students' progress towards Kindergarten Readiness and provided strategies for enrichment and intervention.</p>	<ul style="list-style-type: none"> Conduct data conversations with emphasis on the progress of our Black and Hispanic students within our SDIRC VPK, Head Start, and private preschools. 	
<p>Participated in the STAR Early Literacy Pilot which allows for VPK students to take the STAR assessment which also assesses FLKRS to have consistent data regarding Kindergarten Readiness.</p>	<ul style="list-style-type: none"> Offer private preschools not participating in the STAR Pilot to utilize District STAR licenses to see how their students are progressing and provide opportunities to enrich and intervene. 	
<p>Established a data collection opportunity via a drop down within FOCUS "Prior to Kindergarten Experience" on the Kindergarten enrollment application so that parents/guardians can self-report where their child attended VPK or preschool prior to Kindergarten as well as reasons why they may not have chosen to attend SDIRC's VPK program.</p>	<ul style="list-style-type: none"> Implement use of new Focus field. 	

Annual Strategy 1.4 Improve the implementation of evidence-based, culturally responsive instructional practices through intentional review and feedback.		Alignment with AAA Plan
ACTION(S) COMPLETED	MODIFICATIONS/NEXT STEPS	ACTION STEP(S)
<p>Conducted 2nd and 3rd rounds of Impact Review Walks in order to observe core classroom instruction and practices associated with culture and climate:</p> <ul style="list-style-type: none"> Round 2 - January 6th - January 15th Round 3 - February 22nd - March 8th 	<ul style="list-style-type: none"> Provide feedback recommendations for improvement during individual school feedback meetings and the District DataCom meetings. Schools submitted plans and modifications as a result of impact reviews. 	1.5; 2.1
<p>Conducted a DataCom session, which is an integral part of the continuous feedback loops employed by schools and the district to ensure students receive what they need to be successful. Following Impact Reviews (classroom walk throughs at each school), principals gathered with district senior staff to conduct DataCom.</p> <p>Added comprehensive assessments to the related Power BI dashboards to alleviate the need for multiple assessments for returning students.</p> <p>Conducted follow up meetings with three schools (SRHS, VBHS, and GMS) to provide further support in problem solving.</p>	<ul style="list-style-type: none"> Schools will continue to use Power BI dashboards to drive interventions for students not predicted to achieve. Conduct mid-March DataCom meetings at identified school sites for district-supported problem solving. 	1.13; 1.5; supports data monitoring of the AAA Plan.
Annual Strategy 1.5 Implement instructional feedback cycles to improve core instruction and supports.		Alignment with AAA Plan
ACTION(S) COMPLETED	MODIFICATIONS/NEXT STEPS	ACTION STEP(S)
<p>Conducted 2nd and 3rd rounds of Impact Review Walks in order to observe core classroom instruction and practices associated with standards-based instruction and subsequent tiered supports:</p> <ul style="list-style-type: none"> Round 2 - January 6th - January 15th Round 3 - February 22nd - March 8th 	<ul style="list-style-type: none"> Provide feedback recommendations for improvement during district DataCom meetings. Schools submitted plans and modifications as a result of impact reviews. 	1.5; 1.12

FOCUS AREA 2: EQUITY, CLIMATE, & CULTURE

Annual Strategy 2.1 Expand evidence-based social-emotional and mental health supports and professional learning opportunities.		Alignment with AAA Plan
ACTION(S) COMPLETED	MODIFICATIONS/NEXT STEPS	ACTION STEP(S)
<p>District staff collected culture and climate data using a classroom walk-through tool that includes ratings focused on social emotional learning during impact reviews.</p> <p>Provided coaching to school team members focused on SEL and culture & climate during impact reviews.</p> <p>Professional Development: 1) Provided school counselor professional development focused on SEL (Sanford Harmony; elementary), motivational interviewing (secondary), and best practices related to SEL-focused coaching (all counselors) on 1/27 & 2/24. 2) Worked with VBHS to launch a comprehensive trauma-informed care (TIC) PD series (School Trauma-Informed Champions) and SEL/TIC Professional Learning Community with community partner, Tykes & Teens. 3) Social Emotional Learning PD with Storm Grove Middle School Faculty.</p> <p>Conducted the second Parent Academy focused on Social Emotional Learning and Mental Health on March 11, 2021.</p> <p>Expanded mental health supports at VBHS/FLC and Wabasso School through a community partnership with Tykes & Teens.</p> <p>Expanded itinerant mental health support staff with the addition of a school social worker (licensed clinical social worker).</p> <p>Developed the Alternative Intervention Measures Mentorship Program set to launch in SY 21-22.</p>	<ul style="list-style-type: none"> Continue to assess school stages of implementation and fidelity. Provide guidance to schools related to SEL assessment and planning. Continue to offer related professional development. Provide ongoing district-supported coaching and technical support for Positive Behavioral Interventions and Supports Coaches. 	2.11, 2.12; 2.13
Conducted follow-up Focused Discipline Support Walkthroughs on 2/22, 2/23, and 2/26 at schools with high teacher Office Discipline Referrals.	<ul style="list-style-type: none"> Continue to provide support to schools based on Focused Discipline Support Walkthroughs (ex. Verbal De-escalation PD) 	2.12
Provided state-supported professional development monthly to Positive Behavioral Interventions and Supports Coaches for the implementation of the PBIS framework.	<ul style="list-style-type: none"> Provide ongoing district-supported coaching and technical support for PBIS coaches. 	2.12
Code of Conduct District Team conducted three advisory team meetings to gather feedback from the community, including representatives from the district PTA council, community partners, and school-	<ul style="list-style-type: none"> Present the proposed 2021 – 2022 Code of Conduct to the School Board on 4/13/21. 	

<p>based administrators. These meetings took place on 1/21, 2/3, and 2/16 at the district office and online.</p> <p>The district team conducted feedback sessions with student groups from each secondary school from 2/2 – 2/11. Changes were made based on feedback gathered from all stakeholders.</p> <p>Shared a draft of proposed changes with the Code of Student Conduct Advisory Team and a meeting was held via Teams on 3/2 to review the changes and gather any additional feedback.</p>	<ul style="list-style-type: none"> • Post for public feedback for 30 days on district website 4/13/21. • School Board votes to approve or not approve the proposed 2021 – 2022 Code of Conduct on 5/25/21. 	
<p>Provided ongoing support to Transportation Leadership on how to use Power BI Dashboard, how to disaggregate discipline data, and engaged in further problem solving to reduce discipline.</p>	<ul style="list-style-type: none"> • Provide ongoing support to transportation team to disaggregate discipline data and problem solve solutions to reduce or eliminate discipline concerns. 	1.13; 2.7
<p>Annual Strategy 2.2 Integrate social-emotional learning opportunities into existing curricular structures.</p>		Alignment with AAA Plan
ACTION(S) COMPLETED	MODIFICATIONS/NEXT STEPS	ACTION STEP(S)
<p>Developed additional pages for the Power BI Early Warning System Dashboard that helps leadership problem solve around “typologies” of disengagement observed in students. Typologies are a set of data-based characteristics that certain “types” of disengagement typically manifested throughout the educational system. These types help leadership provide appropriate interventions.</p>	<ul style="list-style-type: none"> • Provide ongoing support to school- and district-based leadership teams on the use of the dashboard. 	1.13
<p>Annual Strategy 2.3 Identify & implement a specific subset of guiding principles that serve to establish and maintain culturally responsive classrooms & schools district wide.</p>		Alignment with AAA Plan
ACTION(S) COMPLETED	MODIFICATIONS/NEXT STEPS	ACTION STEP(S)
<p>Conducted 2nd meeting with the United Through Equity Steering Committee on January 7, 2021, and refined the guiding principles and submitted to the Assistant Superintendent of Curriculum and Instruction to submit to Superintendent and Cabinet.</p>	<ul style="list-style-type: none"> • Incorporate the approved guiding principles into future trainings on the principles, and through the United Through Equity Micro-credentialing. 	1.1; 2.1

Annual Strategy 2.4 Expand professional development and learning related to creating culturally responsive learning environments.		Alignment with AAA Plan
ACTION(S) COMPLETED	MODIFICATIONS/NEXT STEPS	ACTION STEP(S)
Conducted face-to-face and online professional learning for Principals, Assistant Principals, and District employees on Courageous Conversations as the first course in United Through Equity that included all Principals and Assistant Principals and 20 District employees, including directors and support staff.	<ul style="list-style-type: none"> The Culturally Responsive Teaching Module will be developed and presented in the Fall 2021. Culturally Responsive Teaching will be shared at the 2021 Reignite Leadership Forum. United Through Equity PD will begin development on the other topics of training to begin in the Fall of 2021. 	1.1; 2.1
Utilized Equitable Classroom/Culturally Responsive Practices walkthrough tool during walk-throughs of general education and exceptional student education classrooms to monitor the implementation of culturally responsive instructional practices.	<ul style="list-style-type: none"> Continue to provide coaching and monitoring utilizing equitable classroom and culturally responsive classroom practices. 	1.1; 3.2
Utilized pre-referral checklist data (area related to culturally responsive instructional practices) to identify schools that need additional coaching and monitoring.	<ul style="list-style-type: none"> Continue building capacity with school based MTSS Tier 2 data teams and Tier 3 Problem Solving Teams by providing additional training on pre-referral checklists and culturally responsive practices and strategy crosswalk. Continue monitoring the number of pre-referral checklists, Plan B gifted eligibilities, and gifted enrichment services at underrepresented schools by reviewing data logs submitted by the resource specialists on weekly basis. 	3.1, 3.2

Annual Strategy 2.5 Build knowledge and skills of school staff related to meeting the needs of students with disabilities through specialized professional development and technical support.		
ACTION(S) COMPLETED	MODIFICATIONS/NEXT STEPS	ACTION STEP(S)
Provided professional development and technical assistance documents on collaborative teaching and inclusive scheduling on 3/10/21.	<ul style="list-style-type: none"> Provide follow-up support to school teams on collaborative teaching and inclusive scheduling as needed. 	
Provided bi-weekly technical assistance meetings with site-based LEA and district ESE staff.	<ul style="list-style-type: none"> Provide monthly technical assistance meetings with site-based LEA and district ESE staff. Provide ongoing coaching for the DOE sponsored PEER IEP writing system. 	3.1
Continue to provide LEAs with coaching and guidance related to implementation of IEP supports and services.	<ul style="list-style-type: none"> Continue to provide LEAs with coaching by developing an IEP Summary Feedback Checklist to be used to monitor IEP meetings. 	
<p>Delivered additional professional development on upcoming WIDA and FSAA testing on 1/ 4/21.</p> <p>Provided continuous supports via school visits and TEAMS meetings throughout the WIDA and FSAA testing window.</p>	<ul style="list-style-type: none"> Support schools through the WIDA and FSAA testing windows. Provide school support for data review of test results in order to have correct student placement. 	
<p>Met with all Principals to assist with evaluating his/her sub-group data to develop a testing plan that allows for strategic timing of testing lowest quartile, ESE, and ELL students within the testing window.</p> <p>Schools also created a targeted instruction plan to improve achievement for students in these sub-groups.</p>	<ul style="list-style-type: none"> Review testing plans, provide feedback, and provide support for targeted instruction. 	
Performed ongoing monitoring of the Power BI Dashboard.	<ul style="list-style-type: none"> A final training for resource specialists is scheduled for mid-March. Continue to provide ongoing monitoring of Power BI Dashboard. 	

