

School District of Indian River County

District Strategic Plan 2021-2022



African American Achievement Plan 2021-2022



Quarter 3 Update
April 2022



ACHIEVE 2025 DISTRICT STRATEGIC PLAN

2021 – 2022 QUARTER 3 UPDATE

District Strategic Plan - Quarter 3 Overview

Quarter 3 of the 2021-2022 academic year, continued to require districts to work in ways to directly address the disruption and challenges associated with the COVID-19 pandemic. For example, to ensure the continuity of instruction due to the impact of COVID-19 staff absences, the District implemented an initiative referred to as “All Hands on Deck,” in which district office personnel provided administrator and substitute coverage in the schools. Despite the ongoing challenges, continued work occurred in relation to the District’s strategic priorities.

While student academic achievement remained the priority in Quarter 3, a focus on student behavior and discipline also was present and is included as part of this update. As of Quarter 3, the cumulative districtwide number of Office Discipline Referrals (ODRs) was 5,453, as compared with 8,540 ODRs during a similar time frame during the 2019-2020 academic year. The total number of districtwide ODRs were generated by 12% of the students, with approximately 4% of all students having 3 or more ODRs. With regard to discipline outcomes, there were 798 out-of-school suspension and Alternative to Out-of-School (ALTOSS) Suspension events combined up through Quarter 3 during the current academic year. This number is just over half of the out-of-school suspension events during the same timeframe during the 2019-2020 academic year. The ALTOSS is currently a disciplinary alternative that can be assigned instead of out-of-school suspension, as appropriate.

Based upon a review of the previously summarized data, it is recommended that support be provided for the development and sustainability of more robust Tier 1 & Tier 2 Positive Behavioral Interventions and Supports Programming at those schools identified to have discipline outcomes not aligned to the expected percentages associated with the Multi-Tiered System of Supports framework. Additionally, as part of problem-solving efforts, a deeper dive into the antecedent and setting events for behaviors generating high levels of ODRs should be conducted. Finally, options to create expanded alternative school programming should be explored to meet the needs of a broader array of students.

