

ACHIEVE 2025

Board Approved 10.21.24

DISTRICT STRATEGIC PLAN



School District of Indian River County

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



OUR SCHOOL BOARD



Teri L. Barenborg, Chair
District 4

The School Board Members of the School District of Indian River County have played a key role in the initial development and continued enhancement of our ACHIEVE 2025 District Strategic Plan. As part of their ongoing support for continuous improvement efforts, the School Board is provided with quarterly updates on the District's progress related to plan implementation and educational outcomes and provides feedback related to district progress.



Dr. Peggy Jones, Vice Chair
District 3



Dr. Gene Posca
District 1



Jacqueline Rosario
District 2



Kevin McDonald
District 5



SUPERINTENDENT'S MESSAGE



David K. Moore, Ed.D.
SDIRC Superintendent of Schools

In January of 2020, the School District of Indian River County embarked on a mission to re-envision school excellence in ways that cultivate optimal learning conditions and school environments for students and staff to maximize educational outcomes for each and every student served by our district. Our ACHIEVE 2025 District Strategic Plan has been developed to guide our district through the needed transformations to realize unprecedented levels of student achievement. Towards this end, our district has clearly established and outlined a Unifying Mission, Guiding Principles, Transformational Impacts, Focus Areas, Five-Year Targets, and Annual Strategies and Targets for implementation within our organization. This academic year marks Year 5, the final year, of implementation of our ACHIEVE 2025 plan. Our district continues to actively and fully implement this work on behalf of students to ensure that they will have the knowledge and skills to thrive in the communities of tomorrow and to ensure our actions are "Best by Kids!"



EXECUTIVE SUMMARY



“Innovation is not about tools.
It’s about people, processes, and pedagogy.”
-Thomas C. Murray

Our ACHIEVE 2025 District Strategic Plan has been carefully designed and structured based upon a data-driven decision-making process that involved a diverse cross-section of our school communities and communities at large. The importance of the involvement of a broad range of stakeholders in the development of our plan cannot be understated, given the diversity of the strengths, needs, interests, and backgrounds of our student populations. The process that was used in developing the Strategic Plan was thoughtfully designed to support educational excellence, innovation, improvement, and transformation across our district. Below, information related to the various approaches utilized in gathering data and developing our ACHIEVE 2025 Plan is outlined to provide a clear understanding of the planning process.

Listen & Learn Feedback



During the first “Listen & Learn” phase of the Superintendent’s 90-Day Plan, site visits and faculty meetings were conducted by the Superintendent at all schools to learn more about the needs of the District. Additionally, community Town Halls, community contacts, stakeholder surveys, and district data reviews took place to gather additional information to accurately describe the reality of the District. These activities generated over 10,000 data points and over 1,700 contacts with school and community members.

Focus Group Feedback



During all phases of the strategic planning process, focus groups were held to gather more detailed information and additional perspectives related to the current reality of the District, areas of opportunity for improvement, and the drafted revisions of various components of the current ACHIEVE 2025 District Strategic Plan. A total of 20 formalized focus groups were held during the development of the Strategic Plan.

Strategic Plan Workgroups

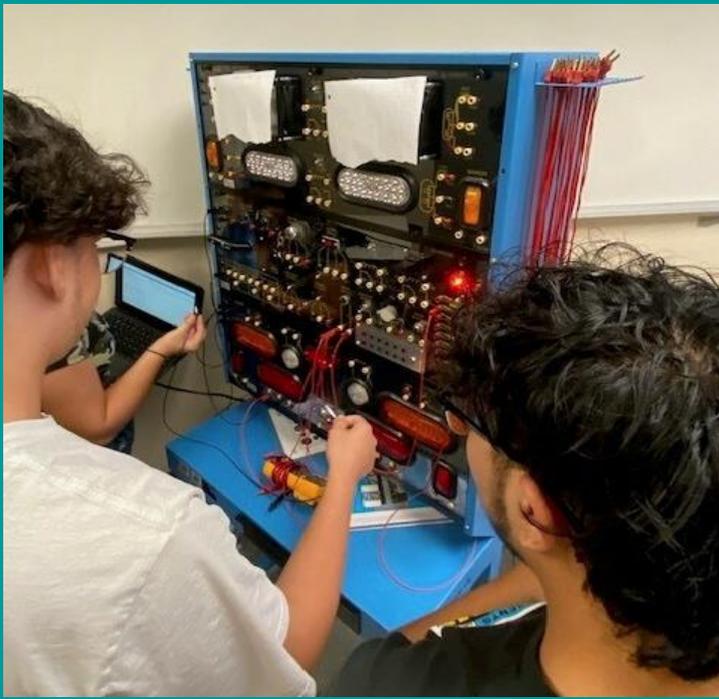


As the ACHIEVE 2025 District Strategic Plan was drafted, over 20 formal and informal workgroups were held, including district and school-based leadership, to assist in drafting various components of the Plan using the information gathered through other approaches described above.