FOCUS AREA 3: COMMUNICATION & ENGAGEMENT

Annual Strategy 3.1 Implement varied approaches to engage community members in district activities while offering at least two district-supported activities for community engagement quarterly.		Alignment with AAA Plan
ACTION(S) COMPLETED	MODIFICATIONS/NEXT STEPS	ACTION STEP(S)
<p>Engaged in inter-departmental collaboration to share the new open enrollment window for families beginning on March 1st.</p> <p>Held a Facebook Live on February 26th going over school choice options, school choice brochure, and videos to share with our families.</p> <p>Shared the open window for the summer Step Into Kindergarten program.</p>	<ul style="list-style-type: none"> The team will continue sharing the open enrollment window and school choice videos across our social media platforms. 	
<p>Used School Messenger calls and text message, and District social media platforms to communicate the following family engagement events/activities: Workshops and Business Meetings, public comment via email, FB Live with Dr. Moore Sessions, "What's News" posts, Black History Month, Literacy Week, Application Process for Equity Committee Chairman, College and Career Readiness Expo, Transition X, School Choice Videos, School Choice Enrollment information, School Board Member Recognition Month, Free Breakfast and Lunch announcement, Impact Reviews, Graduation Rates, White Glove Award Winners for 2019-2020, Law Enforcement Appreciation Day, Tommy Lasorda post to honor his work at Dodgertown Elementary and SDIRC, Superintendent's ESE Advisory Council, Textbook Extravaganza, College Board information, Transportation Advisory Committee position, Agnes Peebles Memorial Scholarship Application, STEAM Designation Committee, CTE Month, Virtual Science Fair FB Live, Florida Crossing Guard Appreciation Month, Love Your Library Event, ESE Parent Advisory Council, COVID-19 Update page, Florida House of Representatives Age of Learning, Instructional Calendar, Elks Essay Contest, No School Reminders, FOCUS Parent Portal, Moonshot Moment posts, Read Across America, Family Resources, STEP into Kindergarten, Kindergarten Enrollment, School Choice Round 2, Community Partnership with Pastor's Association, Dual Enrollment, Equity in Action-Spring Showcase, Parent Academy, School posts and events, National School Breakfast Week, Equity Committee Meetings, Joint Plan Meetings, Recorded and broadcast Vero Beach High School Performing Arts Concerts on the</p>	<ul style="list-style-type: none"> Continue to communicate virtual engagement opportunities via preferred communication methods until COVID-19 restrictions are lifted and we can resume face-to-face events. Continue to record and capture community events as they occur to engage the community. Support the Maintenance and training of livestream equipment at VBHS PAC. Continue to produce video content highlighting programs and providing information to community stakeholders. 	

<p>Education Channel and uploaded to YouTube to promote student activities and the arts.</p> <p>Installed and trained personnel on livestreaming equipment at the VBHS PAC to support the VBHS Performing Arts program as they use new strategies to engage the community for live performances through District social media platforms.</p> <p>Produced videos to engage the community and promote district activities including, Stars of the Year, VBHS Student Learning Center, SDIRC Recruitment Video, STEP into Kindergarten, Science Fair and shared through District social media platforms.</p>		
<p>Annual Strategy 3.2 Implement strategies to increase parent access and interaction with the FOCUS Parent Portal for the purposes of increased communication.</p>		Alignment with AAA Plan
ACTION(S) COMPLETED	MODIFICATIONS/NEXT STEPS	ACTION STEP(S)
Shared FOCUS Parent Portal video and information on SDIRC social media platforms and continued to increase parent accounts.	<ul style="list-style-type: none"> Continue to post video to district social media platforms and education channels to increase the number of parent portal accounts, as well as the understanding and use of the parent portal. 	
Worked with IT to receive the newest, updated FOCUS app and parent portal information.	<ul style="list-style-type: none"> Complete FOCUS flyer with updated information. Post updated flyer on the FOCUS webpage, district website and post to social media. 	
Shared the Power BI FOCUS dashboard on our webpage to continue to increase the number of parent accounts.	<ul style="list-style-type: none"> Continue to use the Power BI dashboard on district social media and our FOCUS webpage to increase parent participation. 	
<p>Contacted multiple community partners to survey the preferred District Communication methods for the families they serve.</p> <p>Posted updates and information to district social media and through SMS messaging.</p> <p>Created an email distribution list of community partners to share District updates and information.</p>	<ul style="list-style-type: none"> Continue to post updates and information to district social media and through SMS messaging. Share District updates and information with Community Connection partners, students, and families through emails. Community Partners in Community 	

	Connection can request printed materials that can be distributed to families they serve.	
Annual 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.		Alignment with AAA Plan
ACTION(S) COMPLETED	MODIFICATIONS/NEXT STEPS	ACTION STEP(S)
Hosted Zoom calls with Title I families to review Diagnostic iReady Parent Reports. Hosted Zoom calls with Title I families to provide FSA information. Developed Title I Get R.E.A.L. family engagement video series. Released videos on math resources, ELA resources and the FSA in English, Spanish, and Haitian-Creole Worked with schools to release academic activities videos to support families.	<ul style="list-style-type: none"> Continue to collaborate with Title I schools to support, plan, and/or facilitate school-based family engagement. 	
Scheduled a Facebook Live Parent Academy at the beginning of Quarter 4 on Tuesday, March 16, 2021. Theme: Confess the Stress; Remaining Resilient in Uncertain Times.	<ul style="list-style-type: none"> Continue interdepartmental collaboration to provide Facebook Live parent workshop opportunities. 	

FOCUS AREA 4: TALENT DEVELOPMENT & SUPPORT

Annual Strategy 4.1 Establish and implement "Leadership Academies" to build current and prospective administrators' leadership capacity.		Alignment with AAA Plan
ACTION(S) COMPLETED	MODIFICATIONS/NEXT STEPS	ACTION STEP(S)
District Leadership has presented information at the Aspiring Assistant Principal Leadership Academy and the Principal Leadership Academy. The Aspiring Principal Leadership Academy participants focused on Communities of Practice with targeted areas of Data Analysis and Implementing BEST Standards. iLEAD members have identified focus areas of Math Curriculum Data Analysis.	<ul style="list-style-type: none"> The iLEAD and Aspiring Principals Leadership Academy will continue in the summer to provide additional leadership professional growth. 	
The 28 aspiring assistant principals met monthly with topics relevant to the assistant principal skills & knowledge. This included a presentation by current assistant principals, developing an effective team, and communication styles.	<ul style="list-style-type: none"> The AAPLA will continue to meet, with emphasis on interview skills & developing a leadership resume, and beginning administrator skills/knowledge. 	
The eight members of the Principal Leadership Academy met monthly to closely examine inputting	<ul style="list-style-type: none"> The PLA is focused on end-of-year process and how 	1.32

data into Focus, monitoring the master schedule, and problem solving as a new leader.	to lead School Improvement efforts for 2021-22.	
The New Assistant Principal Academy met monthly to explore using Focus to monitor class size and scheduling support, Human Resources and how to support struggling teacher, and communication as an administrator.	<ul style="list-style-type: none"> The New Assistant Principal Academy will be working with Student Support on Coordinating Test Administration for the FSA. Additional meetings will focus on end-of-the-year procedures. 	
Annual Strategy 4.2 Establish and implement an "Instructional Coach Academy" to support the development and retention of instructional coaches.		Alignment with AAA Plan
ACTION(S) COMPLETED	MODIFICATIONS/NEXT STEPS	ACTION STEP(S)
<p>Literacy Instructional Coaches have focused on the implementation of the BEST Standards and the Science of Reading. The Florida DOE State Regional Literacy Directors collaborated with SDIRC Literacy Specialists and the Director of Educator Quality to create the robust, quality PD on the Science of Reading.</p> <ul style="list-style-type: none"> Learning walks to apply the knowledge were conducted with elementary and secondary principals. <p>The Math Instructional Coaches received professional development on Math Content and data analysis.</p>	<ul style="list-style-type: none"> Literacy Instructional Coaches will continue to receive professional development on the BEST Standards and Amplify CKLA. Math Coaches will continue to work with the Curriculum Maps and Math Content. 	
<p>The Literacy and PD Specialists have supported the Instructional Coaches in their role of conducting collaborative planning and coaching cycles.</p>	<ul style="list-style-type: none"> The principal and instructional coaches are completing reflections on the strengths and needs of each coach. Collaborative planning will continue to be a focus throughout the school year to support instruction and interventions. 	
Annual Strategy 4.3 Create and implement a plan that incorporates strategies to support currently employed instructors in obtaining the needed certifications/endorsements, while recruiting new instructors with the appropriate certifications/endorsements.		Alignment with AAA Plan
ACTION(S) COMPLETED	MODIFICATIONS/NEXT STEPS	ACTION STEP(S)
<p>Provided email communication to all teachers who are not currently reading endorsed. Information included in the communication was which competencies are needed for completion and where teachers can go to</p>	<ul style="list-style-type: none"> Continue to publicize offerings in The Collaborator. 	

