

# School District of Indian River County

## District Strategic Plan 2021-2022



## African American Achievement Plan 2021-2022



Quarter 1 Update  
November 2021



# ACHIEVE 2025 DISTRICT STRATEGIC PLAN

## 2021 – 2022 QUARTER 1 UPDATE

### District Strategic Plan - Quarter 1 Overview

The first year of implementation of the ACHIEVE 2025 District Strategic Plan took place during the 2020-2021 academic year. During the first year of implementation, a variety of new structures and systems were developed for the purposes of maximizing student learning, while ensuring the continuous improvement of student learning environments. This work was accomplished amidst a national pandemic and while implementing three different instructional model options for students. During the current academic year, the focus of the work of the Strategic Plan centers on optimizing and aligning established systems and supports. A key point of alignment for the 2021-2022 academic year involved creating an intentional alignment between the District Strategic Plan and African American Achievement Plan. The purpose of this alignment was to create opportunities for deeper implementation of identified strategies, while optimizing the use of district and staff resources.

During Quarter 1, the Target 2022 of 100% compliance on the Florida Safe Schools Assessment Tool was achieved. Additionally, the percentage of parents with access to the Focus Parent Portal increased from 31% in 2019 to 86% during the current academic year. The current percentage of parents with access to the Focus Parent Portal is just short of the associated Target 2022 of 87%. Emphasis continues to be placed on providing high-quality core instruction and evidence-based interventions to improve overall student achievement, eliminating existing achievement gaps, and addressing disruptions in learning that were experienced due to the COVID-19 pandemic. Finally, with the significant decrease in out-of-school suspensions that occurred during the previous academic year, it will be key to increase a focus on problem solving around Office Discipline Referrals for the purposes of continuous improvement.

### Key Actions Taken – Quarter 1

Focus Area	Annual Strategies	Key Actions Taken
Academic Success	<p>Strategy 1.1: Create and implement an enhanced system and structure for school improvement planning and monitoring.</p> <p>Strategy 1.2: Provide data-driven professional development and technical support to ensure fidelity in the adoption of the new English Language Arts curriculum materials.</p> <p>Strategy 1.3: Systematically expand STEAM initiatives districtwide through increased supports for instructional and programmatic planning.</p>	<ul style="list-style-type: none"> <li>Created a new SDIRC School Improvement Plan (SIP) and Continuous Improvement System (CIS) process in conjunction with IT and Accountability &amp; Research, and after gathering stakeholder feedback.</li> <li>Provided support for SIP implementation through training school leaders on the new process, providing district and peer reviews of SIPs, supporting schools with implementation steps, and providing feedback on SIP strategies following Impact Review Cycles and DataCom meetings.</li> </ul>

Focus Area	Annual Strategies	Key Actions Taken
Academic Success	<p>Strategy 1.4: Support the effective implementation of an 8-period day at the secondary level through master scheduling support and professional development.</p> <p>Strategy 1.5: Increase the academic impact of all extended learning opportunities through a comprehensive alignment of services and programs.</p>	<ul style="list-style-type: none"> <li>• Provided professional development sessions, including job-embedded professional development, to administrators and instructional staff on the newly adopted Amplify curriculum.</li> </ul>
Equity, Culture, & Climate	<p>Strategy 2.1: Infuse alternative discipline supports into classroom settings utilizing focused staff, mentors, and an Alternative Intervention Measures (AIM) advocate.</p> <p>Strategy 2.2: Implement district and school-level data-driven problem solving for areas identified for improvement and systematically allocate needs-based supports.</p> <p>Strategy 2.3: Evaluate, refine, and leverage the roles of multicultural coordinators to improve the cultural competence of school-based staff.</p> <p>Strategy 2.4: Build the knowledge and skills of school staff related to meeting the needs of students with disabilities through specialized professional development and technical support.</p>	<ul style="list-style-type: none"> <li>• Provided professional development sessions to Success Coaches, ASPIRE Teachers, and School Counselors to support the infusion of alternative discipline measures into classrooms and schools.</li> <li>• Provided support for problem-solving through classroom environment focused walk-throughs and associated action planning, monthly problem-solving meetings with district and school-based leadership, bi-weekly Cabinet Data Reviews, weekly problem-solving meetings with ESE Program Specialists, and case reviews with Behavior Analysts.</li> <li>• Revised the job description for the supplemental position of Multi-cultural Coordinator to enhance support for building the cultural competence of staff.</li> <li>• Provided a broad range of professional development sessions to build staff knowledge and skills in supporting students with disabilities, such as the IEP meeting process, facilitated IEPs, the continuum of services, LEA profile, and the Least Restrictive Environment.</li> <li>• Along with professional development sessions, technical assistance for supporting students with disabilities was provided through school site visits and problem solving by the Director of ESE and site-assigned program specialists, as well as the creation and roll-out of ESE manuals on a variety of topics (e.g., ESE Procedures, ESY, VE Program Models, etc.).</li> </ul>