School Board Feedback



During scheduled superintendent’s workshops and individual superintendent-board member meetings, school board members provided feedback and guidance on the crafting of the District Strategic Plan and suggestions for improvement during the planning process.



UNIFIED MISSION

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



GUIDING PRINCIPLES

Our district has identified “Transforming education to inspire & empower ALL students to maximize their full potential” as our Unified Mission. The underlying rationale for establishing a unifying mission is to clearly communicate the overarching educational priority in our district, while connecting all those supporting the work of the Strategic Plan to a common and meaningful purpose.

Our district’s Unified Mission is supported by five Guiding Principles that set the standards by which all our decisions, behaviors, and outcomes are judged. These Guiding Principles are based upon our district’s collective core values and have been specifically developed to clearly communicate actionable ways in which our core values are exemplified, as we carry out the work of our district and provide high-quality, world-class educational experiences for all our students.

Invest in collaborative cultures that promote the growth of all.

Communicate with transparency and integrity with all stakeholders.

Empower problem solvers at every level of the organization.

Engage in innovative practices to optimize outcomes.

Provide high-quality, rigorous, and accessible instruction for all students.

TRANSFORMATIONAL IMPACTS 2025

The School District of Indian River County has identified “Transformational Impacts 2025” to assist in illustrating what the future of our district will look like as a result of implementing our ACHIEVE 2025 District Strategic Plan. Our district is fully committed to the implementation of our plan, and it is our unwavering belief that as we effectively and consistently implement the strategies identified in our plan, by 2025 we will realize a number of key “Transformational Impacts” that will qualitatively change the way that education is experienced in the School District of Indian River County. With these Transformational Impacts 2025 on the horizon, we anticipate that there will be immediate positive effects on the educational trajectories of all our students, which will lead to far-reaching ripple effects that will benefit our broader communities in a variety of ways.



All students are accepted & included within our school communities.



All classrooms are designed to meet the needs of students in the 21st Century.



All students have access to programs that support their talents & interests.



All employees are respected & valued as part of an innovative workforce.



All students graduate & are prepared to be the global leaders & innovators of the future.



FOCUS AREAS

As part of our ACHIEVE 2025 Plan, five key “Focus Areas” and associated priority statements have been identified. Focus Areas are strategically organized to address identified district needs in ways that are systematic, systemic, and sustainable. The Focus Areas were selected based upon information gathered during the strategic planning process and were carefully evaluated to ensure that they were sufficiently comprehensive to have the intended impacts on school improvement. Aligned with each Focus Area is a “Priority Statement” that defines the specific nature of the work in each Focus Area.



SAFETY, CULTURE, & CLIMATE

Cultivate safe, respectful, supportive school & work environments, which are inclusive.



COMMUNICATION & ENGAGEMENT

Establish connections & trust among all internal & external stakeholders.



ACADEMIC SUCCESS

Ensure high-quality, standards-based, inclusive instruction for all students.



TALENT DEVELOPMENT & SUPPORT

Build a culture that attracts, develops, & supports the continuous growth of all employees.



ORGANIZATIONAL & FISCAL RESPONSIBILITY

Efficiently use district resources to enhance learning & ensure fiscal responsibility.

TARGETS 2025

In each of the Focus Areas that have been identified, the District also has identified specific, measurable goals referred to as “Targets 2025.” The Targets 2025 provide clearly defined metrics to quantify goal attainment and measure the degree to which anticipated educational transformations have been attained by the conclusion of the 2025 Academic Year.



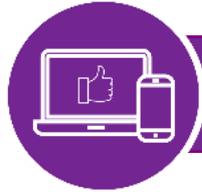
ACADEMIC SUCCESS

- Increase achievement in foundational reading and mathematics in grades K-2 to 60% and 65%, respectively.
- Increase overall achievement on state standardized test performance in English language arts and mathematics so that the SDIRC ranks in the Top 10 Florida districts.¹
- Increase achievement on state standardized test performance in English language arts and mathematics to 60% and 63%, respectively.
- Increase achievement on state standardized test performance in science and social studies to 69% and 72%, respectively.
- Increase the District average in accelerated performance in middle and high school so that the SDIRC ranks in the Top 10 Florida districts for acceleration.



SAFETY, CULTURE, & CLIMATE

- Achieve 100% compliance with the Florida Safe Schools Assessment Tool (FSSAT).
- Ensure that the percentage of students with three (3) or more ODRs for cell phones is $\leq 4\%$.
- Maintain or exceed 88% ESSA subgroups showing annual improvements in the percentage of students performing at or above grade level.²
- Increase the number of students with disabilities spending $\geq 80\%$ of the day in the general education classroom so that SDIRC ranks in the 20+/- 5 Florida Districts for the Least Restrictive Environment Indicator.



