

School District of Indian River County



2018 Joint Plan

District Progress Update –
Actions Steps & Artifacts
April 2021 – June 2021



Joint Plan
District Progress Update – Action Steps & Artifacts
April 2021 – June 2021

Table of Contents

Joint Plan Section II - Mentoring of New Teachers and Instructional Staff.....	3
Joint Plan Section III - Strategies for Recruitment of African American Teachers.....	70
Joint Plan Section IV - Representation of African American Teachers and Instructional Staff.....	98
Joint Plan Section V - Partial Unitary Status and Continued Plan Supervision	172
Joint Plan Section VI - African American Student Achievement / Resource Allocation.....	185
Joint Plan Section VII - Student Assignments.....	241
Joint Plan Section VIII – Transportation.....	258
Joint Plan Section IX – Extracurricular	265

Joint Plan Section II – Mentoring of New Teachers and Instructional Staff

Joint Plan Section II – Mentoring of New Teachers and Instructional Staff

Required Goal: The District will continue its plan and practice of welcoming and providing a professional environment for its employees, including African American employees of the School District and its schools. Each school will have a PD Council representative on site who offers new teachers support, and each new teacher will be provided with a mentor who also works at his/her school, and the mentoring program will be tailored to meet the individual needs of each new teacher. *Joint Plan Section II Page 3*

Action Steps
<ul style="list-style-type: none"> • Electronically sent a survey to all African American teachers participating in the STARR program to gather feedback on teacher needs and experiences.¹ • For surveys not returned electronically, enlisted mentors of new, African American teachers in individually asking survey questions to their mentees during mentorship meetings to gather feedback.¹ • Reviewed survey feedback from mentees as a PD Specialist Team and utilized for STARR program planning for the 2021-2022 academic year.² • Conducted classroom observations and provided feedback to new, African American teachers.² • Provided professional development for new teachers based on identified needs observed in the classroom visits. • Publicized information regarding the STARR mentoring program to prospective teacher candidates at the SDIRC Virtual Career Fair conducted in collaboration with “Diversity in Education.”
Staff Responsible
R. Myhre, Assistant Superintendent of Curriculum & Instruction C. Lord, Director of Educator Quality B. Hofer, Director of Recruitment, Retention, & Professional Practices T. Beckham, Professional Development Specialist
Considerations for Monitoring Progress
<ul style="list-style-type: none"> • What percentage of new, African American teachers provided survey feedback? • How satisfied are new, African American teachers with their mentorship experience? • Were any recommendations likely to positively impact mentorship supports made based upon the feedback provided? • Was the STARR mentoring program publicized to prospective teacher candidates at the SDIRC Virtual Career Fair?

Action steps also support the following recommendations made by the 2019 Equity Committee:

¹Documentation showing that African American teacher mentoring pairing is active and effective.

²Strategies used to ensure that mentors are culturally competent and open to diversity present.

Artifacts of Actions Taken: Mentorship Survey, Survey Results Disaggregated by Race, summary of observations and recommendations from survey feedback, information shared about STARR mentoring at the SDIRC Virtual Career Fair.

Progress Update

During Quarter 4 of the current academic year, supports provided through the District’s STARR mentoring continued to be provided. To cultivate continued professional growth, classroom observations and associated feedback were provided to new, African American teachers, and professional development and supports were offered based upon needs identified through classroom observations.

Additionally, during the current academic year, the Educator Quality Team has been gathering feedback from new teachers participating in the STARR mentoring program to tailor supports for mentees and improve the District’s mentoring systems. Following the close of the mentoring survey for the current academic year, the Educator Quality team reviewed survey feedback to assist in planning for the 2021-2022 academic year. During the upcoming academic year, mentoring support for second and third year teachers will be expanded through the hosting of monthly Teams meetings.

Also, as a result of a need identified through survey feedback, the Educator Quality team will be implementing a book study for teachers who are struggling with classroom management.