get their coursework. (Literacy Solutions or SDIRC Comp. 5 Canvas course).	<ul style="list-style-type: none"> Continue to encourage teachers to finish their coursework via online vendors like Literacy Solutions and SDIRC offerings. Continue to work with FLDRS and Rachelle Tolliver to set up a Reading Competency 4 course beginning in August. 	
Provided email communication to all teachers who are not currently ESOL endorsed. Information included in the communication was which courses are needed for completion and where they can go to get their coursework. (Literacy Solutions or all five classes offered throughout the year in SDIRC).	<ul style="list-style-type: none"> Continue to encourage teachers to finish their coursework via SDIRC's free offerings or online vendors like Literacy Solutions. 	
Annual Strategy 4.4 Create and implement a plan that strategically aligns resources and practices for the recruitment and retention of diverse instructional staff.		Alignment with AAA Plan
ACTION(S) COMPLETED	MODIFICATIONS/NEXT STEPS	ACTION STEP(S)
The Certification Analyst continues to make contact with all new instructional staff and track certification needs and alert teachers as needed of requirements.	<ul style="list-style-type: none"> Continued to implement a process in which new teachers confer with the Certification Analyst to review requirements for certification. 	
Initiated production of the new employee onboarding package for the upcoming hiring season as a way to welcome each new hire to SDIRC. <ul style="list-style-type: none"> The package includes information about benefits, wellness center, strategic plan, discounts from the community, recruiting partners, basic moving info (utilities, cable, etc.) as well as some SDIRC gear and wear. 	<ul style="list-style-type: none"> Distribute the onboarding packages as new employees are hired for the 2021-2022 academic year. 	4.1, 4.2, 4.10
In addition to attending ten HBCU virtual career fairs so far this year, SDIRC completed plans to host our own SDIRC Virtual Career Fair. The fair will take place on April 8 th in partnership with Diversity in Education. Social Media posts and marketing by SDIRC and Diversity in Ed are underway. <ul style="list-style-type: none"> The event is also advertised with the Department of Education and Handshake. Individual candidates have been invited. Any candidate may register through the link: https://indianriverschools.careerfairexpo.com. All schools will run their own "booth" and be able to look at resumes from candidates and schedule on-the-spot interviews. 	<ul style="list-style-type: none"> Hold the SDIRC Virtual Career Fair on April 8, 2021. 	4.1

The first meeting of the Workforce Housing Committee was held on 01/19/21 to begin the exploration and planning of affordable housing options in the local community to support recruitment efforts.	<ul style="list-style-type: none"> Continue the work of the Workforce Housing Committee. 	4.27
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FOCUS AREA 5: ORGANIZATIONAL & FISCAL RESPONSIBILITY

Annual Strategy 5.1 Analyze existing budgets and apply a Staff Allocation Model (SAM) to implement data-driven allocation of resources.		Alignment with AAA Plan
ACTION(S) COMPLETED	MODIFICATIONS/NEXT STEPS	ACTION STEP(S)
<p>Reviewed current allocations and ratios and adjusted to maximize funding and human capital resources.</p> <p>Explored school-based funding and operational practices to maximize funding.</p> <p>Updated FTE and enrollment projections for all schools.</p> <p>Aligned funding with requirements to maximize non-general funding.</p> <p>Maximized federal funding for any positions allowable.</p>	<ul style="list-style-type: none"> Finalize modifications to ratios for 2021-2022 Budget cycle. Add critical need positions to support schools. Finalize FTE and enrollment projections to be used in SAM based on DOE forecast for the district. Establish Budget conference meetings with schools and all district staff to review SAM and all other personnel changes for 2021-2022. 	
Annual Strategy 5.2 Implement district restructuring to reduce redundancies and maximize use of existing resources.		Alignment with AAA Plan
ACTION(S) COMPLETED	MODIFICATIONS/NEXT STEPS	ACTION STEP(S)
Initiated review of current district organization and staffing structures to identify potential needs associated with restructuring.	<ul style="list-style-type: none"> Propose and implement any needed changes related to restructuring. 	
Annual Strategy 5.3 Expand the identification and application for grant opportunities to supplement existing funding.		Alignment with AAA Plan
ACTION(S) COMPLETED	MODIFICATIONS/NEXT STEPS	ACTION STEP(S)
<p>Worked with schools utilizing the GEER program to support Lexia Core5 roll out and assisted with adhering to budget timelines.</p> <p>Working with the LJ Foundation, assisted in distributing 6 new grants to schools to support school choice theme or specialized program support:</p>	<ul style="list-style-type: none"> Continue to monitor fidelity and data of the extended program, which ends March 31st. 	

<ul style="list-style-type: none"> • Dodgertown Elementary- STEAM Tech Lab \$60,000 • Fellsmere Elementary- Laptops for Dual Language Technology \$19,158 • Storm Grove Middle- Kagan Training \$5000 • ACE- Uniform Support \$900 • SRMS- Independent Reading support, purchasing new novels for media center \$5000 • Sebastian Elementary- Funding to establish a Drama Troupe \$2500 • Beachland Elementary- Funding for 3D printer materials \$1000 <p>Submitted 21st Century RFA for Spring and Summer 2021 for Treasure Coast Elementary and Sebastian Elementary.</p>	<ul style="list-style-type: none"> • Support school expenditures and distribution of funds for specialized programs from the grant. • Continue working with the FLDOE to ensure the RFA renewability documents are completed for the DOE 200 to be awarded with Grants Management. 	
Annual Strategy 5.4 Expand technological utilization to enhance academic success, improve operational efficiencies, and analyze strategic goal performance while demonstrating effective Return on Investment (ROI).		Alignment with AAA Plan
ACTION(S) COMPLETED	MODIFICATIONS/NEXT STEPS	ACTION STEP(S)
Initiated iObservation training for all teachers via a self-paced webinar.	<ul style="list-style-type: none"> • Teachers will continue to work through the webinar at available times, such as early release days. 	
Incorporated the Magnet School Choice information into the 2021-2022 Rollover Process. Completed a successful run of the School Choice Lottery.	<ul style="list-style-type: none"> • Close the re-opening of selection period. • Process new applicants. • Meet with stakeholders to refine new student enrollment procedures. 	
Maintained Instructional Technology Hotline phone bank. Continued to answer and address all community, student, and school related questions as they arise. 2,932 answered hotline calls from 01/01/2021 - 03/11/2021	<ul style="list-style-type: none"> • Continue to answer and address all community, student, and school related questions as they arise. 	
Expanded electronic forms and documentation in FOCUS. Refined English Language Learner (ELL) Forms.	<ul style="list-style-type: none"> • Develop High School Senior Exit Survey. • Begin development of 2021-2022 required Student Code of Conduct and other required forms. 	

Enhanced, trained, and communicated usage of FOCUS App. Demonstrated Positive Behavior module within and outside of App to Storm Grove 6 th Grade staff. The demonstration was well-received and repeated to all faculty.	<ul style="list-style-type: none"> Create training materials based on feedback from Storm Grove for replication at other school sites. Work with Office of Communications for development of a parent video. 	
Completed field translations and multilingual enrollment application.	<ul style="list-style-type: none"> All action steps are complete. 	
Annual Strategy 5.5 Ensure implementation of the Office of Safe Schools' mandates related to school safety and security.		Alignment with AAA Plan
ACTION(S) COMPLETED	MODIFICATIONS/NEXT STEPS	ACTION STEP(S)
Continued working alongside the Code and Compliance Department to receive updates on State Fire Marshall's Office guidelines and updates on Senate Bill 7026/7030 language that apply to drill planning, frequency, and COVID-19 requirements.	<ul style="list-style-type: none"> All Quarter 3 actions steps will remain in place for Quarter 4. 	
Monitored monthly non-compliance reports and sent emails, made phone calls or visited specific schools to meet with principals to address the missing drill frequency requirements.		
Continued inter-departmental collaboration related to safety drills. Reviewed monthly reports provided by Code & Compliance. Engaged in needed follow-up steps (e.g., phone calls, emails, support with inputting drills) to ensure compliance with required safety drills.		
Director of Security and Emergency Operation continued to request proof via sign in sheets from schools on annual DAARP training.		
Monthly tests with RAVE and Mutualink were conducted with LEA to verify GEO-fencing is accurate.		

District Strategic Plan: Quarter 3 Key Accomplishments



Supported the reintegration of close to 900 students from virtual and transitional models of learning to brick & mortar settings in January to begin the 2nd semester.	Conducted 2 nd and 3 rd rounds of Impact Review Walks to observe core classroom instruction and practices associated with culture and climate: <ul style="list-style-type: none"> Round 2 - January 6th - January 15th Round 3 - February 22nd - March 8th
Expanded mental health supports at VBHS/FLC and Wabasso School through a community partnership with Tykes & Teens.	Developed additional pages for the Power BI Early Warning System Dashboard that helps leadership problem solve around "typologies" of disengagement observed in students to help leadership design appropriate interventions.
Produced videos to engage the community and promote district activities including, Stars of the Year, VBHS Student Learning Center, SDIRC Recruitment Video, STEP into Kindergarten, Science Fair and shared through District social media platforms.	Contacted multiple community partners to survey the preferred District Communication methods for the families they serve and created an email distribution list of community partners to share District updates and information.
Initiated production of the new employee onboarding package for the upcoming hiring season as a way to welcome each new hire to SDIRC.	The Florida DOE State Regional Literacy Directors collaborated with SDIRC Literacy Specialists and the Director of Educator Quality to create the robust, quality PD on the Science of Reading.
Worked with schools utilizing the GEER program to support Lexia Core5 roll out and assisted with adhering to budget timelines.	Completed a successful run of the School Choice Lottery utilizing the newly developed online enrollment process.

District Strategic Plan: Quarterly Progress Monitoring

Focus Area 1: Academic Success

Strategic Plan Target	Baseline (19-20)	2021 Target	2021 Outcome	2025 Target
Early Learning Program – State Ranking	40	34	18	≤10

Quarterly Progress Monitoring Measure	Quarter 1 (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
Indian River Kindergarten Readiness Benchmark Assessment – Students Showing Mastery of Early Literacy Skills (%)	NA	26%	NA – Assessment Period 2 occurs in Quarter 3	43%
Indian River Kindergarten Readiness Benchmark Assessment – Students Showing Mastery of Early Numeracy Skills (%)	NA	55%		51%

Strategic Plan Target	Baseline (18-19)	2021 Target	2025 Target
English Language Arts Achievement – State Ranking	38	32	≤10

*I-Ready End-of-Year View is utilized for the reporting of all of the following i-Ready scores.