Focus Area	Annual Strategies	Key Actions Taken
Communication & Engagement	<p>Strategy 3.1: Implement varied approaches to engage community members in district activities while offering at least two in-person, district-supported activities for community engagement quarterly.</p> <p>Strategy 3.2: Implement strategies to increase parent access and interaction with the Focus Parent Portal for the purpose of increased communication.</p> <p>Strategy 3.3: Strategically identify and offer district and school-based parent workshops that enhance and expand parents' knowledge and skills in supporting their children's education.</p>	<ul style="list-style-type: none"> <li>• Encouraged community engagement with district-supported activities varied approaches, such as Facebook Live, the SDIRC Community Connection Newsletter, and different social media platforms.</li> <li>• Broadly distributed parent access to the Focus Parent Portal, instructional videos related to the portal, and offered a "Focus on Focus" parent workshop.</li> <li>• Initiated a Parent Engagement Advisory Council.</li> <li>• Surveyed parents and building administrators to identify topics of interest/need for future workshops.</li> <li>• Designed and utilized a new social media platform, "SDIRC Engage," to make parent workshops and programming accessible and engaging.</li> </ul>
Talent Development & Support	<p>Strategy 4.1: Implement "Leadership Academies" to build current and prospective administrators' leadership capacity.</p> <p>Strategy 4.2: Conduct an analysis of the Human Resources application, screening, and interview process to evaluate the presence of equitable hiring practices and remediate any identified inequities.</p> <p>Strategy 4.3: Implement a plan that builds upon our WE PROMISE program and incorporates strategies to support currently employed instructors in obtaining needed certifications/endorsements, while recruiting diverse instructional staff.</p> <p>Strategy 4.4: Increase capacity for effective and efficient collaborative planning through professional development, intentional review, and feedback.</p>	<ul style="list-style-type: none"> <li>• Initiated the Aspiring Assistant Principal 2.0 for those who successfully completed the Aspiring Assistant Principal Leadership Academy in the previous year and continued previously established leadership academies from the previous year.</li> <li>• Conducted monthly audits of applications in Frontline and the interviews conducted at each school to ensure equitable hiring practices of qualified applicants.</li> <li>• Implemented the SDIRC Certification Reimbursement Program for NEW instructional staff.</li> <li>• Provided initial and monthly professional development, including walk-throughs, for collaborative planning and developed a rubric to gauge the effectiveness of collaborative planning sessions.</li> <li>• Established a schedule of collaborative planning sessions at each school for grade level/content areas.</li> </ul>