COMMUNICATION & ENGAGEMENT

- Achieve ≥ 70 opportunities for community member engagement in district activities annually.
- Increase the percentage of parents accessing the Focus Parent Portal to 90%.
- Provide ≥ 75 parent workshops to increase parents' knowledge or skills to support their children's education.



TALENT DEVELOPMENT & SUPPORT

- Increase the retention of effective/highly effective instructional staff members to $\geq 95\%$.
- Achieve 40 staff recognitions/celebrations annually.
- Increase the percentage of certified minority instructors (i.e., African American, Hispanic) to align with the representation of each racial/ethnic subgroup in the overall student population.



ORGANIZATIONAL & FISCAL RESPONSIBILITY

- Increase the percentage of schools with no internal accounts audit findings to 100%.
- Achieve a total ending fund balance of $\geq 13\%$.
- Achieve alignment of district average teacher to student ratios with state average teacher to student ratios.
- Maintain a supplemental grant funding level of $\geq \$5.5M$.
- Achieve 100% compliance with material operational or financial audits.
- Achieve correction of $\geq 90\%$ of initial health and safety Physical Plant violations.

¹Rankings: Identifies our district numeric ranking on a performance indicator as compared with the 67 traditional school districts in the State of Florida. Achievement rankings are based upon the percentage of students scoring Level 3 and higher on state assessments.

²The SDIRC has the following Every Student Succeeds Act subgroups: Economically Disadvantaged; Students with Disabilities; English Language Learners; White, Non-Hispanic, Black, Hispanic, Multiracial, and Asian.

THEORY OF ACTION



Focus Areas & 5-Year Strategic Targets

FOCUS AREAS

Our district has strategically identified five Focus Areas in which specific work and improvements will be undertaken to achieve the Targets 2025 that have been identified.

TARGETS 2025

Targets 2025 are five-year, measurable goals, that when achieved will support the realization of the Transformational Impacts 2025 that are indicators of desired school transformations.

Annual Strategies & Targets Supporting the 5-Year Plan

ANNUAL STRATEGIES

To reach our Annual Targets, our district has identified Annual Strategies that are evidence-based and clearly aligned to the Annual Targets. Annual Strategies will be reviewed for effectiveness on a yearly basis and will be revised as determined necessary.

ANNUAL TARGETS

To ensure that the needed short-term progress in each Focus Area to achieve our Targets 2025 is being made, Annual Targets have been identified and will be adjusted as they have been attained. Annual Targets are attainable within one academic year and serve as part of the Superintendent's annual performance evaluation.

FOCUS AREA 1:

ACADEMIC SUCCESS

ANNUAL TARGETS 2024-2025

Key Performance Indicators for the Superintendent
Performance Accountability System

Target 1.1: Increase K-2 achievement in English language arts and mathematics by two (2) percentage points.

Target 1.2: Increase the District's state ranking for English language arts achievement by seven (7) rank positions and mathematics achievement by five (5) rank positions.

Target 1.3: Increase ELA achievement and mathematics achievement by two (2) percentage points.

Target 1.4: Increase science achievement and social studies achievement by two (2) percentage points.

Target 1.5: Maintain the District's state ranking for middle school accelerated performance a ranking of ≥ 10 .

Target 1.6: Increase the District's state ranking for high school accelerated performance (i.e., advanced coursework credit, Career & Technical Education certifications) by four (4) rank positions.



Ensure high-quality,
standards-based,
inclusive instruction for
all students.

ANNUAL STRATEGIES 2024-2025

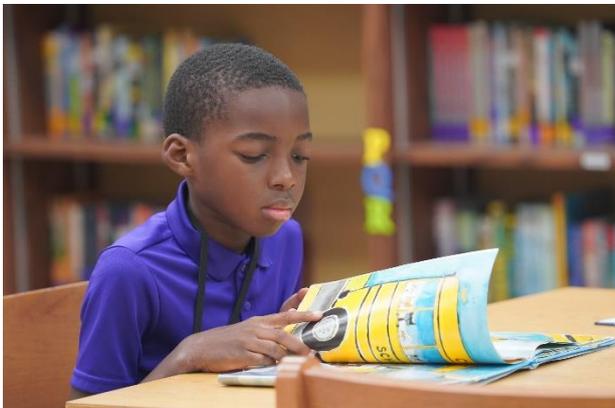
Strategy 1.1: Institute a comprehensive system of instructional supports and feedback to drive school improvement planning, implementation, and monitoring.

Strategy 1.2: Provide data-driven professional learning and technical support to build knowledge and skills in effectively utilizing the new B.E.S.T. Standards for English Language Arts, Mathematics, Science, & Social Studies to provide high-quality instruction.