Quarterly Progress Monitoring Measures	Quarter 1 (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
i-Ready – Reading (% on or above grade level)	32%	36%	52%	Diagnostic 3 will be administered in April 2021
Achieve 3000 – Reading (Average Lexile Gain)	15 points	21 points	29 points	38 points

Strategic Plan Target	Baseline (18-19)	2021 Target	2025 Target
Math Achievement – State Ranking	40	34	≤10

Quarterly Progress Monitoring Measures	Quarter 1 (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
i-Ready – Mathematics (% on or above grade level)	24%	33%	44%	Diagnostic 3 will be administered in April 2021
Unit Assessments – Mathematics (High School % predicted to be on or above grade level on Algebra/Geometry EOC)	15%	20%	24%	19%

Strategic Plan Target	Baseline (19-20)	2021 Target	2025 Target
Middle School Accelerated Performance – State Ranking	56	47	≤10

Quarterly Progress Monitoring Measure	Quarter 1 (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
Middle School Accelerated Performance (% of eligible 8 th grade students enrolled in Algebra/Geometry)	82%	96%	95%	96%

Strategic Plan Target	Baseline (19-20)	2021 Target	2025 Target
High School Accelerated Performance – State Ranking	21	19	≤10

Quarterly Progress Monitoring Measure	Quarter 1 (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
High School Accelerated Performance (% of graduation cohort who have earned acceleration)	59%	47%	47%	54%

Focus Area 2: Equity, Culture, & Climate

Strategic Plan Target	Baseline (19-20)	2021 Target	2025 Target
Out-of-School Suspensions (#)	1461	731	0

Quarterly Progress Monitoring Measure	Baseline (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
Out-of-School Suspensions (# of events)	1461	<10	28	80

Strategic Plan Target	Baseline (19-20)	2021 Target	2025 Target
African American – White Disparities in Classroom Removals (Risk Ratio)	4.0 (2018-2019)	2.5	1.0

Quarterly Progress Monitoring Measure	Baseline (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
African American – White Disparities in Classroom Removals (Risk Ratio)	4.0 (2018-2019)	2.88	2.39	2.19

Strategic Plan Target	Baseline (18-19)	2021 Target	2025 Target
African American - White, Non-Hispanic Achievement Gap–ELA - State Ranking	45	38	≤10
Hispanic - White, Non-Hispanic Achievement Gap–ELA - State Ranking	46	39	≤10
Students with Disabilities – Without Disabilities Achievement Gap–ELA - State Ranking	47	40	≤10
English Language Learners (ELLs) – Non-ELLs Achievement Gap – ELA – State Ranking	24	21	≤10
Economically Disadvantaged (ED) – Non-ED Achievement Gap – ELA – State Ranking	48	40	≤10

Quarterly Progress Monitoring Measure	Quarter 1 (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
i-Ready – Reading (% on or above grade level) – African American	19%	25%	39%	Diagnostic 3 will be administered in April 2021
i-Ready – Reading (% on or above grade level) - White	41%	44%	60%	
i-Ready – Reading (% on or above grade level) - Hispanic	25%	30%	44%	

i-Ready – Reading (% on or above grade level) – Students with Disabilities	9%	16%	26%	
i-Ready – Reading (% on or above grade level) – Students without Disabilities	37%	40%	57%	
i-Ready – Reading (% on or above grade level) – English Language Learners	8%	13%	30%	
i-Ready – Reading (% on or above grade level) – Non-English Language Learners	34%	38%	53%	
i-Ready – Reading (% on or above grade level) – Economically Disadvantaged	24%	30%	44%	
i-Ready – Reading (% on or above grade level) – Not Economically Disadvantaged	47%	50%	66%	

Strategic Plan Target	Baseline (18-19)	2021 Target	2025 Target
African American - White, Non-Hispanic Achievement Gap–Mathematics - State Ranking	43	36	≤10
Hispanic - White, Non-Hispanic Achievement Gap–Mathematics - State Ranking	40	36	≤10
Students with Disabilities – Without Disabilities Achievement Gap– Mathematics - State Ranking	48	40	≤10
English Language Learners (ELLs) – Non-ELLs Achievement Gap – Mathematics – State Ranking	22	20	≤10
Economically Disadvantaged (ED) – Non-ED Achievement Gap – Mathematics – State Ranking	45	38	≤10

Quarterly Progress Monitoring Measure	Quarter 1 (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
i-Ready – Mathematics (% on or above grade level) – African American	11%	28%	29%	Diagnostic 3 will be administered in April 2021
i-Ready – Mathematics (% on or above grade level) - White	31%	37%	53%	
i-Ready – Mathematics (% on or above grade level) - Hispanic	18%	28%	38%	
i-Ready – Mathematics (% on or above grade level) – Students with Disabilities	6%	21%	25%	
i-Ready – Mathematics (% on or above grade level) – Students without Disabilities	28%	35%	48%	
i-Ready – Mathematics (% on or above grade level) – English Language Learners	4%	16%	30%	
i-Ready – Mathematics (% on or above grade level) – Non-English Language Learners	25%	34%	46%	
i-Ready – Mathematics (% on or above grade level) – Economically Disadvantaged	17%	28%	36%	
i-Ready – Mathematics (% on or above grade level) – Not Economically Disadvantaged	37%	42%	60%	

Strategic Plan Target	Baseline (19-20)	2021 Target	2025 Target
Least Restrictive Environment for Students with Disabilities – State Ranking	40	34	≤10

Quarterly Progress Monitoring Measure	Quarter 1 (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
Least Restrictive Environment by Service Delivery Model – General Education (%)	79%	80%	82%	81%
Least Restrictive Environment by Service Delivery Model – Resource Room (%)	8%	5%	3%	3%
Least Restrictive Environment by Service Delivery Model – Separate Class (%)	10%	16%	15%	16%

Focus Area 3: Communication & Engagement

Strategic Plan Target	Baseline (19-20)	2021 Target	2025 Target
Opportunities for Community Engagement in District Activities (cumulative #)	32	38	42

Quarterly Progress Monitoring Measure	Baseline (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
Opportunities for Community Engagement in District Activities (cumulative #)	32	23	76	135

Strategic Plan Target	Baseline (19-20)	2021 Target	2025 Target
Parents Accessing FOCUS Parent Portal (%)	59%	75%	85%

Quarterly Progress Monitoring Measure	Baseline (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
Parents Accessing FOCUS Parent Portal (%)	59%	83%	83%	84%

Strategic Plan Target	Baseline (19-20)	2021 Target	2025 Target
Parent Workshops Offered (#)	31	37	42

Quarterly Progress Monitoring Measure	Baseline (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
Total Parent Workshops Offered (cumulative #)	31	22	35	42

Focus Area 4: Talent Development & Support

Strategic Plan Target	Baseline (19-20)	2021 Target	2025 Target
Retention of Effective/Highly Effective Instructional Staff Members (%)	90%	92%	95%

Quarterly Progress Monitoring Measure	Baseline (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
Retention of Effective/Highly Effective Instructional Staff Members (YTD cumulative %)	90%	96%	96%	96%

Strategic Plan Target	Baseline (19-20)	2021 Target	2025 Target
Instructional Staff Members with Out-of-Field Waivers (%)	10%	8%	5%

Quarterly Progress Monitoring Measure	Baseline (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
Instructional Staff Members with Out-of-Field Waivers (%)	10%	10%	9%	9%

Strategic Plan Target	Baseline (19-20)	2021 Target	2025 Target
Certified Instructors (African American) (%)	9%	11%	17%
Certified Instructors (Hispanic) (%)	5%	9%	23%

Quarterly Progress Monitoring Measure	Baseline (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
Certified Instructors (African American) (%)	9%	11%	10%	11%
Certified Instructors (Hispanic) (%)	5%	6%	6%	6%

Focus Area 5: Organizational & Fiscal Responsibility

Strategic Plan Target	Baseline (19-20)	2021 Target	2021 Outcome	2025 Target
Schools with Internal Accounts Audit Findings (%)	96%	50%	91%	0%

Quarterly Progress Monitoring Measure	Baseline (19-20)	Quarter 3
Schools with Internal Accounts Audit Findings (%)	96%	91%

Strategic Plan Target	Baseline (19-20)	2021 Target	2021 Outcome	2025 Target
Alignment of Average Teacher-Student Ratios to Average State Teacher-Student Ratios (%)				
Grades K-3 Average	91%	100%	76%*	100%
Grades 4-8 Average	85%	100%	74%*	100%
Grades 9-12 Average	88%	100%	76%*	100%

*Percentages of alignment of average teacher-student ratios are lower than the previous school year due to the impact of implementing three instructional models due to COVID-19.

Quarterly Progress Monitoring Measure	Baseline (19-20)	Quarter 3 (20-21)
Alignment of Average Teacher-Student Ratios to Average State Teacher-Student Ratios (%)		
Grades K-3 Average	91%	76%
Grades 4-8 Average	85%	74%
Grades 9-12 Average	88%	76%

Strategic Plan Target	Baseline (19-20)	2021 Target	2025 Target
Supplemental Grant Funding (cumulative \$)	\$2M	\$2.5M	\$4M

Quarterly Progress Monitoring Measure	Baseline (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
Supplemental Grant Funding (cumulative \$ secured)	\$2M	\$1,798,448	\$1,936,856	\$2,157,678

Strategic Plan Target	Baseline (19-20)	2021 Target	2021 Outcome	2025 Target
Compliance with Material Audits (%)	100%	100%	100%	100%

Quarterly Progress Monitoring Measure	Baseline (19-20)	Quarter 3
Compliance with Material Audits (%)	100%	100%

Strategic Plan Target	Baseline (19-20)	2021 Target	2021 Outcome	2025 Target
Compliance with Financial Audits (%)	100%	100%	100%	100%

Quarterly Progress Monitoring Measure	Baseline (19-20)	Quarter 3
Compliance with Financial Audits (%)	100%	100%

Strategic Plan Target	Baseline (19-20)	2021 Target	2025 Target
Compliance with State-Mandated Safety Drills (%)	100%	100%	100%

Quarterly Progress Monitoring Measure	Baseline (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
Compliance with State-Mandated Safety Drills (%)	100%	98%*	100%	100%

*Percentage amended for Quarter 1

Strategic Plan Target	Baseline (19-20)	2021 Target	2021 Outcome	2025 Target
Initial Health & Safety Inspection Violations (cumulative #)	753	715	520	565

*All initial health and safety inspections have been completed for the 2020-2021 academic year.