Focus Area	Annual Strategies	Key Actions Taken
Organizational & Fiscal Responsibility	<p>Strategy 5.1: Provide training and site visit technical support on any school internal accounts audit findings.</p> <p>Strategy 5.2: Analyze existing budgets and apply a Staff Allocation Model (SAM) to implement data-driven allocation of resources.</p> <p>Strategy 5.3: Expand the identification and application for grant opportunities to supplement existing funding.</p> <p>Strategy 5.4: Expand technological utilization to enhance academic success, improve operational efficiencies and compliance, and analyze strategic goal performance while demonstrating effective Return on Investment (ROI).</p> <p>Strategy 5.5: Monitor implementation of the Office of Safe Schools' mandates related to school safety and security.</p> <p>Strategy 5.6: Increase monitoring of compliance with health and safety requirements.</p>	<ul style="list-style-type: none"> <li>• Provided draft audit findings to schools, with planned follow up to discuss and provide updates on required processes.</li> <li>• Reviewed School Allocation Model formulas to determine the accuracy/effectiveness of the established models.</li> <li>• Submitted application for ESSER funding for the District and charter schools.</li> <li>• Applied for and was awarded \$2.4 million dollars of Emergency Connectivity Funds for 9-12 Chromebooks and teacher laptops.</li> <li>• Deployed Chromebooks for grades 9-12.</li> <li>• Worked with the Education Foundation to ensure High-Impact grant recipients align to school-based themes and initiatives of the District.</li> <li>• Worked collaboratively with the Code of Compliance Department to receive updates on State Fire Marshall's Office guidelines on Senate Bill 7026/7030 that apply to drill planning.</li> <li>• Prior to the start of inspections in October, sent out information via the Collaborator on common health/safety violations school staff can correct without tools or special knowledge.</li> </ul>

Progress Snapshot – Quarter 1

TARGET 2022: English Language Arts (ELA) – Achievement-State Ranking - 26

Progress Monitoring Measures	Baseline-Quarter 1 (19-20)	Quarter 1 (21-22)
i-Ready – Reading (% on or above grade level)	32%	31%
Achieve 3000 – Reading (Average Lexile Gain)	15 points	13 points

TARGET 2022: Mathematics – Achievement-State Ranking - 28

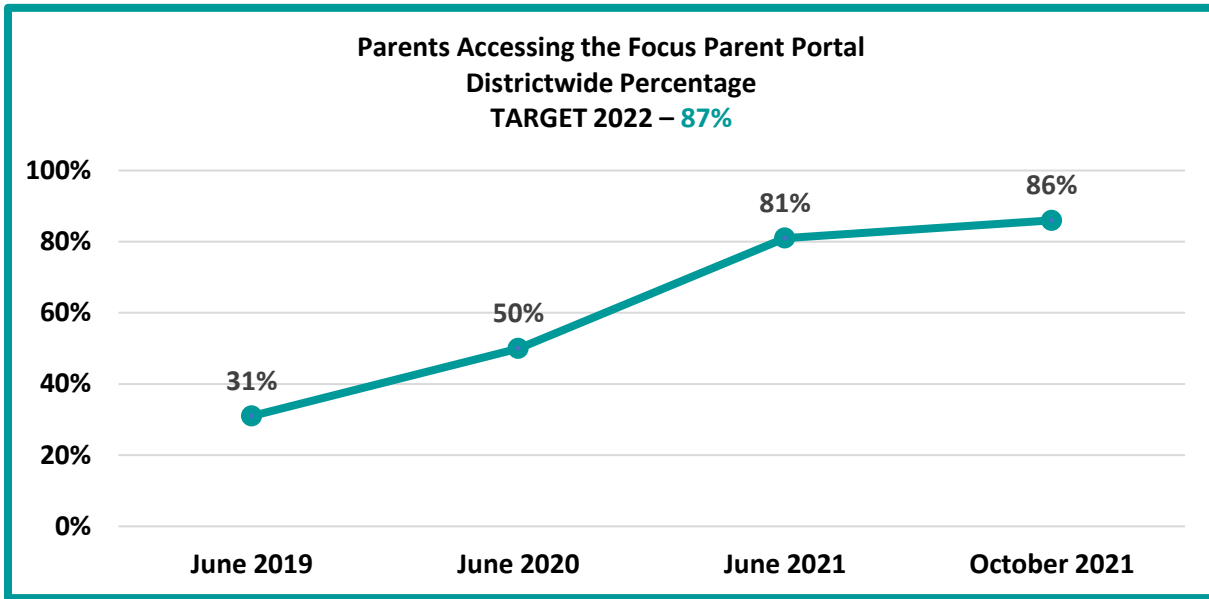
Progress Monitoring Measures	Baseline- Quarter 1 (19-20)	Quarter 1 (21-22)
i-Ready – Math (% on or above grade level)	24%	20%
Unit Assessments – Mathematics (High School % predicted to be on/above grade levels on Algebra/Geometry EOC	15%	30%