Strategy 1.3: Systematically expand and offer a wide array of content, courses, and experiences that support a well-rounded education, such as STEAM initiatives, during the school day and after school.

Strategy 1.4: Implement processes to ensure data-driven scheduling of students into accelerated courses.

Strategy 1.5: Expand instructional innovation at identified schools through targeted supports and strategic program development.



FOCUS AREA 1: ACADEMIC SUCCESS



African American Achievement Plan 2024 - 2025

In accordance with the 2018 Joint Plan for the Achievement of Unitary Status related to the 1967 Desegregation Order, the SDIRC revises, implements, and monitors an African American Achievement Plan (AAAP). The AAAP has been incorporated into the District Strategic Plan to ensure clear alignment of continuous improvement work, as well as to communicate the District's commitment to addressing those areas outlined through the 2018 Joint Plan.

ANNUAL TARGETS 2024-2025

Target AAAP 1.1: Increase the percentage of African American students achieving Level 3+ in English Language Arts by two (2) percentage points.

Target AAAP 1.1: Increase the percentage of African American students achieving Level 3+ in Mathematics by two (2) percentage points.

Target AAAP 1.3: Decrease the gap in graduation rates between African American and White students by one (1) percentage point.

Target AAAP 1.4: Decrease the gap in the percentage of African American students and percentage of White students earning middle school course acceleration credit by ten (10) percentage points.

Target AAAP 1.5: Decrease the gap in the percentage of African American students and percentage of White students earning high school college and career acceleration credit by eleven (11) percentage points.



ANNUAL STRATEGIES 2024-2025

Strategy AAAP 1.1: Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.

Strategy AAAP 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.

Strategy AAAP 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.

Strategy AAAP 1.4: Implement processes to ensure that advanced and accelerated courses in middle school and high school are accessible to African American students.

Strategy AAAP 1.5: Reduce barriers (e.g., outreach, registration, cost, location, transportation) to increase African American student participation in extended learning programs.

FOCUS AREA 2: SAFETY, CULTURE, & CLIMATE

ANNUAL TARGETS 2024-2025

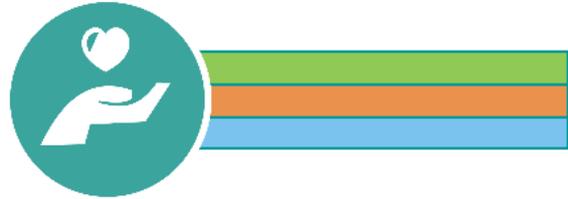
Key Performance Indicators for the Superintendent Performance Accountability System

Target 2.1: Ensure compliance with 100% of the Office of Safe Schools' safety and security mandates.

Target 2.2: Achieve $\leq 4\%$ of students with three (3) or more Office Discipline Referrals for cell phones.

Target 2.3: Maintain or exceed $\geq 88\%$ of ESSA subgroups showing annual improved percentages of students achieving Level 3+ in the areas of English Language Arts, Mathematics, Science, and Social Studies.

Target 2.4: Exceed or maintain the District's state ranking related to Least Restrictive Environment for students with disabilities of 20+/-5.



Cultivate safe, respectful, and supportive school and work environments, which are inclusive.

ANNUAL STRATEGIES 2024-2025

Strategy 2.1: Monitor and provide technical support for the implementation of the Office of Safe Schools' mandates related to school safety and security.

Strategy 2.2: Implement district and school-level data-driven problem solving for areas identified for improvement and systematically allocate student, focused, needs-based supports.

Strategy 2.3: Analyze and act upon formative assessment data to support effective academic high yield strategy data to guide instructional planning so all students reach proficiency.

Strategy 2.4: Build the knowledge and skills of school staff and best practices in Individual Education Plan (IEP) implementation related to meeting the needs of students with disabilities through specialized professional learning, technical support, and compliance monitoring.



FOCUS AREA 2: SAFETY, CULTURE & CLIMATE



African American Achievement Plan 2024 - 2025

ANNUAL TARGETS 2024-2025

Target AAAP 2.1: Decrease the gap in the percentage of African American and White students assigned one or more out-of-school suspension by eleven (11) percentage points.

Target AAAP 2.2: Decrease African American - White gap in classroom removals by 1.65 risk ratio points.¹

¹Risk Ratio: A data point that represents the likelihood that a member of one group would incur a consequence as compared to another subgroup or all other students. If a risk ratio is 1.0, then the top percentage is the same as the bottom percentage, with each group being compared equally likely to incur the consequence.



ANNUAL STRATEGIES 2024-2025

Strategy AAA 2.1: Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline gaps.

Strategy AAA 2.2: Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.

Strategy AAA 2.3: Monitor trends in the use of classroom removals for discipline and alternatives to out-of-school suspension to provide needed supports for school-level problem-solving related to behavior and discipline.