As of June 2021, the cumulative retention rate for new, African American teachers participating in the STARR mentoring program during the 2020-2021 academic year is 97%. This cumulative retention rate for new, African American teachers is above the District’s overall 2020-2021 retention rate of 93%.

For the following table: Data is representative of PK-12, non-charter schools in the SDIRC.

Retention Rates for New, African American Teachers Participating in the SDIRC New Teacher Mentoring Program & Overall Teacher Retention Rates 2020-2021 Academic Year Retrieved 06/09/21, Sources: Focus School Software, Department of Educator Quality				
Cohort	African American Teachers Participating (#)	African American Teachers Retained (#)	African American Teachers Retained (%)	Overall Teacher Retention Rate (%)
2019-2020	19	18	95%	90%
2020-2021	34	33	97%	93%

Data is representative of PK-12, non-charter schools in the SDIRC.

Joint Plan Section II – Mentoring of New Teachers and Instructional Staff: Artifacts





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 5/24/2021

Office/Department(s): Office of Curriculum and Instruction
Department of Educator Quality

Report generated by: Colleen H. Lord, Ed.D., Director of Educator Quality
Terri Beckham, PD Specialist

Action Step (please include the description provided in the District Progress Update Joint Plan): Joint Plan Section II – Mentoring of New Teachers and Instructional Staff

- Review survey feedback from mentees as a PD Specialist Team and utilize for STARR program planning for the 2021-2022 academic year.

Explanation of Evidence: Documentation for Mentoring of New Teachers and Instructional Staff includes a survey sent out to all 119 new teachers gain feedback on their 2020-2021 school year. Ninety-three of the 119 new teachers, 78%, completed the survey in the designated time frame. Several email reminders were sent out to complete this survey to ensure SDIRC received the feedback; information gained from the survey is used to improve the systems and programs of support.

Results of Action Taken: After the close of the survey, the Educator Quality team reviewed the respondents' answers to create a plan of action for the 2021-2022 school year. COVID restrictions and classroom management were the top barriers for our new teachers this year which was not surprising.

Reflection/Next Steps: For the 2021-2022 school year, we are excited about continuing and expanding our support with second and third year teachers by hosting monthly Teams meetings. This optional PD will be a collaboration time to problem solve and provide support where needed. We also have plans to start a Harry Wong, First Days of School, book study with teachers who are struggling with classroom management.

ID	Start time	Did you feel supported by your school? Elaborate on your thoughts.	Did you feel supported by the district? Elaborate on your thoughts.	Did you regularly attend the monthly STAR Meetings held on your campus?	Did you find the monthly STAR meetings beneficial? Explain your answer.	Rank the support you received for the Marzano Evaluation tool with 1 none, 2 little, 3 adequate, 4 satisfactory, and 5 exceeding.	Rank the support you received in district supported content curriculum with 1 none, 2 little, 3 adequate, 4 satisfactory, and 5 exceeding.	What was your biggest barrier this year?	Did you enjoy teaching this year? Explain.	Do you see yourself teaching in the next 5, 10 or 15 years?	Is there anything else you would like to share about your year as a teacher?
1	4/23/21 19:01:30	Yes	Yes	No	Yes	4	4	4 None	Yes	Maybe;	
2	4/24/21 00:14:42	Supported by my team of teachers, yes.	PD-yes, ACP-yes	Yes	Yes: Not only was the info shared helpful, but the conversations generated were also very helpful.	1	3	There was a very palpable difference in knowing that the students were learning from us between the time when the class sizes were 12-15, to the time when the majority returned and made class sizes between 23-25. At the later counts, everything became so watered down, trying to serve 3-9 students in 20 minutes before running to the next class- it isn't what it should be.	Yes.	Maybe.	
3	4/24/21 10:39:06	Yes	Not really, we need more to help students succeed	No	Did not attend	3	2	No students, everything 100% online	Yes but I feel that the barrier we faced made the students not give it their all and fall behind	Yes;	
4	4/24/21 11:55:24	Yes, the administration team and other ESE staff were very engaging and gave assistance when needed/requested.	Yes, The staff development group (Especially Ms. Beckham) were always there if needed/requested.	No	NA	3	3	COVID	It was a difficult year teaching due to the added stress and anxiety of the CO-VID virus.	Maybe.	
5	4/24/21 15:27:05	No, I did not feel very supported by the school, but in the end, it worked out	I did feel supported by the district, specifically Terri Beckham, who volunteered to come into the classroom and watch me teach in order to give me feedback on how to maximize learning in the classroom with so little time.	No	I don't know of any monthly STAR meetings held at my school	2	2	Learning to pick out the most important information to relay to students	I ENJOY teaching EVERY year!	Yes;	