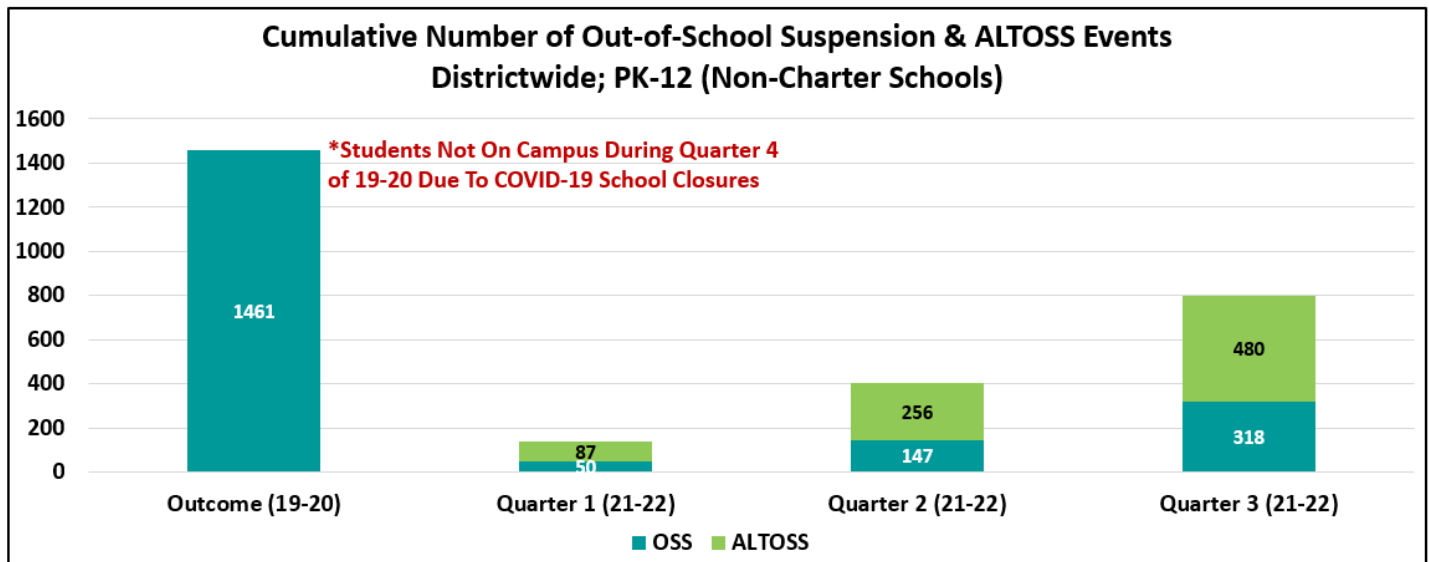
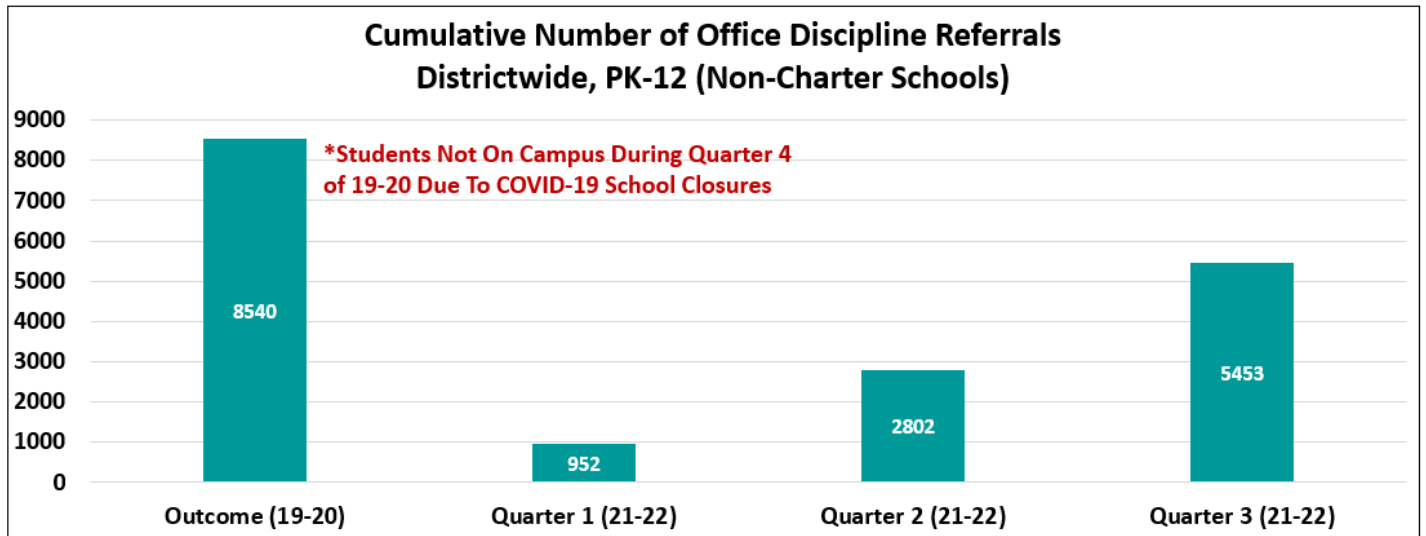
Key Actions Taken – Quarter 3

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>	<ul style="list-style-type: none"> • Provided feedback and support to school administration to modify School Improvement Plan strategies following Impact Review Cycles. • Provided job-embedded professional development for curriculum and BEST Standards districtwide.

Focus Area	Annual Strategies	Key Actions Taken
Academic Success	<p>Strategy 1.3: Systematically expand STEAM initiatives districtwide through increased supports for instructional and programmatic planning.</p> <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"> • Held a debrief session with STEAM Committee members using STEAM designation visits observations to modify the plan for the 2022-2023 academic year. • Created a stakeholder group to provide input on the Master Schedule Resource Guide and revised the Guide for the 2022-2023 school year. • Collaborated with community partners on developing an Extended Learning awards/recognition program to showcase students' progress.
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"> • Initiated planning for continuous improvement for alternative discipline supports for 2022-2023. • Conducted monthly problem-solving meeting with district and school-based leadership in the areas of Early Warning System, Attendance, Graduation, Discipline, and suspension of students with disabilities. • Reviewed Spring School Testing Plans and accommodations requested and provided the necessary supports to schools. • Conducted weekly problem-solving meetings with ESE Program Specialists, the Director of ESE, and the Director of IT (when needed) to review data pertaining to students with disabilities and adjusted data collection tools in Focus, as needed. • Submitted the revised Multicultural Coordinators' job description to the Department of Human Resources for final formatting. • Provided professional development for school-based teams and ESE staff regarding gifted services and enrichment.
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"> • Provided ongoing Facebook Live updates. • Created Teacher/Parent Focus promotional video and the Champions List for expanded communication about extracurricular activities and shared via social media. • Translated the Focus Parent Portal Instructional video into Spanish and broadly distributed. • Collaborated with the district web master to develop a Parent Engagement Calendar to assist in publicizing parent engagement activities.