FOCUS AREA 3: COMMUNICATION & ENGAGEMENT

ANNUAL TARGETS 2024-2025

Key Performance Indicators for the Superintendent
Performance Accountability System

Target 3.1: Maintain or exceed the target of 70 or more face-to-face opportunities for community members to engage in district activities.

Target 3.2: Increase family engagement with student information by increasing the percentage of parents accessing the Focus Parent Portal by one (1) percentage point.

Target 3.3: Maintain or exceed the Target 2025 of providing 65 parent workshops that provide parents with new knowledge and skills to support their children's education.



Establish connections and trust among all internal and external stakeholders.

ANNUAL STRATEGIES 2024-2025

Strategy 3.1: Implement various approaches to engage community members in district activities while offering at least two in-person, district-supported activities for community engagement quarterly.

Strategy 3.2: Implement strategies to support schools in enhancing school to home communication through the provision of communication toolkits.

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.



FOCUS AREA 3: COMMUNICATION & ENGAGEMENT



African American Achievement Plan 2024 - 2025

ANNUAL TARGETS 2024-2025

Target AAAP 3.1: Increase the percentage of African American students participating in extracurricular activities districtwide by nine (9) percentage points.

Target AAAP 3.2: Maintain or exceed 125 students participating in African American Student Councils at secondary schools.

Target AAAP 3.3: Expand public-facing, dynamic data dashboards by 1 (one) dashboard, to include information on hiring practices and/or advanced coursework disaggregated by race/ethnicity.



ANNUAL STRATEGIES 2024-2025

Strategy AAAP 3.1: Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.

Strategy AAAP 3.2: Facilitate a taskforce that includes community members in which perspectives, feedback, and support will be gathered to ensure consistency in access to educational experiences for students districtwide.

Strategy AAAP 3.3: Maintain public-facing, dynamic data dashboards that provide easily accessible educational outcome data that is disaggregated by race/ethnicity.

FOCUS AREA 4: TALENT DEVELOPMENT & SUPPORT

ANNUAL TARGETS 2024-2025

Key Performance Indicators for the Superintendent
Performance Accountability System

Target 4.1: Increase the retention of effective/highly effective instructors by two (2) percentage points.

Target 4.2: Achieve ten (10) district-initiated staff recognitions/celebrations per quarter.

Target 4.3: Increase the recruitment of African American instructional staff to vacancies by two (2) percentage points.

Target 4.4.: Increase the recruitment of Hispanic instructional staff to vacancies by six (6) percentage points.



Build a culture that attracts, develops, and supports the continuous growth of all employees.

ANNUAL STRATEGIES 2024-2025

Strategy 4.1: Implement high-quality, differentiated and ongoing professional learning and coaching grounded in data to support effective teaching, learning, and leadership.

Strategy 4.2: Fully embed continuous improvement cycle planning, action steps, and progress monitoring into aligned professional learning for school leaders.

Strategy 4.3: Establish added and enhanced systemic structures for recognizing and celebrating staff accomplishments and contributions.

Strategy 4.4: 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.



FOCUS AREA 4: TALENT DEVELOPMENT & SUPPORT



African American Achievement Plan 2024 - 2025

ANNUAL TARGETS 2024-2025

Target AAAP 4.1: Increase the retention rate for new African American teachers by eight (8) percentage points.

Target AAAP 4.2: Increase the recruitment of African American instructional staff to vacancies by eight (8) percentage points.

Target AAAP 4.3: Decrease the gap in the representation of African American instructional staff at each school as compared with the percentage representation of African American students in the District by the number of percentage points that will result in a representation gap of +/- 3 percentage points by 2025.



ANNUAL STRATEGIES 2024-2025

Strategy AAAP 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.

Strategy AAAP 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.

Strategy AAAP 4.3: Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

FOCUS AREA 5: ORGANIZATIONAL & FISCAL RESPONSIBILITY

ANNUAL TARGETS 2024-2025

Key Performance Indicators for the Superintendent Performance Accountability System.

Target 5.1: Increase the percentage of schools with no internal accounts audit findings to 100%.

Target 5.2: Achieve a district Total Ending Fund Balance of $\geq 13\%$.

Target 5.3: Maintain 100% alignment of average teacher-student ratios with average state teacher-student ratios.

Target 5.4: Secure overall grant funding of $\geq \$5.5M$.

Target 5.5: Maintain 100% compliance with material and financial audits.

Target 5.6: Ensure that $\geq 90\%$ of initial health and safety Physical Plant violations are corrected upon final re-inspection.



Efficiently use district resources to enhance learning and ensure financial stability.

ANNUAL STRATEGIES 2024-2025

Strategy 5.1: Provide training and site visit technical support on any school internal accounts audit findings.