Quarterly Progress Monitoring Measure	Baseline (19-20)	Quarter 3
Initial Health & Safety Inspection Violations (cumulative #)	753	520

Strategic Plan Target	Baseline (19-20)	2021 Target	2021 Outcome	2025 Target
Compliance on the Florida Safe Schools Assessment Tool (FSSAT)	100%	100%	100%	100%

*The FSSAT is completed once a year.

Quarterly Progress Monitoring Measure	Baseline (19-20)	Quarter 1
Compliance on the Florida Safe Schools Assessment Tool (FSSAT)	100%	100%

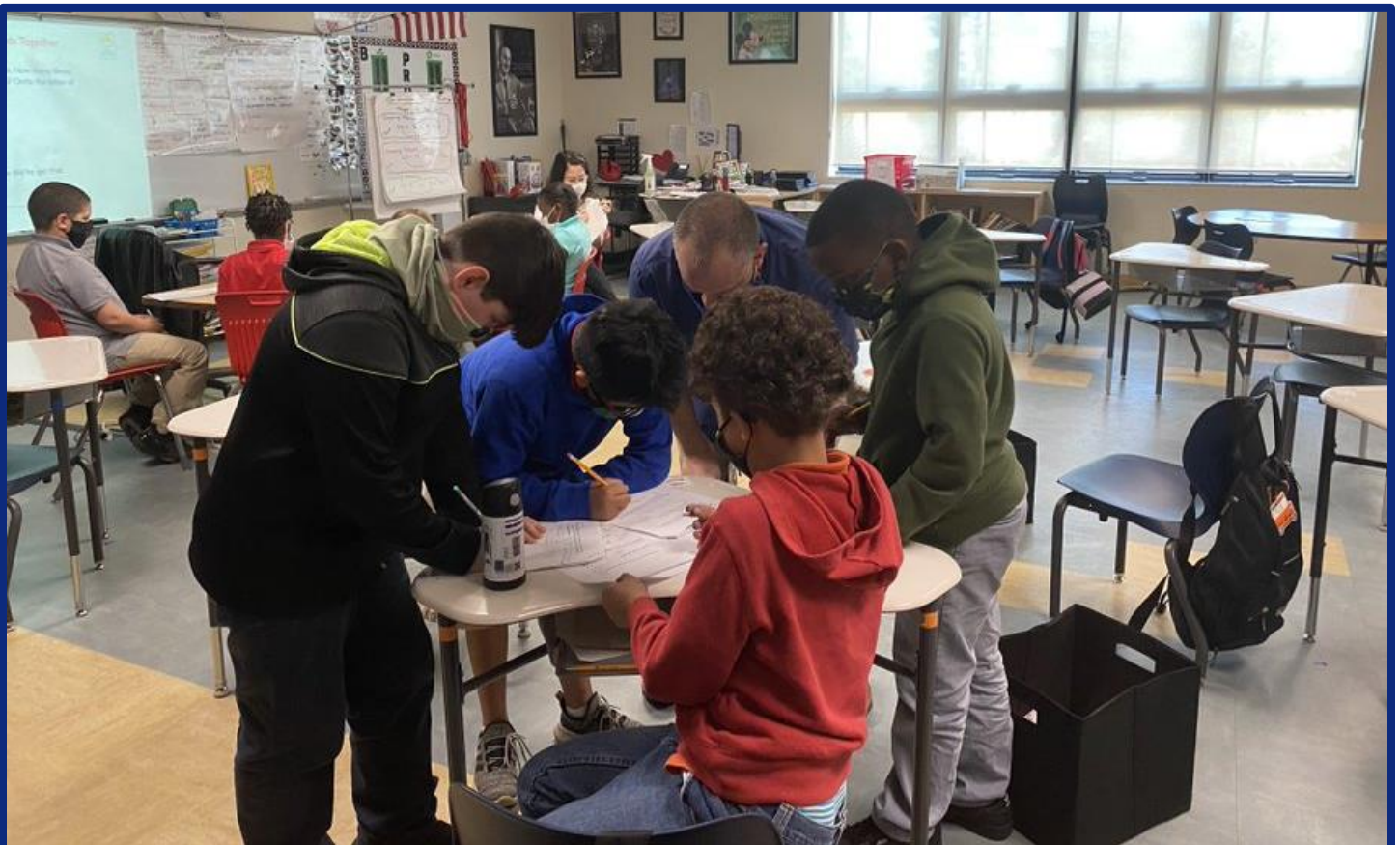
District Strategic Plan: Quarter 3 Progress Highlights



Progress Monitoring: Quarter 3 Status Update

Targets 2021 Accomplished

- ✓ Early Learning Program State Ranking
- ✓ Opportunities for Community Engagement in District Activities
- ✓ Parents Accessing the Focus Parent Portal
- ✓ Parent Workshops Offered
- ✓ Compliance with Material Audits
- ✓ Compliance with Financial Audits
- ✓ Initial Health & Safety Violations
- ✓ Compliance on the Florida Safe Schools Assessment Tool





AFRICAN AMERICAN ACHIEVEMENT PLAN: QUARTER 3 UPDATE



African American Achievement Plan: Quarter 3 Actions Accomplished



Goal 1: Improve Academic Achievement of African American Students		
Action Step #	Summary of Action Step	Quarter 3 Actions Accomplished
1.1	Culturally Responsive Instructional Strategies & Practices – C&I	<ul style="list-style-type: none"> • Provided professional development on Courageous Conversations on the following dates: <ul style="list-style-type: none"> ○ 01/13/21 for 22 principals ○ 01/20/21 & 01/22/21 for 36 assistant principals ○ 01/27/21 for 20 district staff • Conducted a total of 281 Classroom Walk-throughs during Quarter 3 to assess the presence of Equitable Classroom Practices.
1.2	Multi-Level Root Cause Analysis – SPSS, C&I	<ul style="list-style-type: none"> • A root cause analysis session was conducted on 03/11/21. During this session, participants cross-walked root causes for the achievement gap identified during previous sessions, with the current work being implemented for the African American Achievement Plan. Additionally, the session included an initial exploration of the root causes for disproportionate representation of instructional staff with regard to race. Fifteen district and school-level administrators participated in the session.
1.3	African American History Curriculum Matrix – C&I, All Schools	<ul style="list-style-type: none"> • Provided district support through two rounds of Impact Reviews in which classroom walk-throughs were conducted and feedback was provided related to observed instruction and elements of instruction. <ul style="list-style-type: none"> ○ Round 2 – January 6th – January 15th ○ Round 3 – February 22nd – March 8th • During Impact Reviews, staff observed evidence of required instruction components specific to the History of the Holocaust and African American History.
1.4	Targeted Reading Interventions – C&I, Elementary Schools	<ul style="list-style-type: none"> • Conducted school-based data reviews of students performing in the lowest quartile and reorganized tiered intervention groups as needed.
1.5	Achievement Gap Resource Allocation – HCO, C&I, All Schools	<ul style="list-style-type: none"> • Conducted review of School Improvement Plans to ensure that School Improvement Plans continued

		to address the achievement gap for African American students.
1.6	Extended Learning Opportunities for Remediation & Enrichment – HCO, C&I, All Schools	<ul style="list-style-type: none"> Implemented school-based extended learning opportunities through the A2: Acclimate & Accelerate initiative and the GEER Grant.
1.7	Balancing School Enrollment – HCO, C&I, All Schools	<ul style="list-style-type: none"> Publicized open enrollment for magnet and choice application process via School Messenger call, social media, and flyers on the home page of the District website. Received applications for magnet/choice for 140 African American students, with 100% of African American students who applied being offered a magnet/choice seat.
1.8	Master Plan Rezoning Study	<ul style="list-style-type: none"> In December 2020, a draft “State of the Schools” was released, with a presentation to the School Board on the Master Planning Process being provided on 02/23/21.
1.9	School Choice Study – C&I, SPSS	<ul style="list-style-type: none"> Findings of the School Choice Feedback Survey originally disseminated to parents of students attending a school other than their zoned schools (i.e., on school choice) were summarized and shared with school leaders via the District’s “Collaborator” on February 18, 2021.
1.10	Transportation Plan – HCO	<ul style="list-style-type: none"> In response to feedback on needed transparency related to bus stop times, the Department of Transportation planned for implementation of ZPass for 2021-2022, which will allow parents to set notifications via text message as buses approach designated school transportation stops.
1.11	Extracurricular Activities – HCO, C&I, All Schools	<ul style="list-style-type: none"> Held a Superintendent’s Student Advisory Council meeting on 02/02/21 to gather further feedback from a representative sample of secondary students related to equitable access to extracurricular activities.
1.12	Student Progress Monitoring – SPSS, All Schools	<ul style="list-style-type: none"> Schools continued to conduct data chats and progress monitoring, including review of student subgroup performance, for the purposes of identifying needed supports.
1.13	Data Chats for Improved Student Learning – SPSS, All Schools	<ul style="list-style-type: none"> Provided data training and support to school personnel and school leaders on: 01/19/21, 01/22/21, 01/25/21, 01/28/21, 01/29/21, 02/03/21, 02/09/21, & 02/10/21. Created training videos to support end users of Power BI and provided these videos through the District’s “Collaborator.” Held bi-weekly Cabinet Data Briefing sessions.
1.14	African American Student Council – Secondary Schools	<ul style="list-style-type: none"> All secondary schools held meetings with their African American Student Councils to gather feedback regarding their school experiences.