Focus Area	Annual Strategies	Key Actions Taken
Talent Development & Support	<p>Strategy 4.1: Implement “Leadership Academies” to build current and prospective administrators’ leadership capacity.</p> <p>Strategy 4.2: Conduct an analysis of the Human Resources application, screening, and interview process to evaluate the presence of equitable hiring practices and remediate any identified inequities.</p> <p>Strategy 4.3: Implement a plan that builds upon our WE PROMISE program and incorporates strategies to support currently employed instructors in obtaining needed certifications/endorsements, while recruiting diverse instructional staff.</p> <p>Strategy 4.4: Increase capacity for effective and efficient collaborative planning through professional development, intentional review, and feedback.</p>	<ul style="list-style-type: none"> • Continued to provide established leadership academies: Aspiring Assistant Principal Leadership Academy, Aspiring Assistant Principal Leadership Academy 2.0, High Performing Principals Academy, Aspiring Principals Academy and iLead. • Conducted monthly meetings with principals to review hiring practices. • Aspiring Assistant Principals shadowed district personnel for a day.
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"> • Reviewed historical FTE data and developed FTE projections for 2022-2023 by school and grade group. Reviewed SAM formulas and adjusted ratios and allocations to support student success. • Reviewed all funding sources and aligned funding for maximum productivity. • Worked alongside the Indian River Community Foundation/Education Foundation for capital campaign for prioritized projects aligned to the District Strategic Plan. • Created the Digital Readiness Profile to assist in preparing students with the knowledge, skills, and dispositions to navigate a digital world. • Ensured Alyssa’s Law requirements and coordination with Law Enforcement Agencies.

Progress Snapshot: A Focus on Student Discipline – Quarter 3



Opportunities for Growth

- Create an enhanced master scheduling process to optimize student scheduling and match between student needs and course schedules.
- Continue the emphasis on eliminating 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).
- Shift the focus of strategic planning and problem solving for the 2022-2023 academic year from out-of-school suspensions to Office Discipline Referrals.



AFRICAN AMERICAN ACHIEVEMENT PLAN

2021 – 2022 QUARTER 3 UPDATE

African American Achievement Plan - Quarter 3 Overview

As part of the Quarter 3 update, there was a focus on discipline outcomes. With regard to disparities in discipline, the gap in the percentage of African American students and White students with one or more out-of-school suspension was 5 percentage points during the 2019-2020 school year. At the end of Quarter 3 of the current academic year, the aforementioned gap was 3 percentage points. A Target 2022 outlined through the African American Achievement Plan was to increase the percentage of African American students who participate in extracurricular activities from 18% to 25%. As of Quarter 3, 30% of African American students were identified as participating in extracurricular activities districtwide, exceeding the Target 2022 that was set. With regard to a specific extracurricular activity, African American Student Councils, increasing the number of African American students participating on these councils from 69 to 83 students was identified as a Target 2022 of the African American Achievement Plan. As of Quarter 3, 109 African American students were identified as participating on these councils.

As the end of the academic year approaches, and summer learning opportunities are offered, it is recommended effective methods, such as those used to increase participation in extracurricular activities, be used to increase the participation of African American students in optional summer enrichment, readiness, and intervention programs. Summer learning opportunities are a valuable tool to leverage to provide the needed interventions to eliminate existing achievement gaps.

Key Actions Taken – Quarter 3

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"> Published a revised Early Warning System Dashboard and trained school counselors, Federal Program staff, and Mental Health Services staff in its use. Schools continued to provide targeted interventions for students demonstrating a substantial deficiency in reading.

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"> • Used Early Warning Indicators to support graduation problem solving at school sites and added tutoring opportunities for students based upon problem solving sessions. • Supported schools with providing extended learning opportunities who needed additional support with reading comprehension through before, during, and afterschool programming (transportation provided).
Equity, Culture, & Climate	<p>2.1: Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.</p> <p>2.2: Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.</p> <p>2.3: Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student.</p> <p>2.4: Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students. (Quarter 1 Only)</p>	<ul style="list-style-type: none"> • Conducted school-based data reviews for the purposes of revised instructional grouping/interventions, and to identify root causes for achievement concerns. • Provided in-person data coaching to support enhanced skills in data-driven problem-solving. • Provided professional development to support the provision of alternative discipline interventions and supports. • Out-of-School Suspensions were monitored and approved by a principal supervisor.
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"> • Finalized “Champions Lists” that provides information on the extracurricular activities at each school, posted the lists on schools’ websites, and disseminated a news story highlighting the new resource. • The CLIMATE Taskforce prioritized two areas of focus for student achievement to research and provide recommendations to the School Board. • Widely publicized five different parent workshops offered by the District during Quarter 3.