<p>10</p> <p>4/26/21 6:38:22</p> <p>Yes- my fellow teachers are very supportive and helpful when I have questions.</p>	<p>supportive! I do think that I could use more support with my subject area test. I have taken it 4 times and not been successful (and I have a masters). Terri has tried her best to help me find resources but I am still struggling. I absolutely love my job but I do not understand the way these test are worded. The questions are all the "gotcha" kind of questions and I do not do good with tests. I wish we had more resources for the subject area tests- particularly Business 6-12. I have asked my department, groups on FB, the district, and I have even emailed the FDOE and all they suggest is there 30</p>	<p>Yes</p>	<p>Yes- my mentor is helpful</p>	<p>5</p>	<p>English GK and Business 6-12 test. I had no issues in the class room it is the state requirements that I find to be a HUGE barrier.</p>	<p>YES! I feel like I make a difference in these kids lives and I love teaching Marketing and technology. I cant see myself doing anything else. This is a very rewarding job.</p> <p>I love what I do and I hope I get my professional so I can keep my job.</p>
<p>11</p> <p>4/26/21 8:07:16</p> <p>Yes. If I ever had a question, I knew there were people to go to especially my mentor.</p>	<p>Yes, there are always PD opportunities and trainings to learn from.</p>	<p>Yes</p>	<p>Sometimes the articles we read were good for ideas in the classroom and sometimes they were easy to relate to.</p>	<p>4</p>	<p>4 Covid restrictions.</p>	<p>Sure did. I love the grade I teach and I loved my class this year. After a few years under my belt now, I finally feel as though my routines are decent and make the day flow smoothly.</p> <p>Yes;</p>

14	4/26/21 11:59:33 mentor was available to me for assistance and guidance if I needed it.	Yes, I know I am able to get support from the district when I need it. I felt that throughout the year there were many resources that came available for me to utilize when needed.	I found the beneficial to an extent. I felt like the last few were just repeated information on teaching tools that help in the classroom. I understand the benefits but there wasn't any new information provided each meeting. Just more emphasis on tools and techniques that were already discussed in the previous meeting.	4	I definitely think laptops in the classroom were a challenge. It was hard to get students to bring in laptops to complete work when I was trying to be as paperless as possible because of COVID but I didn't want students to fall so I always had paper options. Getting students motivated at all was difficult because I felt like there was this aura that they would just get by as they had last year without any 4 effort put in at all.	I think this year was a struggle for all teachers. I think we are all just relieved this year is one month from being over. Maybe.
15	4/26/21 12:25:17 . always there to help me	Yes, because when I called the district to get some information regarding my job, people always give me the correct information. Yes	Yes, I always learn something new at those meetings.	4	4 Students behavior	Absolutely, I enjoy teaching. Yes; It was a great experience.
16	4/27/21 11:23:43 anything there was always someone happy to help.	Yes, whenever I reached out to anyone at the district I always got helpful answers immediately. Yes	Yes, not only was it a learning/growing opportunity, but it helped to keep my teaching and lessons on track. These meetings also gave me a comfortable setting to ask any new teacher questions or share challenges I may have been having.	5	Building relationships with the students and finding a structure that works for myself and keeps my students happy and engaged. This was a challenge as we had so many students leaving and returning throughout the year.	Yes, not only do I love my subject area and the content that I get to teach, but I also enjoyed my school as well. The staff I was surrounded by made it more of an enjoyable experience. Yes;
17	4/28/21 8:08:46 many people at my school.	I feel supported by so many people at my school. Not as much as I would like when it comes to music. No	We haven't had any star meetings yet.	3	My biggest barrier was classroom management and constantly having to change up strategies for different groups of 3 students.	I enjoyed teaching the first half of the year. The second half was a lot more stressful. It wasn't as fun because I was/am constantly dealing with behavior issues/students not showing me the respect that I deserve. Yes;