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

Progress Monitoring Measure	Baseline-Quarter 1 (19-20)	Quarter 1 (21-22)
Out-of-School Suspensions (#)	449	48

TARGET 2022: Parent Workshops Offered (#) - 60

Progress Monitoring Measure	Quarter 1 (19-20)	Quarter 1 (20-21)	Quarter 1 (21-22)
Parent Workshops Offered (#)	Not Available	22	32



Percent Compliance on the Florida Safe Schools Assessment Tool  
 TARGET 2022 – 100%  
 OUTCOME 2022 – 100%

Supplemental Grant Funding Secured (Cumulative \$)  
 TARGET 2022 – \$3M  
 QUARTER 1 (OCTOBER 2021) – \$1.9M

Opportunities for Growth

- Continued emphasis on providing interventions to address disruptions in student learning due to COVID-19.
- Continued emphasis on ameliorating existing achievement gaps (e.g., African American-White, Hispanic-White, Students with and without Disabilities, Economically Disadvantaged-Non-Economically Disadvantaged, English Language Learners-Non-English Language Learners).
- Increased focus on monitoring and problem solving around Office Discipline Referrals.



# AFRICAN AMERICAN ACHIEVEMENT PLAN

## 2021 – 2022 QUARTER 1 UPDATE

### African American Achievement Plan - Quarter 1 Overview

The 2021-2022 academic year is the first year that the African American Achievement Plan has been directly aligned to and incorporated in the District Strategic Plan. Strategies incorporated into the 2021-2022 African American Achievement Plan include continuation of selected strategies from the previous plan, as well as strategies in response to feedback and recommendations received from the 2021 Equity Committee.

During Quarter 1, achievement gaps between African American and White, non-Hispanic students in reading and mathematics as measured by i-Ready were observed to be comparable to achievement gaps observed during the baseline 2019-2020 academic year. As previously mentioned, the District continues to provide ongoing, intensive interventions to address achievement gaps, as well as the added impact that disruptions in learning due to COVID-19 have had over the past two school years. In the area of recruitment of instructional staff, the representation of African American instructors reached 13%, which is the Target 2022 identified within the African American Achievement Plan and shows an increase of 4 percentage points when compared to the 2019-2020 baseline percentage of 9%. Beyond this data, African American Student Councils that were established in the District’s secondary schools during the previous academic year have remained in place during the current academic year. Student participation in African American Student Councils have grown from a total of 69 students during the 2020-2021 academic year to 108 students at the end of Quarter 1, exceeding the Target 2022 of 83 students. A focus of the District will continue to be on ensuring equitable access for African American students to educational opportunities, while also eliminating observed disparities in achievement and discipline.

### Key Actions Taken – Quarter 1

Focus Area	Annual Strategies	Key Actions Taken
Academic Success	<p>1.1: Integrate African American History teachings into curriculum maps for grades K-12 that supports Florida statute and is aligned to the standards of the course.</p> <p>1.2: Ensure that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready, receive targeted reading intervention as defined by the District’s Reading Plan.</p>	<ul style="list-style-type: none"> <li>The Scheduling App in Power BI provided an audit of students who should have been scheduled in Intensive Reading as well as scheduled with a Reading-Endorsed teacher – ensuring all students were scheduled in an appropriate course to receive the needs-based supports to address achievement disparities.</li> </ul>