1.15	Improving Mastery of Standards – HCO, C&I, High Schools	<ul style="list-style-type: none"> High schools conducted data chats to identify students in need of re-teaching of standards through additional instructional supports.
1.17	Extended Learning Opportunities – HCO, High Schools	<ul style="list-style-type: none"> Schools provided supports for African American students off-track for graduation through supplemental after-school activities or supplemental supports, including Project A2: Acclimate & Accelerate, added to the school day.
1.18	Credit Recovery – HCO, C&I, High Schools	<ul style="list-style-type: none"> Continued to monitor for students in need of credit recovery and schedule them into courses accordingly.
1.19	Student Action Plans – HCO, C&I, High Schools	<ul style="list-style-type: none"> Continued to provide academic support to students through the use of graduation coaches, school counselors, credit recovery, tutoring, and MTSS.
1.20	Review Student Graduation Plans – HCO, C&I, SPSS, High Schools	<ul style="list-style-type: none"> Conducted school-level reviews of student progress towards graduation using the support of Power BI graduation dashboards. Held meeting with district staff and both high schools on 01/29/21, which included discussion of graduation rate monitoring. Held Cabinet Data Briefing that included review of graduation rates on 02/18/21.
1.21	Motivational Assemblies – HCO, C&I, High Schools	<ul style="list-style-type: none"> School-based motivational assemblies were placed on hold due to COVID-19. Given that assemblies are on hold due to COVID-19, school counselors, graduation coaches, and success coaches have been individually connecting with students to support on-time graduation, including making home visits to students who continue to be enrolled in remote learning options. District support meetings were held on 01/29/21 with SRHS and VBHS.
1.22	Quarterly Meetings for Graduation Support – HCO, C&I, High Schools	<ul style="list-style-type: none"> Conducted school-level reviews of student progress towards graduation using the support of Power BI dashboards.
1.23	Graduation Rate – C&I, SPSS	<ul style="list-style-type: none"> The District supported schools in monitoring graduation rates via developed Power BI graduation dashboards and data reviews and introduced Power BI graduation dashboard to schools on 01/06/21.
1.24	Advanced Coursework Enrollment – C&I, SPSS	<ul style="list-style-type: none"> Held meetings with SRHS and VBHS on 02/10/21, 02/23/21, & 02/26/21 to problem solve about accelerated coursework and developed a plan to utilize the Student Life Skills (SLS) course from IRSC to expand opportunities for course acceleration.

		<ul style="list-style-type: none"> Initiated revision of the Master Schedule Resource Guide to reflect changes to acceleration and enrollment in advanced courses.
1.25	Universal Screening for Gifted Identification – SPSS, Elementary Schools	<ul style="list-style-type: none"> Schools continued to implement further screening of potential gifted candidates based upon universal screening lists.
1.26	Tiered Support – C&I, SPSS	<ul style="list-style-type: none"> Reviewed gifted service logs for tiered enrichment supports on 01/20/21, 02/10/21, 03/10/21.
1.27	Plan B Eligibility – SPSS	<ul style="list-style-type: none"> Provided training and technical support to resource specialists and school psychologists on 02/10/21, 02/24/21.
1.28	College Readiness – HCO, SPSS, High Schools	<ul style="list-style-type: none"> School monitored the number/percentage of African American students participating in on-site college readiness testing.
1.29	Advanced Coursework Information Events – HCO, C&I, High Schools	<ul style="list-style-type: none"> Held an additional College & Career Readiness Expo in February 2021.
1.35	PeerForward – HCO, SPSS, High Schools	<ul style="list-style-type: none"> Conducted meetings of the PeerForward coaches, Leads, school liaisons, and student leaders to outline upcoming projects.
1.37	District Level Data Chat Regression Review – C&I	<ul style="list-style-type: none"> Held a district facilitated DataCom data review on 01/21/21.
1.38	School Level Data Chat Regression Review	<ul style="list-style-type: none"> School level teams monitored the regression of African American students in English Language Arts using unit assessment data.
Goal 2: Reduce Disparities in Discipline & Alternative Disciplinary Placements		
Action Step #	Summary of Action Step	Quarter 3 Actions Implemented
2.1	Culturally Responsive & Inclusive School Climates – C&I	<ul style="list-style-type: none"> Provided professional development on Courageous Conversations on the following dates: <ul style="list-style-type: none"> 01/13/21 for 22 principals 01/20/21 & 01/22/21 for 36 assistant principals 01/27/21 for 20 district staff Conducted a total of 281 Classroom Walk-throughs during Quarter 3 to assess the presence of Equitable Classroom Practices.
2.2	Tier 1 Restorative Practices- SPSS	<ul style="list-style-type: none"> On 02/24/21, provided a professional development session that included an overview of Restorative Practices at Treasure Coast Elementary School.
2.3	Alternatives to Out-of-School Suspension (ALTOSS) – SPSS	<ul style="list-style-type: none"> Monitored student participation in ALTOSS, including referring schools, reason for referral, recidivism, & non-attendance. Generated monthly progress monitoring data reports including the number and percentage of students assigned to ALTOSS broken down by race/ethnicity and then by school and by grade.

2.4	Additional Alternatives to Out-of-School Suspension – SPSS	<ul style="list-style-type: none"> Held an initial meeting with members from the Mental Health Association and the Hospital District to research the possibility of a more supportive or therapeutic school setting.
2.5	Out-of-School Suspensions – SPSS	<ul style="list-style-type: none"> Conducted monitoring and required supervisor approval of the assignment of out-of-school suspensions. Generated monthly progress monitoring data reports including the number and percentage of students assigned to OSS broken down by race/ethnicity and then by school and by grade.
2.6	MTSS Framework – HCO, C&I, SPSS, All Schools	<ul style="list-style-type: none"> Implemented classroom walk-through observations related to culturally responsive instructional practices during Impact Reviews.
2.7	Classroom Removals – SPSS	<ul style="list-style-type: none"> Provided professional development on prevention and corrective intervention strategies on the following dates: 01/04/21, 01/13/21, 01/20/21, 01/26/21, 01/27/21, 02/01/21, 02/06/21, 02/12/21, 02/20/21, 02/24/21, & 02/25/21.
2.9	Student Peer Mentorship – HCO, C&I, All Schools	<ul style="list-style-type: none"> Implemented some form of mentoring program at the majority of schools.
2.10	In-School Suspension – HCO, SPSS, All Schools	<ul style="list-style-type: none"> Conducted ISS classroom walk-throughs on 10/22/20, 10/23/20, 12/07/20 (not reported in Quarter 2) 01/07/21, 01/12/21, 02/03/21 to monitor the implementation of practices in ISS classrooms.
2.11	Trauma-Informed Care - SPSS	<ul style="list-style-type: none"> Provided professional development focused on trauma-informed care on the following dates: 01/25/21, 02/01/21, 02/08/21, 02/15/21, 02/22/21, & 03/01/21.
2.12	School-Based Problem Solving Teams for Tiered Support	<ul style="list-style-type: none"> Provided professional development sessions on the following dates: 01/27/21, 01/29/21, 02/11/21, 02/12/21, 02/13/21, 02/24/21, 02/25/21, 02/26/21, 02/27/21.
Goal 3: Reduce Disproportionality in ESE Identification		
Action Step #	Summary of Action Step	Quarter 3 Actions Implemented
3.1	Individuals with Disabilities Act – SPSS	<ul style="list-style-type: none"> Provided ongoing professional development series to Exceptional Student Education Local Education Agency (LEA) representatives to expand knowledge and skills related to IDEA provisions.
3.3	Disability “Rule-Out” Factors – SPSS	<ul style="list-style-type: none"> Conducted self-audits of discussion of rule-out factors and culturally responsive strategies prior to parental consent for evaluation on the following dates: 02/24/21 & 03/01/21.
3.4	Culturally Responsive Instructional Strategies for MTSS Teams	<ul style="list-style-type: none"> Provided professional development sessions on the following dates: <ul style="list-style-type: none"> Resource Specialists: 02/16/21, 02/24/21

		<ul style="list-style-type: none"> ○ Psychologist's site-based trainings for MTSS Teams: Vero Beach Elementary 02/18/21, Freshman Learning Center 02/22/21, Sebastian Elementary School 02/24/21, and Vero Beach High School 02/24/21.
3.5	Coaching & Technical Assistance for Tier 2 & 3 Interventions	<ul style="list-style-type: none"> • Provided day-long professional development & technical assistance to behavior analysts around Tier 2 & 3 interventions on the first Tuesday of each month. Behavior analysts provided technical assistance to behavior technicians on a weekly basis.
3.6	Pre-Referral Checklists - SPSS	<ul style="list-style-type: none"> • Identified a need to build additional infrastructure to accurately monitor pre-referral checklists completed and initiated the development process.
Goal 4: Increase Employment of African American Teachers		
Action Step #	Summary of Action Step	Quarter 3 Actions Implemented
4.1	Historically Black Colleges & Universities – HCO	<ul style="list-style-type: none"> • Planned an upcoming SDIRC Virtual Career Fair, which is being hosted by "Diversity in Education." • Worked with "Diversity in Education" to run a half-page ad in the "Diversity in Education Magazine" and list all of the District's job postings on Teacher Job Board. • Participated in 8 Virtual Career Fairs during Quarter 3, including fairs hosted by HBCUs.
4.2	Continuous Implementation & Monitoring of the Recruitment Plan	<ul style="list-style-type: none"> • Participated in 8 Virtual Career Fairs during Quarter 3, including fairs hosted by HBCUs. • Began the establishment of Florida Future Educators of America (FFEA) chapters at all middle schools and both high schools. The FFEA clubs will promote diversity and focus on a career in teaching.
4.5	Florida Future Educators of America & Recruitment	<ul style="list-style-type: none"> • Began the establishment of Florida Future Educators of America (FFEA) chapters at all middle schools and both high schools. The FFEA clubs will promote diversity and focus on a career in teaching.
4.6	Teacher Academy	<ul style="list-style-type: none"> • Collaborated with Indian River State College to begin implementing a Teacher Academy for the 2021-2022 academic year. Students interested in becoming a teacher would join the FFEA Chapter at the high school and begin dual enrollment courses designed to culminate in an AA degree and conditional contract for employment with the SDIRC upon completion of a bachelor's degree and necessary requirements.