22	4/30/21 12:05:57	Yes, I mostly felt supported. Towards the end of the year I think everyone got a little fed with communication but it's all good we are all busy.	Yes, thanks. Yes, I feel that the district goes far and beyond to support Teachers, and I am grateful. I didn't attend the STAR meetings because I am in the Innovation (STEM) pillar.	Yes	Yes, if nothing else it was nice to see I wasn't alone in the process of development.	5	4 Time	Yes it was a great blessing!	Yes;	Impacting students is the best part of the job!
23	4/30/21 12:07:02	here. :) Overall I love Teaching	Yes, as a new elementary music school teacher, the district has always been there even at a moments notice.	No	N/a	3	behavior and lack of 3 effort from students.	Yes I did. I had the support needed when I reached out.	Yes;	
24	4/30/21 12:03:36	Yes, absolutely, there has never been a moment that I felt that didn't have anyone to turn to for help.	Yes, having Julie Green at the school teaching us helpful tools to use for i-Ready has been great.	Yes	Yes, again as a new elementary school teacher the procedures are much different than middle school and high school. Its great to talk to someone that is willing to take the time and explain, certain aspects o the job.	4	the lack of music call instruments in the 5 classroom.	absolutely!!! Its always a joy seeing children learn about music.	Yes;	
25	4/30/21 12:12:16	Yes, I have many colleagues that are helpful in a time of need and a principal that is very supportive and has been very helpful.	Yes, I am working towards my certification I feel very much supported by Terri Beckham she has been super helpful.	No	My first year of teaching I did, not so much anymore.	3	Meeting with virtual students in between my 3 regular schedule.	I did, I truly love being with the kids and seeing them have their "AHA!" moments.	Yes;	
26	4/30/21 12:16:09	Yes. When I have questions the admin are quick to help.	Yes. My mentor was available whenever I needed her. Also very helpful and knowledgeable when I needed assistance.	No	When I attended I thought they were ok.	2	Time, having time to get everything 3 accomplished.	Yes, I love teaching and seeing my students succeed and working hard.	Yes;	No
27	4/30/21 12:03:32	needed assistance.	much support but I knew you were just a phone/email away.	Yes	Yes. They helped with ideas for exit tickets and class interaction.	5	ELL students: I never had experience from 5 last year.	Yes, much better year than my first. I love teaching HS.	Yes;	We all had many obstacles this year but overall as a group, I feel we all got through it amazingly.

30	4/30/21 12:06:11 Academically, yes. When it comes to discipline, absolutely not. Newer district policy and procedures for discipline may look good on paper, but are terrible in practice.	answer is yes. The issue we have here in school is behavior and discipline. New policies and procedures for discipline will make the numbers look great for the district; however, in reality students are far more unruly than they ever have been. Drugs and gambling are all over the place, students cut class more than they attend, and phones are a major issue around the school and in class. Calling home and assigning detentions have not been worked this year. Students skip detention and there are no consequences for them. Students have said this directly to my face that they do not care about detention	The meetings provided useful information. A lot of it was consistent with things we have already learned from PD's, but repetition can be an effective learning strategy.	4	There have been some unruly students that no matter how many times you call or message parents, give them detention, or talk to administration about them, they will not complete work or behave in class. A lot of spare time was spent calling home or writing parents and it took away from planning and grading. Calling home for students attendance issues takes a lot of time throughout the day away from teachers. Then toss in any behavior or grading issue a student might have that needs to be discussed with parents and there just wasn't enough time in the 3 week.	Overall I did enjoy teaching. I did have a lot of students that I enjoyed being around. I could see the personal and educational growth over the year.	Maybe. Internet and computer systems desperately need to be updated. "Distance" learning and using online texts and programs (Canvas) were constantly a struggle due to internet crashing or being slow for students and on the teacher computer as well. If my teacher station crashed or restarted it takes approximately 10 minutes at least to reload and get back into Canvas, Focus, and/or Power Points.
31	4/30/21 12:24:45 Yes. My school instructional coaches are very helpful.	Yes	I went the first year and found them beneficial then.	5	5 COVID	Yes	Maybe. I have loved teaching, but I am very excited to transition into a school counselor.
32	4/30/21 12:27:34 Yes	Yes, however I feel that three years for the STAR program is too long and that my time could have been better spent elsewhere.	See #2.	4	New Code of Conduct and student behavioral issues relating to being out the end of last year. Yes.	Yes.	Yes.