Focus Area	Annual Strategies	Key Actions Taken
Academic Success	<p>1.3: Use Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on-track to graduate.</p> <p>1.4: Implement processes to ensure that African American students have equitable access to advanced and accelerated courses in middle school and high school.</p> <p>1.5: Reduce barriers (e.g., outreach, registration, cost, location, transportation) in order to increase African American student participation in extended learning programs.</p>	<ul style="list-style-type: none"> <li>Hosted seven community agencies to facilitate training on Soliday System, a foundational reading program to help support non-readers and struggling readers.</li> </ul>
Equity, Culture, & Climate	<p>2.1: Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.</p> <p>2.2: Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.</p> <p>2.3: Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student.</p> <p>2.4: Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students. <b>(Quarter 1 Only)</b></p>	<ul style="list-style-type: none"> <li>Prioritized district-supported school problem-solving for discipline and achievement disparities based on the first Impact Review Cycles and DataCom.</li> <li>Each secondary school implemented A.S.P.I.R.E. (Alternative School-based Program to Inspire Renewed Excellence) as a campus program to replace the in-school suspension intervention.</li> <li>Utilized Instructional Readiness Reviews to ensure that School Improvement Plans for all schools specifically address the provision of interventions for the achievement gap for African American students.</li> </ul>
Communication & Engagement	<p>3.1: Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.</p> <p>3.2: Facilitate a taskforce that includes community members in which perspectives, feedback, and support will be gathered to ensure equitable access to educational experiences for students districtwide.</p> <p>3.3: Expand outreach and publicity to parents of African American students to increase participation in parent workshops.</p> <p>3.4: Communicate to District Staff and Board Members the importance of participating in scheduled Equity Committee meetings.</p>	<ul style="list-style-type: none"> <li>Developed drafts of individualized school brochures for extracurricular activities.</li> <li>Hosted an introductory meeting on September 19, 2021, for invited members of the C.L.I.M.A.T.E. – Convening Leaders in Maximizing Access to Education - Task Force.</li> </ul>



Focus Area	Annual Strategies	Key Actions Taken
Talent Development & Support	<p>4.1: Increase the diversity of mentors and staff providing coaching support as part of the STARR Mentoring program, while training mentors in trauma-informed practices and cultural competency.</p> <p>4.2: Expand and enhance established relationships with career placement offices and officials at Historically Black Colleges and Universities (HBCUs), while also utilizing a broad array of platforms for publicizing instructional staff job vacancies.</p> <p>4.3: Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.</p> <p>4.4: Facilitate a Workforce Housing Committee to identify affordable housing options for new educators in the local community.</p>	<ul style="list-style-type: none"> <li>• Attended five job fairs at Historically Black Colleges and Universities (HBCUs) during Quarter 1 (i.e., Florida A&amp;M University, NC A&amp;T University, Howard University, Bethune Cookman University, Delaware State University).</li> <li>• Conducted interview committee monitoring as each recommendation for hire is processed by the Department of Human Resources.</li> <li>• Held a meeting of the Workforce Housing Committee on October 20, 2021.</li> </ul>
Organizational & Fiscal Responsibility	<p>5.1: Enhance school choice and magnet school offerings, including transportation to access school choice districtwide, to maximize opportunities for African American students to enroll in schools that best align with their needs and interests.</p> <p>5.2: Evaluate the impact that school choice, including magnet enrollment, is having on the representation of African American students at specific schools, with a particular focus on schools that are racially identifiable.</p> <p>5.3: Implement a school transportation plan that includes the use of school transportation depot stops to ensure equitable access to school transportation.</p> <p>5.4: Continue to provide evidence of implementation of the AAAP and progress monitoring, including a 5-year progress monitoring framework, on the District’s public-facing website.</p> <p>5.5: Establish and obtain approval for a Unitary Status Sustainability Policy to ensure that progress related to the 1967 Desegregation Order is maintained.</p>	<ul style="list-style-type: none"> <li>• All schools included an action plan tied to the school choice theme as part of their School Improvement Plan.</li> <li>• Welcomed over 500 attendees to the School Choice and Community Extravaganza. Provided three transportation shuttle sites for families to increase access to the Extravaganza: Gifford Youth Achievement Center, Sebastian River High School, and Fellsmere Elementary.</li> <li>• Offered transportation for all Indian River County students seeking to attend a School of Choice.</li> <li>• Planned a transition to occur Quarter 2 from static data spreadsheets to new, public-facing, dynamic data dashboards for the African American Achievement Plan.</li> <li>• Made district School Transportation representatives available at the School Choice Extravaganza to support families with school transportation to and from schools of choice.</li> </ul>