Strategy 5.2: Enhance customer service through the establishment of action plans and monitoring specific to the responsibilities of school site and district offices.

Strategy 5.3: Utilize an approach that integrates the implementation of the Staff Allocation Model (SAM) and Master Scheduling process to optimize the distribution of human and ensure alignment with class size ratios.

Strategy 5.4: Expand the identification and application for grant opportunities to support the enhancement of innovation and leadership districtwide.

Strategy 5.5: Implement processes and strategies to support staff compliance with district material and financial procedural safeguards.

Strategy 5.6: Provide training and technical guidance for plant operators to support the timely resolution of Physical Plant violations.



FOCUS AREA 5: ORGANIZATIONAL & FISCAL RESPONSIBILITY



African American Achievement Plan 2024 - 2025

ANNUAL TARGETS 2024-2025

Target AAAP 5.1: Increase the percentage of African American students enrolled in school choice or magnet school programming by nine (9) percentage points.

Target AAAP 5.2: Increase the number of schools in the District in which the percentage enrollment of African American students is within a range of plus or minus nine (9) percentage points of the overall district enrollment of African American students from 15 schools to 17 schools.

Target AAAP 5.3: Maintain a percentage representation of African American students using school transportation that is equal to or above the percentage representation of African American students in the District.



ANNUAL STRATEGIES 2024-2025

Strategy AAAP 5.1: Widely publicize 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.

Strategy AAAP 5.2: Implement opportunities for district and school leadership to showcase the range of programs and offerings available across the District and at specific schools in the District.

Strategy AAAP 5.3: Implement a school transportation plan that includes the use of school transportation depot stops to ensure that school transportation to district choice schools are accessible to all students.

Strategy AAAP 5.4: Continue to make available evidence of implementation of the AAAP and progress monitoring, including a 5-year progress monitoring framework, on the District's public-facing website.



SCHOOL DISTRICT OF INDIAN RIVER COUNTY

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



GUIDING PRINCIPLES

Invest in collaborative cultures that promote the growth of all.

Provide high-quality, rigorous, and accessible instruction for all students.

Engage in innovative practices to optimize outcomes.

Communicate with transparency & integrity with all stakeholders.

Empower problem solvers at every level of the organization.

Transformational Impacts →

- _____ All students are accepted & included within our school communities.
- _____ All classrooms are designed to meet the needs of students in the 21st Century.
- _____ All students have access to programs that support their talents & interests.
- _____ All employees are respected & valued as part of an innovative workforce.
- _____ All students graduate & are prepared to be global leaders & innovators of the future.

FOCUS AREAS



Academic Success:
Ensure high-quality, standards-based, inclusive instruction for all students.

Safety, Culture, & Climate:
Cultivate safe, respectful, supportive school & work environments, which are inclusive.

Communication & Engagement:
Establish connections & trust among all internal & external stakeholders.

Talent Development & Support:
Build a culture that attracts, develops, & supports the continuous growth of all employees.

Organizational & Fiscal Responsibility:
Efficiently use district resources to enhance learning & ensure financial stability.

TARGETS 2025

- Foundational Reading & Mathematics Level 3+ (%)
- ELA & Mathematics Achievement (State Ranking)
- ELA & Mathematics Level 3+ (%)
- Science Achievement Level 3+ (%)
- Social Studies Achievement Level 3+ (%)
- Middle School Accelerated Performance (State Ranking)
- High School Accelerated Performance (State Ranking)

- Compliance on the Florida Safe Schools Assessment Tool (FSSAT) (%)
- Students with 3 or More Office Discipline for Cell Phones (%)
- ESSA Subgroups with Increases in Percentage Level 3+: ELA, Mathematics, Science, Social Studies (%)
- Inclusion of Students with Disabilities – Least Restrictive Environment State Ranking

- Face-to-Face Opportunities for Community Member Engagement in District Activities (#)
- Parents Accessing Focus Parent Portal (%)
- Parent Workshops Offered (#)

- Retention of Effective/Highly Effective Instructional Staff Members (%)
- Staff Recognitions Per Quarter (#)
- Certified Instructors – African American (%)
- Certified Instructors – Hispanic (%)

- Schools with No Internal Accounts Audit Findings (%)
- Total Ending Fund Balance (%)
- Alignment of Average Teacher-Student Ratios to Average State Teacher-Student Ratios (%)
- Supplemental Grant Funding (% increase)
- Compliance on Material & Financial Audits (%)
- Compliance with State-Mandated Safety Drills (%)
- Corrected Health/Safety Inspection Violations (%)



ACHIEVE 2025 DISTRICT STRATEGIC PLAN TARGETS 2025



Academic Success

Note: "Pending" denotes that the outcome has been estimated and an official outcome is not yet available.