35	4/30/21 12:32:06	Absolutely	Yes very much so	No	I did not attend	5	Students in and out of the classroom due to COVID and students constantly distracted by 5 cellular phones	Yes I did. I feel I was able to make the education setting reasonable under the conditions.	Yes;	There needs to be a CC schoolwide policy about cellular phones in the classroom with some form of discipline occurring if the student uses the phones during class.	
36	4/30/21 12:45:22	Absolutely. Everything I needed they provided.	Yes! I was reached out to for multiple training and told I'll need help where I could ask.	Yes	I am a question asker so the meetings were more unnecessary for me because I didn't have anything to ask at the time since my mentor and team help me at each step.	5	Starting at the end with 5 burnt out students	I think this year's biggest barrier was the block scheduling. In the beginning it was tough but after a little while I was able to restructure my class.	Absolutely	Yes;	I would just like to say that I've been fortunate enough to have supportive people around. Without them my year would have been way different.
37	4/30/21 12:37:41	Yes, the other teachers and staff members are helpful and approachable.	Yes, I did in the sense that the implementation of the STAR program was beneficial to me.	No	N/A	3	My biggest barrier this year was teaching a brand new class and reaching a wide range of students. My classes changed from last year and adjusting to 100 minute blocks. It was a learning experience but, I fell I came out better 4 of a teacher.	I truly enjoyed teaching this. This is my second year teaching and was 100% better. I am truly going to miss my students and will probably cry because they made it all worth it. This year my confidence improved in my delivery and the relationships and insight the students provided to my life enriched me.	Yes;	I love Terri Beckham!	
38	4/30/21 12:59:44	I felt supported by my school because I truly felt that we were in this together. It was a struggle and adjustment but, we all went through it together. Everyone was willing to answer questions or find answers if they did not know and truly everyone pitched in when needed.	Yes, I felt supported because as teachers we did not have to teach in person and virtually at the same time. I am truly thankful that they were able to figure out how to not have teachers do both simultaneously. While there were lots of questions they provided information as best as they could.	Yes	Yes, because as a new teacher there is a lot of information to obtain and doing it with others at a similar level is comforting.	4	Working with my ELL students and relying on other students to translate for me and assist the students with 4 they need help.	Yes I have. Though it was challenging due to the kids coming and leaving, I really enjoyed the kids and my teaching experience. I pray I can have the pleasure of continuing my journey.	Yes;	Id just like to say I had everyone's experience was at the least awesome like mine. When you learn to balance the high's with the low's you come to realize that teaching is a great reward.	
39	4/30/21 12:34:20	Yes. The school is always there to jump in to help or answer any	Yes I do. With making sure I do all need for my Certification and the Mentor Teacher, there are other teachers that have given help and offered advice that has helped in so many ways	Yes	Yes I do because they give other options of how to do different things in the classroom that may help your students with their work or how to just stay organized when things get chaotic.	4	Language barrier with 5 my ELL students.	Absolutely loved teaching this year.	Yes;		
40	4/30/21 13:39:27	Issues I face.	Yes.	Yes	Yes they were on topics that were relevant.	5	5 my ELL students.	Absolutely loved teaching this year.	Yes;		