4.7	Diverse Interview Committees – HCO	<ul style="list-style-type: none"> The HR and Recruitment Department implemented a new system to capture this information beginning January 15, 2021.
4.8	Diverse Pool of Applicants-HCO	<ul style="list-style-type: none"> Required all hiring administrators to document the list of applicants interviewed for vacancies, the race/number of applicants who applied, and the scoring sheets and interview questions used for each vacancy.
4.9	African American Teacher Locations Districtwide – HCO	<ul style="list-style-type: none"> Generated data report to monitor the distribution of African American teachers at each school.
4.11	Recruitment to Hire a More Diverse Workforce – HCO	<ul style="list-style-type: none"> Participated in 8 Virtual Career Fairs during Quarter 3, including fairs hosted by HBCUs.
4.13	Retention Rates – HCO	<ul style="list-style-type: none"> Generated data report to monitor retention rates by race/ethnicity.
4.14	New Hire Orientation – HCO, C&I, All Schools	<ul style="list-style-type: none"> Held a New Teacher Orientation on 01/26/21 & 01/27/21. During the New Teacher Orientation, teachers were introduced to the mentoring program, as well as information on instructional routines and equity.
4.15	African American Teacher Mentoring Program – HCO, C&I	<ul style="list-style-type: none"> African American teachers participating in the STARR mentoring program continued to be surveyed quarterly about their mentoring experiences. Feedback gathered from mentees is shared with their school mentor.
4.20	Equity Committee Monthly Report – HCO	<ul style="list-style-type: none"> Generated reports related to the employment of African American teachers and provided this information to the 2021 Equity Committee through the Joint Plan District Progress Update – January 2021 – March 2021.
4.22	Staff Attending Equity Committee Meetings – Superintendent’s Office	<ul style="list-style-type: none"> District staff attended scheduled Equity Committee Meetings on 02/16/21 and 03/04/21, with attendance being monitored through sign-in sheets.
4.23	Intensive Reading Teachers – HCO	<ul style="list-style-type: none"> Generated a report of teachers assigned to teach Intensive Reading, as well as each teacher’s area of certification.
4.24	New Employee Report – HCO	<ul style="list-style-type: none"> Continued to monitor for diverse staff representation.
4.25	Interview Committee Composition – HCO	<ul style="list-style-type: none"> The HR and Recruitment Department implemented a new system to capture this information beginning January 15, 2021.
4.27	Workforce Housing Committee – HCO	<ul style="list-style-type: none"> The first meeting of the Workforce Housing Committee was held on 01/19/21.
4.31	Support Staff Transition to Teaching – HCO, C&I, All Schools	<ul style="list-style-type: none"> Schools monitored support staff seeking certification and those staff members obtaining certification.



African American Achievement Plan: Quarter 3 Key Accomplishments



<p>Provided professional development on Courageous Conversations on the following dates:</p> <ul style="list-style-type: none"> ○ 01/13/21 for 22 principals ○ 01/20/21 & 01/22/21 for 36 assistant principals ○ 01/27/21 for 20 district staff 	<p>Received applications for magnet/choice schools for 140 African American students, with 100% of African American students who applied being offered a magnet/choice seat.</p>
<p>In response to feedback on needed transparency related to bus stop times, the Department of Transportation planned for implementation of ZPass for 2021-2022, which will allow parents to set notifications via text message as buses approach designated school transportation stops.</p>	<p>Held a Superintendent's Student Advisory Council meeting on 02/02/21 to gather further feedback from a representative sample of secondary students related to equitable access to extracurricular activities.</p>
<p>Provided professional development focused on trauma-informed care on the following dates: 01/25/21, 02/01/21, 02/08/21, 02/15/21, 02/22/21, & 03/01/21.</p>	<p>Participated in 8 Virtual Career Fairs during Quarter 3, including fairs hosted by HBCUs.</p>
<p>Began the establishment of Florida Future Educators of America (FFEA) chapters at all middle schools and both high schools. The FFEA clubs will promote diversity and focus on a career in teaching.</p>	<p>Collaborated with Indian River State College to begin implementing a teacher Academy for the 2021-2022 academic year. Students interested in becoming a teacher would join the FFEA Chapter at the high school and begin dual enrollment courses designed to culminate in an AA degree and conditional contract for employment with the SDIRC upon completion of a bachelor's degree and necessary requirements.</p>

African American Achievement Plan: Quarterly Progress Monitoring



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African American Achievement Plan – Goal 1 Academic Achievement April Update

Goal 1: Academic Achievement

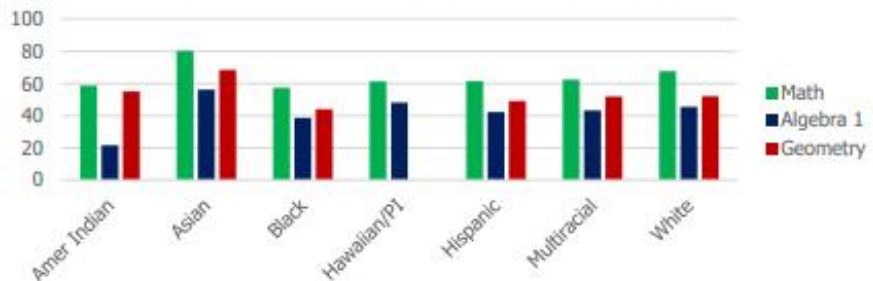
The School District of Indian River County administers teacher-created Unit Assessments in state-assessed courses. The purpose of these assessments is to provide teachers with:

- A bank of Florida Standards-based assessments that are aligned and rigorous,
- Quality assessments that allow for consistency across schools,
- The ability to identify students that have mastered the standards in each unit, and
- Progress monitor the data to make instructional changes and re-teach for mastery.

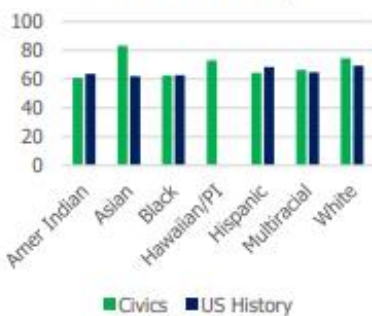
Unit Assessment Weighted Averages

Unit Assessments are teacher-created assessments that are administered approximately twice each nine weeks. The charts displayed highlight the overall weighted average on all Unit Assessments taken during the school year aggregated by Race/Ethnicity.

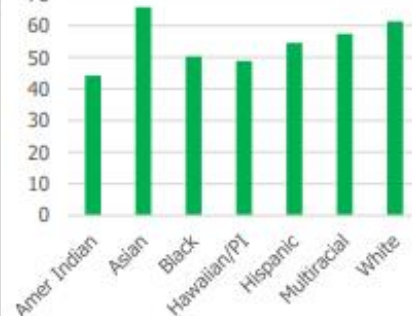
Unit Assessment: Math, Algebra 1, & Geometry



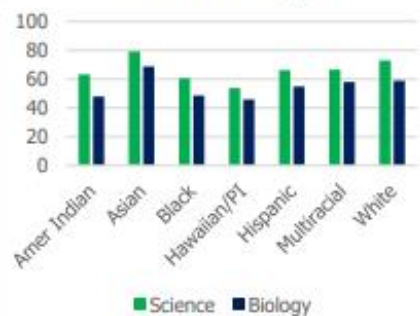
Unit Assessment: Civics & US History



Unit Assessment: ELA



Unit Assessment: Science & Biology



Correlations to FSA Assessments: Each year, performance on Unit Assessments is analyzed in comparison to achievement on the statewide assessments in each subject area. While it depends on the grade level and subject area, typically a Unit Assessment Weighted Average score of between 55-65% correlates to a level 3 on the statewide assessment.



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African American Achievement Plan – Goal 2 Student Discipline

April Update

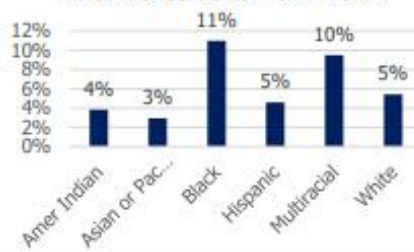
Goal 2: Student Discipline

The African American Achievement Plan identifies the reduction of disparities in discipline and alternative disciplinary placement as a major focus area. Specifically, an action plan has been developed to reduce the disparities in discipline referrals, classroom removals (suspensions), and alternative disciplinary placement at the Alternative Center for Education.

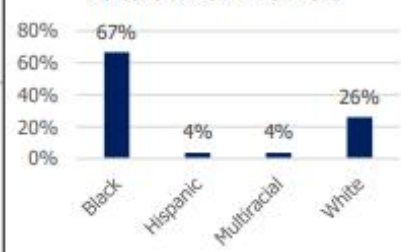
Office Discipline Referrals (ODR)

The charts to the right show the racial/ethnic breakdown of the percentage of students who have received at least one ODR and the racial/ethnic breakdown of enrollments at ACE. Currently, Black students are 2.03 times more likely (2.03 risk ratio) to receive an ODR than White students. The chart below shows the percentages by Race/Ethnicity for ISS, OSS, and ALTOSS.

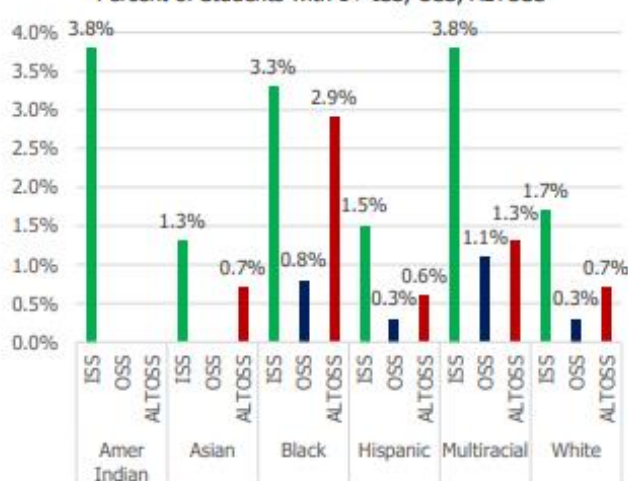
Percent of Students with 1+ ODR



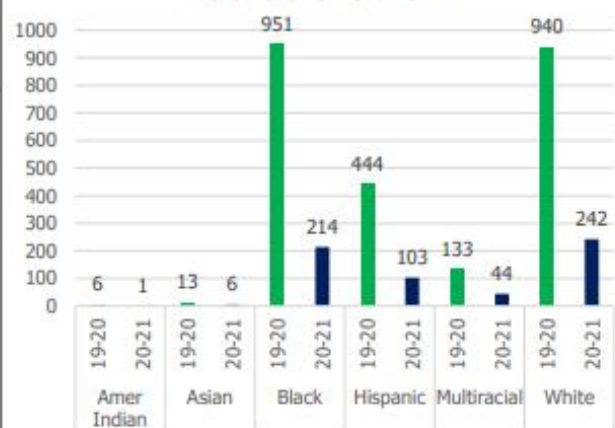
Percent of ACE Enrollment



Percent of Students with 1+ ISS, OSS, ALTOSS



Total Number of Suspensions (ISS, OSS, ALTOSS combined) 2019-2020 vs. 2020-2021



ISS: In-School Suspension **OSS:** Out-of-School Suspension **ALTOSS:** Alternative to Out-of-School Suspension

Risk Ratio: a risk ratio greater than one means the target group is at an increased risk over other groups to receive an ODR.