Focus Area	Annual Strategies	Key Actions Taken
Talent Development & Support	<p>4.1: Increase the diversity of mentors and staff providing coaching support as part of the STARR Mentoring program, while training mentors in trauma-informed practices and cultural competency.</p> <p>4.2: Expand and enhance established relationships with career placement offices and officials at Historically Black Colleges and Universities (HBCUs), while also utilizing a broad array of platforms for publicizing instructional staff job vacancies.</p> <p>4.3: Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.</p> <p>4.4: Facilitate a Workforce Housing Committee to identify affordable housing options for new educators in the local community.</p>	<ul style="list-style-type: none"> • Provided Mentor professional development and support. • SDIRC had a spotlight article in the “Diversity in Education (DE) Magazine” Spring Edition & the SDIRC Director of Recruitment was appointed to the DE Board. • Participated in 16 career fairs, including HBCUs, during Quarter 3. • Monitored for diverse interviewing committees. • Met with the Workforce Housing Committee and discussed the “SDIRC Relocation Assistance Program.”
Organizational & Fiscal Responsibility	<p>5.1: Enhance school choice and magnet school offerings, including transportation to access school choice districtwide, to maximize opportunities for African American students to enroll in schools that best align with their needs and interests.</p> <p>5.2: Evaluate the impact that school choice, including magnet enrollment, is having on the representation of African American students at specific schools, with a particular focus on schools that are racially identifiable.</p> <p>5.3: Implement a school transportation plan that includes the use of school transportation depot stops to ensure equitable access to school transportation.</p> <p>5.4: Continue to provide evidence of implementation of the AAAP and progress monitoring, including a 5-year progress monitoring framework, on the District’s public-facing website.</p> <p>5.5: Establish and obtain approval for a Unitary Status Sustainability Policy to ensure that progress related to the 1967 Desegregation Order is maintained.</p>	<ul style="list-style-type: none"> • Evaluated school choice seat availability and representation. • Re-opened school choice window for families that wanted to apply for school choice. • Held Entrepreneur Ecosystem Event that included a showcase of Career & Technical Education in the District to encourage families to take part in school choice. • Continued next steps in the Master Planning Study to identify options for balancing student enrollment. • Provided access to transportation for school choice via bus depot stops. • Provided 11 public-facing dashboards related to the African American Achievement Plan: District Grade/FSA Rankings; Early Warning Systems; Extracurricular Activities; Graduation Documentation; Least Restrictive Environment; Student Attendance; Student Discipline; Student Enrollment; Student iReady Performance; Student and Staff Racial/Ethnic Distribution; and Unit Assessment Results.

Progress Snapshot – Quarter 3

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

Progress Monitoring Measures	Baseline (19-20)	Outcome (20-21)	Quarter 1 (21-22)	Quarter 2 (21-22)	Quarter 3 (21-22)
Out-of-School Suspension Gap (% points)	5 points	0.5 points	.83 points	1.3 points	3 points

TARGET 2022: African American Students Participating in Extracurricular Activities (percentage) – 25%

Progress Monitoring Measures	Baseline (19-20)	Outcome (20-21)	Quarter 1 (21-22)	Quarter 2 (21-22)	Quarter 3 (21-22)
Extracurricular Participation (% of African American students)	NA	18%	NA	21%	30%

TARGET 2022: Students Participating in African American Student Councils (number*) – 83

Progress Monitoring Measures	Baseline (19-20)	Outcome (20-21)	Quarter 1 (21-22)	Quarter 2 (21-22)	Quarter 3 (21-22)
Students Participating in African American Student Councils (#)	NA	69	NA	98	109

*Number of African American students participating.

Opportunities for Growth

- Identify and implement effective methods for increasing the participation of African American students in optional summer enrichment, readiness, and intervention programs.
- Continue to publicize the newly added Champions Lists through platforms that are commonly used by students.
- Continue to provide intensive interventions to eliminate existing achievement gaps.