44	4/30/21 13:45:34 I did not start until midway through the year (the first half I was completing my internship through RSCJ. My mentor supported me and is there for me for any questions or concerns I have... I wouldn't be here without her!	I had a district employee come to discuss my new reading class which was helpful with the structure of the class. Yes	I found some of the strategies helpful (Channal)...however from RSCJ most of these strategies I just learned. 1	Behaviors: Engaging students to want to learn. Cell phones 4 usage. 4	I was VERY happy when in the ACCESS program during my internship. While I love teaching and connecting with students I feel like in the GEN ED population I am being taken advantage of when I am nice. I am trying to find a balance to better structure my classes. Yes;
45	4/30/21 13:46:11 Yes my school was very supportive. All the teacher would stop, show or give supportive advice on any topic when needed.	The district does a great job helping and assisting new teachers on what test are needed, courses, and keeping track of progress. It's a lot of work trying to keep up with all the new teachers and keep them positive. Yes	Yes the STAR meetings were beneficial because they re-enforced PD's and discussion other knowledge needed to become a successful teacher. 5	My biggest barrier and still is a barrier, would be passing the last test I need in order to apply for my 5 year Professional certificate before my deadline, and have a job for the next school year. 5 school year.	I enjoyed teaching my students on their good and bad days. Being able to push most to the next level was a challenge, however, both teacher and students fought through this difficult year of changes due to the pandemic. Yes; No, not at this time.
46	4/30/21 14:08:10 Yes, my school has always been very supportive.	Yes, I feel my district has always gone above and beyond to support me through the process of certification. No	Introduced a new curriculum guide weeks before school started with no input from the teachers. They then didn't provide any training on the how to use guide or provide advice on pacing. They didn't come to our meetings to provide support until just weeks before the state tests. Once state tests were complete, they stopped coming. I also would have liked to choose more PDs. Most of our PDs were school-based and chosen for us. I found them redundant and unnecessary. I should get to choose what I want to learn. I should not have to sit in a hour long session on creating Canvas quizzes, No	During my first year they were very beneficial. 4	5 COVID I enjoyed this year very much. I feel myself improving my teaching skills every year and look forward to many more. Yes;
47	4/30/21 14:52:31 Sometimes. This was a very hectic year. We had all new administrators. Everyone was running on fumes. I didn't hear from administrators much, but I appreciated their efforts.	I am in the 3rd year of the program and wasn't invited. I am glad for this. I had too much on my plate this year and didn't need the support. I knew if I needed help, I could get it from my mentor, school colleagues or program staff. 3	COVID, student attendance, new curriculum 1	Yes; Yes;	

54	4/30/21 16:22:46	<p>Partially. I felt like certain staff members supported me and I felt comfortable going to them for help/advice. However there were others that made me feel like I was an inconvenience to them, and at times I felt like administration had unrealistic expectations for me as a new teacher.</p>	<p>Normally I would attend more Mindset Mondays but this year I felt very overwhelmed and did not have any time to myself so I did not attend as many meetings.</p>	Yes	<p>I felt them to be fairly beneficial and organized. I find more one-on-one meetings to be more beneficial.</p>	2	<p>As a second year teacher I already feel the affects of "burn-out." Part of this were things out of my control and others were due to my lack of experience and constantly self-reflecting. There were times that I questioned my career choice, but I do truly love teaching and I cannot imagine doing anything else. I know that as a new teacher my emotions will fluctuate and the key is to constantly reflect and be flexible. I feel myself becoming a better teacher and I find that very rewarding. I know the kids enjoy my class and have fun with my projects which is also very fulfilling.</p>	Yes;	<p>As a special area teacher my experience is more individualized than maybe others. I often feel like I do not have enough contact with the other art teachers that can offer me the best advice and information. In the PD survey I expressed my interest in more special area focused PD and I still feel this way.</p>
55	5/2/21 7:52:09	<p>I teach math and science for second grade and felt that my coaching team did a great job helping us create the most effective lessons and classroom environment.</p>	<p>I felt that the district was very present in taking on necessary changes, but at times was not very clear on their expectations of teachers. Too many changes in direction.</p>	No	<p>The meetings I attended last year were very helpful as I learn to navigate a new school and learn the district policies.</p>	3	<p>Making sure that my lessons align with the standard, having to fill gaps that the provided resources did not cover.</p>	Yes;	<p>I've enjoyed getting to know my colleagues and the sense of team that we developed. Looking forward to working with him again next year.</p>
56	5/3/21 7:46:21	<p>Absolutely!!! Oslo Middle School has supported me from the first day of school. The staff and the administration have been helpful and assertive with methods to help me pass the test (FTCE) and encouraging with different strategies for professional development.</p>	<p>Yes! Although it was a little stressful studying to pass my tests to meet the deadlines of the district, Terri Beckham and colleagues within the district have been extremely supportive.</p>	Yes	<p>Yes. The meetings were very helpful as a new teacher learning different strategies in the classroom.</p>	5	<p>5 No barriers.</p>	Yes;	<p>Nope.</p>