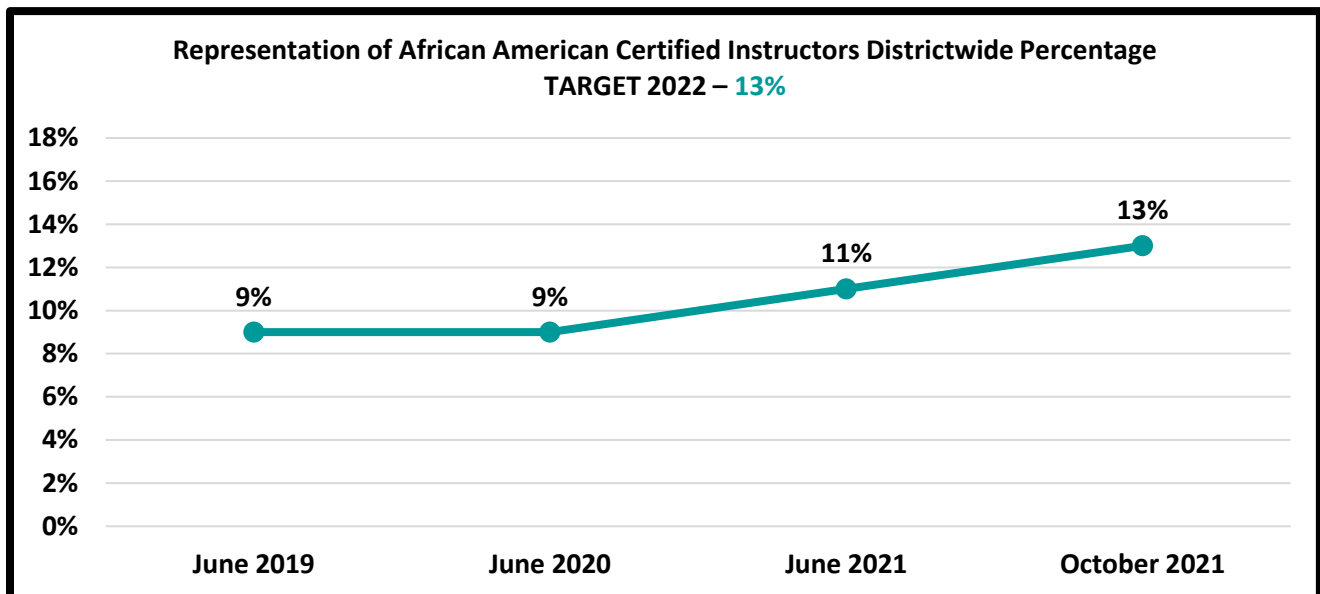
## Progress Snapshot – Quarter 1

TARGET 2022: African American - White-Achievement Gap ELA – State Ranking – 31

Progress Monitoring Measure	Baseline-Quarter 1 (19-20)	Quarter 1 (21-22)
i-Ready – Reading (% on or above grade level) African American-White Percentage Point Gap	22 points	20 points

TARGET 2022: African American - White-Achievement Gap Mathematics – State Ranking – 29

Progress Monitoring Measure	Baseline-Quarter 1 (19-20)	Quarter 1 (21-22)
i-Ready – Math (% on or above grade level) African American-White Percentage Point Gap	20 points	19 points



## Opportunities for Growth

- Continued expansion of communications to showcase the availability of extracurricular activities – academic and athletic – at school sites.
- Continued efforts to provide parent workshops with relevant topics to engage parents and families of African American students, as well as expand communication about these opportunities to African American families.
- Continued monitoring of progress promoting the integration of African American History teachings into the curriculum maps for grades K-12.