| | Baseline 2019-2020* | Outcomes 2023 | Outcomes 2024 | Targets 2025 |
|---|------------------------|------------------|------------------|-----------------|
| Foundational Reading – K-2 STAR Reading/Early Literacy Level 3+ (%) | NA | 55% | 58% | 60%+ |
| Foundational Mathematics – K-2 STAR Mathematics Level 3+ (%) | NA | 49% | 63% | 65%+ |
| English Language Arts (ELA) Achievement ¹ Level 3+ (State Ranking) | 38 | 20 | 17 | ≥10 |
| Mathematics Achievement Level 3+ (State Ranking) | 40 | 20 | 15 | ≥10 |
| English Language Arts (ELA) Achievement – Level 3+ (%) | 52% | 49% | 58% | 60%+ |
| Mathematics Achievement – Level 3+ (%) | 55% | 54% | 61% | 63%+ |
| Science Achievement – Level 3+ (%) | 54% | 52% | 67% | 69%+ |
| Social Studies Achievement – Level 3+ (%) | 65% | 63% | 70% | 72%+ |
| Middle School Accelerated Performance (State Ranking) | 56 | 3 | 5 | ≥10 |
| High School Accelerated Performance (Advanced Coursework Credit/CTE Credit) (State Ranking) | 21 | 26 | Pending | ≥10 |

Safety, Culture, & Climate

| | Baseline 2019-2020* | Outcomes 2023 | Outcomes 2024 | Targets 2025 |
|---|------------------------|------------------|------------------|-----------------|
| Compliance with the Florida Safe Schools Assessment Tool (FSSAT) (%) | 100% | 100% | 100% | 100% |
| Students with Three (3) or more Office Discipline Referrals for Cell Phones (%) | NA (2018-2019) | NA | 5% | ≤4% |
| ESSA Subgroups with Increases in ELA Achievement – Level 3+ (%) | 75% | 63% | 88% | 88% |
| ESSA Subgroups with Increases in Mathematics Achievement – Level 3+ (%) | 38% | 88% | 88% | 88% |
| ESSA Subgroups with Increases in Science Achievement – Level 3+ (%) | 25% | 88% | 88% | 88% |
| ESSA Subgroups with Increases in Social Studies Achievement – Level 3+ (%) | 50% | 75% | 88% | 88% |
| Least Restrictive Environment for Students with Disabilities (State Ranking) | 40 | 15 | 22 | 20 (+/-5) |

Communication & Engagement

| | Baseline 2019-2020 | Outcomes 2023 | Outcomes 2024 | Targets 2025 |
|--|-----------------------|------------------|------------------|-----------------|
| Opportunities for Community Member Engagement in District Activities (#) | 32 | 91 | 121 | ≥70+ |
| Parents Accessing Focus Parent Portal (%) | 59% | 89% | 95% | 90%+ |
| Parent Workshops Offered (#) | 31 | 139 | 140 | ≥75+ |

Talent Development & Support

| | Baseline 2019-2020 | Outcomes 2023 | Outcomes 2024 | Targets 2025 |
|---|-----------------------|------------------|------------------|-----------------|
| Retention of Effective/Highly Effective Instructional Staff Members (%) | 90% | 95% | 96% | ≥95% |
| Staff Recognition Opportunities (#) | NA | NA | 60 | ≥40+ |
| Certified Instructors – African American (%) | 9% | 11% | 11% | 19%+ |
| Certified Instructors – Hispanic (%) | 5% | 8% | 9% | 25%+ |

Organizational & Fiscal Responsibility

| | Baseline 2019-2020 | Outcomes 2023 | Outcomes 2024 | Targets 2025 |
|---|-----------------------|------------------|------------------|-----------------|
| Schools with No Internal Accounts Audit Findings (%) | 14% | 9% | 18% | 100% |
| Total Ending Fund Balance (%) | 11% | 12% | 17% | ≥13% |
| Alignment of Average Teacher-Student Ratios to Average State Teacher-Student Ratios (%) | | | | |
| Grades K-3 Average | 91% | 100% | 100% | 100% |
| Grades 4-8 Average | 85% | 100% | 100% | 100% |
| Grades 9-12 Average | 88% | 100% | 100% | 100% |
| Supplemental Grant Funding (cumulative \$ secured) | \$2M | \$4.2M | \$5.9M | ≥\$5.5M+ |
| Compliance with Material Audits (%) | 100% | 100% | 100% | 100% |
| Compliance with Financial Audits (%) | 100% | 100% | 100% | 100% |
| Corrected Initial Health & Safety Physical Plant Violations (%) | 92% | 92% | 95% | ≥90% |

¹All state rankings related to "achievement" for the District Strategic Plan and African American Achievement Plan are based upon the percentage of students scoring Level 3 or higher on state assessments and all rankings related to "achievement gaps" are based upon the percentage point difference between the percentage of students in each subgroup scoring Level 3 and higher on state assessments. *State assessment results from the 2018-2019 Academic Year are used for the 2019-2020 achievement and achievement gap baseline data, given that no state assessments were administered in Spring 2020 due to COVID-19.*



AFRICAN AMERICAN ACHIEVEMENT PLAN

TARGETS 2025



+Indicates that the original Target 2025 has been increased.