61	5/8/21 7:52:56	Yes	Yes	Yes	5	5 Working on Beacon.	Yes. This was the best year for me. I had a wonderful group of kids.	Maybe;	No
62	5/9/21 19:28:54	support.	I am sure the district supports teachers. I can not think of a specific example where I felt grade chair were a great directly supported this school year.	No	2	Hindsight is 20/20. Now that the year is coming to an end I feel as though I have a lot more tools in my belt. The quantity, or lack there of of family support was very surprising.	Yes, I enjoyed being able to challenge myself to learn a new grade. Seeing students be able to take an active role in their learning and engage in meaningful, academic conversations.	Maybe;	No.
63	5/10/21 8:00:40	Yes. Mentor was always available for a question or to bounce ideas off of when needed.	Yes. Able to call for help and clarification on assignments.	Yes	3	2 Course work.	Yes. This is my 3rd year and I feel I have a much better system and understanding than previous years.	Yes;	
64	5/12/21 9:08:26	based on what I need.	I am not sure how to answer this question. Sometimes I think that the district does not always listen to the goes above and beyond for their teachers. I also feel that my mentor has taught me so much and tailors our meetings based on what I need.	Yes	4	4 COVID	I always enjoy teaching my students, however, there are many things that I was not able to do due to COVID	Yes;	No
65	5/12/21 9:14:03	more effective.	Yes. Between my mentor and reading coach, I was able to complete redo my centers to make them my centers and whole group areas.	Yes	3		I felt like time was a big barrier, however, I was able to renew my groups and center times 3 to help with this.	Yes;	No thanks