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African American Achievement Plan – Goal 3 ESE Identification April Update

Goal 3: ESE Identification

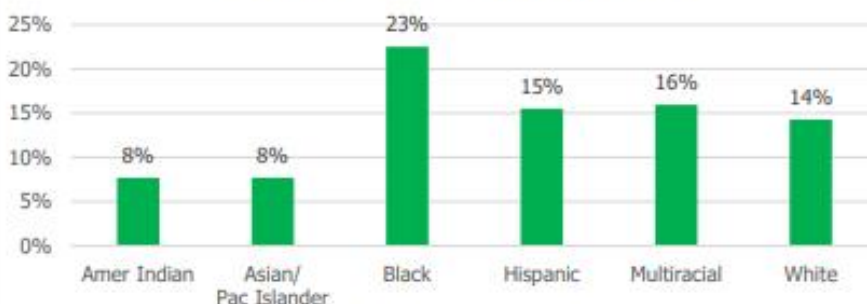
The African American Achievement Plan identifies students who meet criteria for Exceptional Student Education (ESE) services. Through an Individual Education Plan (IEP), they receive specially designed instruction and/or related services. The 20-21 African American Achievement Plan specifically identifies the following three Primary Exceptionalities to monitor:

- Specific Learning Disabilities (SLD) – a disorder that interferes with a student's ability to learn, think, speak, write, spell, or do mathematical equations.
- Emotional and Behavioral Disorders (EBD) – a disorder characterized by excesses, deficit, or disturbances of behavior.
- Intellectual Disabilities (IND) – a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior.

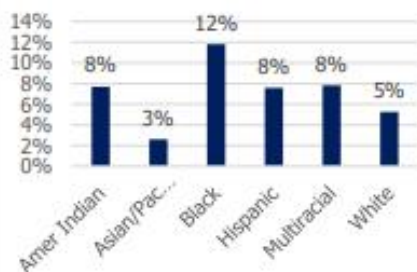
ESE Identification

The chart to the right shows the percentage of students who are identified as ESE broken down by Race/Ethnicity. The risk ratio* between Black and White students for ESE identification is 1.57 (which can be interpreted as Black students are 1.57 times more likely to be eligible for ESE services as compared to White students). The charts below show the further breakdown into SLD, EBD, and IND.

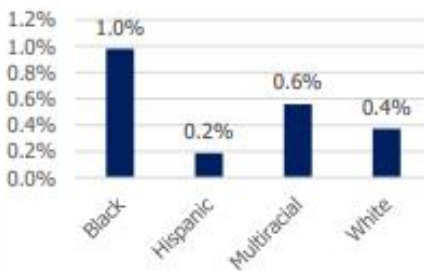
Percent of ESE Students by Race/Ethnicity



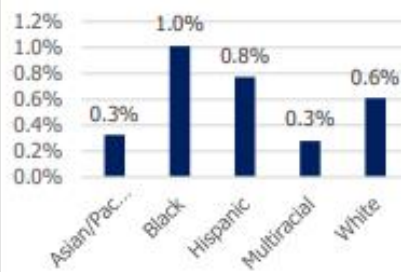
Percentage of Students Identified as SLD



Percentage of Students Identified as EBD



Percentage of Students Identified with IND



***Risk Ratio:** Risk Ratios are a way of expressing the relative risk of one population over another. In this case, a risk ratio greater than one means the target group is at an increased risk over other groups to be identified as eligible for ESE services.



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African American Achievement Plan – Goal 4 Minority Hiring April Update

Goal 4: Minority Hiring

One focus of the African American Achievement Plan is the recruitment and retention of African American teachers. In an effort to increase the number of African American teachers and maintain its current rate of administrative hires so that the racial/ethnic breakdown of staff mirrors that of student enrollment, Human Resources is involved with several activities to make sure they meet or exceed these goals. Some of these activities are:

- Contacts and visits to Historically Black Colleges and Universities (HBCUs)
- Making contacts during recruitment visits
- Attending job and recruitment fairs
- Enrolling students in future teacher mentoring programs
- Holding feedback sessions with African American teachers

Racial/Ethnic Breakdown of Teachers

As of 3/31/21, The School District of Indian River County (SDIRC) employs 1,147 teachers, of which 10.6% are African American. The chart below shows the percentage breakdown of teachers by race/ethnicity.

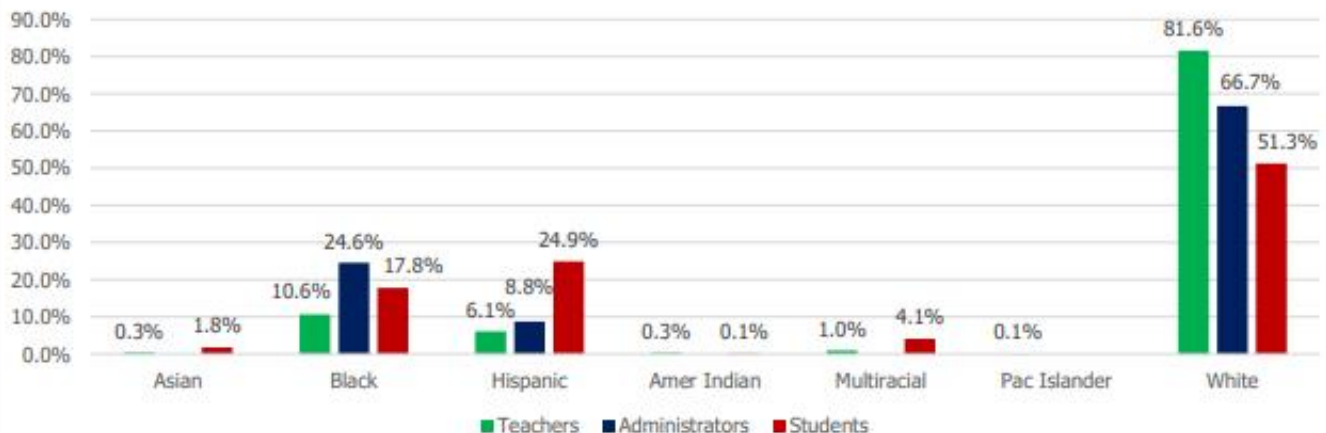
Racial/Ethnic Breakdown of Administrators

As of 3/31/21, The School District of Indian River County (SDIRC) employs 57 administrators, of which 24.6% are African American. The chart below shows the percentage breakdown of administrators by race/ethnicity.


Racial/Ethnic Breakdown of Students

As of 3/31/21, The School District of Indian River County (SDIRC) has a student enrollment of 17,516 students, of which 17.8% are African American. The chart below shows the percentage breakdown of students by race/ethnicity.

Percent of Teachers, Administrators, and Students as of 3/31/21



African American Achievement Plan: Quarter 3 Progress Highlights



Progress Monitoring: Quarter 3 Highlights

African American Achievement Plan

Quarterly Progress Monitoring Measure	Baseline (19-20)	Quarter 3	Target 20/21
African American – White Disparities in Classroom Removals (Risk Ratio)	4.0	2.19	3.0

Quarterly Progress Monitoring Measure	Baseline (19-20)	Quarter 3	Target 20/21
Certified Instructors (African American) (%)	9%	11%	11%

Retention of Instructors by Race (%)	
Race	Quarter 3
African American	97%
White, Non-Hispanic	96%

Retention of New, African American Instructors (%)	
New African American Teachers Retained (%)	97%



Superintendent Performance Accountability System – Quarter 3 Update



- Successfully transitioned approximately 900 students back into brick & mortar settings for the second semester of the 2020-2021 academic year.
- Continued the provision of Project A2: Acclimate & Accelerate Learning opportunities.
- Led DataCom meetings for district-supported problem solving with principals.



- Continued to conduct sessions of the Superintendent's ESE Advisory Council.
- Conducted the Annual Stars of the Year Dinner and Annual Stars of the Year Gala.
- Established monthly progress monitoring updates for the 2018 Joint Plan to provide to the 2021 Equity Committee.



- Conducted a feedback session with the Superintendent Student Advisory Council to gather feedback on barriers to equitable access in extracurricular activities.
- Volunteered at the Executive Roundtable of Indian River's Trailhead Preserve 5K.
- Developed a template to share planned action steps and artifacts of action step implementation on a quarterly basis for the 2018 Joint Plan.



- Negotiated a multi-year contract, including pay raises for all teachers with IRCEA.
- Served as a presenter and panelist on various webinars/conferences that included topics such as educating students during COVID-19, student attendance, and leadership



- Collaborated with the Department of Health in Indian River County to secure vaccination opportunities for employees within the District.
- Achieved a revised Fitch Rating (i.e., negative to stable) for the financial outlook for the District in just over a year of initiating superintendency with the District.

Data-Driven Next Steps for Continuous Improvement

During the first three quarters of the academic year, significant changes to systems and structures have been enacted across the SDIRC. As a result of the work that has been implemented, instructional feedback loops, highly focused data-driven problem solving, and ongoing professional growth and development is now integral to the overall district support structures for the continuous improvement of instruction. These improvements to systems and structures have occurred within ever-changing environmental circumstances due to COVID-19.

To date, several of the ACHIEVE 2025 Targets 2021 have been accomplished, primarily in the Focus Areas of Organizational & Fiscal Responsibility and Communication & Engagement. Presently, the District is on-track to reach additional Targets 2021, such as African American-White disparities in classroom removals, instructional staff members with out-of-field waivers, and the representation of African American Instructors. Other areas such as the representation of Hispanic instructors and schools with internal accounts audit findings remain to be important opportunities for growth.

During Quarter 4, a substantial number of state standardized assessments will be administered. This data will assist in further understanding the impact of the District's strategic actions on the improvement of educational outcomes.



#SDIRCStrongerTogether