Academic Success

| | Baseline 2019-2020* | Outcome 2023 | Outcomes 2024 | Targets 2025 |
|--|------------------------|-----------------|------------------|-----------------|
| ELA Achievement - Level 3+ (% of African American Students) | 33% | 33% | 41% | 43% |
| Mathematics Achievement – Level 3+ (% of African American Students) | 33% | 35% | 44% | 46% |
| African American - White Graduation Rate Gap (% points) | 5% | 6% | Pending | 0% |
| African American – White Gap in Middle School Course Acceleration Credits (% points) | 11% (2018-2019) | 0% | 10% | 0% |
| African American - White Gap in High School College & Career Acceleration Credits (% points) | 25% | 25% | 21% | 10% |

Safety, Culture, & Climate

| | Baseline 2019-2020* | Outcome 2023 | Outcomes 2024 | Targets 2025 |
|---|------------------------|-----------------|------------------|-----------------|
| African American - White Gap in Students with 1 or more Out-of-School Suspension (% points) | 22% (2018-2019) | 9% | 11% | 0% |
| African American - White Gap in Classroom Removals (Risk Ratio) | 4.00 (2018-2019) | 2.31 | 2.65 | 1.0 |

Communication & Engagement

| | Baseline 2019-2020 | Outcome 2023 | Outcomes 2024 | Targets 2025 |
|--|-----------------------|-----------------|------------------|-----------------|
| African American Students Participating in Extracurricular Activities (%) | NA | 30% | 26% | 35%+ |
| Students Participating in African American Student Councils (#) | NA | 112 | 52 | 125+ |
| Publicly Available Dynamic Data Dashboards Disaggregated by Race/Ethnicity (#) | 0 | 12 | 12 | 13 |

Talent Development & Support

| | Baseline 2019-2020 | Outcome 2023 | Outcomes 2024 | Targets 2025 |
|---|--|-----------------|------------------|-----------------|
| Retention of New, African American Instructional Staff Members (%) | NA | 96% | 82% | 90% |
| Certified Instructors – African American (%) | 9% | 11% | 11% | 19% |
| African American Instructional Staff – African American Student Gap in Representation by School | (AA Instructional Staff Percentage – District AA Student Percentage) | | | |
| Beachland Elementary School | -18 | -8 | -12 | +/-3 |
| Citrus Elementary School | -10 | -15 | -11 | +/-3 |
| Dodgertown Elementary School | -7 | -28 | -20 | +/-3 |
| Fellsmere Elementary School | -16 | -4 | -5 | +/-3 |
| Gifford Middle School | +6 | -18 | -18 | +/-3 |
| Glendale Elementary School | -16 | -15 | -13 | +/-3 |
| Indian River Academy | -10 | -21 | -23 | +/-3 |
| IR Prep | +28 | -9 | -19 | +/-3 |
| Liberty Magnet School | -11 | -8 | -6 | +/-3 |
| Osceola Magnet School | -13 | -11 | -12 | +/-3 |
| Oslo Middle School | -2 | -6 | +2 | +/-3 |
| Pelican Island Elementary School | -13 | -4 | -2 | +/-3 |
| Rosewood Magnet School | -16 | -12 | -12 | +/-3 |
| Sebastian Elementary School | -1 | -6 | +10 | +/-3 |
| Sebastian River High School | -10 | 0 | -1 | +/-3 |
| Sebastian River Middle School | -2 | -3 | 0 | +/-3 |
| Storm Grove Middle School | -9 | -11 | -11 | +/-3 |
| Treasure Coast Elementary School | -16 | -6 | -17 | +/-3 |
| Vero Beach Elementary School | -4 | -15 | -18 | +/-3 |
| Vero Beach High School | -8 | -11 | -11 | +/-3 |
| Wabasso School | -18 | -31 | -17 | +/-3 |

Organizational & Fiscal Responsibility

| | Baseline 2019-2020 | Outcome 2023 | Outcomes 2024 | Targets 2025 |
|--|-----------------------|-----------------|------------------|-----------------|
| African American Students Enrolled in School Choice/Magnet Programming (%) | 18% | 27% | 21% | 30% |
| Schools with African American Student Representation within +/- 9% of District African American Student Representation (#) | 17 | 15 | 15 | 17 |
| African American Students Utilizing School Transportation for Choice/Magnet Programming (%) | NA | 40% | 46% | ≥19%+ |





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