70	5/12/21 10:16:55 from admin.	<p>Overall, I felt supported. Coming into the school year in January as a brand new teacher without a degree in teaching brought on MANY challenges. I felt supported by my colleagues but felt I could have had more mentoring and support from admin.</p>	<p>Mostly, I never received information regarding the process to become certified nor do I know what the requirements of me to continue employment as a non-certified teacher. I would have liked to have an in-depth orientation about this.</p>	<p>Yes. I found them to be useful. I enjoyed speaking with other new teachers and hearing their experiences.</p>	<p>Classroom management, teaching both 6th and 7th grade, and establishing boundaries as a young teacher.</p>	<p>Yes. Overall, I liked my experience. I feel I would have had a better experience if I came in August and was teaching my subject area (Science), but I loved the kids and felt my work was rewarding. Maybe, I was definitely a difficult year with having to not only do assignments in class, but also put them online, as well as having large class sizes and dealing with students being absent due to quarantine.</p>	1	3	Very large classes	Yes;	Would have loved the opportunity for more trainings and mentorship opportunities.
71	5/12/21 10:17:30 ask for help.	<p>Yes, there are many avenues you can take to what can be improved on would be helpful.</p>	<p>The district was very present. I think having meetings after walk thoughts to discuss what is going well and what can be improved on would be helpful.</p>	<p>Because I had done the new teacher program in my last district, it was a lot of information that I had already learned. I did not attend the meeting this year because I did them all last year.</p>	<p>3 Very large classes</p>	<p>Yes;</p>	3	3	Very large classes	Yes;	
72	5/12/21 10:37:19 advantage of a lot.	<p>Yes, except not with discipline. The students were absolutely horrible and totally "rule" the school because there is such poor discipline. I also feel I was taken advantage of a lot.</p>	<p>No. The district clearly doesn't understand what it's like to teach. I'm willing to do a lot, but what they have us doing is often non-effective and even ridiculous at times. They clearly just care about the tests, and not the individual students or teachers. Also they need to help with discipline, as this is the WORST problem by far. To be clear, I didn't even know kids this bad even existed before coming to this school. We cannot tolerate this behavior. We have to have a ban on cell phones in school, for starters.</p>	<p>Yes, but I often had to just look at the powerpoint because I had tutoring or boot camps. But the powerpoints were good.</p>	<p>That there was horrible discipline and cell phone policies within the school.</p>	<p>No. I'm now scared away from High School as a whole because the kids were so terrible, and I got the "worst" classes.</p>	4	4	3 school.	Yes;	The other teachers were wonderful. I did find it unfair that I was doing everything asked of me throughout the whole year but I know other teachers didn't do a lot of it or have nearly as many meetings.
73	5/12/21 10:42:48 questions/ concerns.	<p>Yes- my administration and team were available to discuss any questions/ concerns.</p>	<p>Somewhat- I felt more supported by my school. The only thing the district did I felt was send out emails.</p>	<p>Yes- good information at each meeting</p>	<p>COVID- changing protocols and enforcing mask wearing (nothing the district could have done since everywhere is experiencing similar challenges)</p>	<p>Yes- although there were many challenges with COVID, I did enjoy my class and my school.</p>	4	4	2 challenges)	Yes;	No

79	5/13/21 7:38:30	<p>I have appropriate support from the administration and my colleagues with regard to school policies, procedures and expectations. Given that I have only one colleague that teaches the same course that I do and we work closely together on our lesson development, I feel that is the strongest part of the support I've had.</p>	<p>Given the nature of the way this year started, I believe it was a difficult task for everyone to adequately perform their required duties. To the extent that I needed help, I felt supported by district staff whenever I reached out to them, with the understanding that there might be delays in response due to the nature of the overall environment due to the pandemic.</p>	No	<p>I was not aware there were monthly meetings on campus for STAR</p>	3	<p>Lack of consistency with regard to student attendance and lack of support for getting those who were frequently absent to be in school. Block scheduling has resulted in a huge increase in knowledge loss/gaps when students miss a class or when we have long weekends and a class might not meet for 6 days. My highest achieving class was my 7th period which had the benefit of meeting every day.</p>	<p>difficult year for me personally outside of work. While I do not let my personal life intrude on my focus and effectiveness in the classroom, the working situation/conditions this year made it even more difficult both professionally and personally. At this point I am still unaware of what exactly I will be teaching next year under the umbrella of DIT due to uncertainty about what certifications will be supported by CAPE funding from the state. It is incredibly disappointing that a certification as useful as Microsoft Office Associate has been cut from the funding by the</p>	<p>course's standards are geared around technical education. I have found that there is very little leeway I have in modifying the curriculum for ESE or ESOL students as the certification testing is required to be done in English and the only standard modification allowed by the certification companies is extended time. I have found that students with any kind of significant language or learning barriers experience a high level of difficulty with absorbing the technical content to where they can perform the tasks required in the software applications/development environments that</p>
80	5/13/21 13:23:33	<p>Yes, I felt supported by my school. I am grateful to work at school where I can ask anyone a question and they will answer or find someone who can.</p>	<p>The district kept us up to date as best as they could and answered questions when asked. The PD was helpful during this time as our teaching evolved.</p>	Yes	<p>Yes, it was nice to be able to learn with fellow new teachers. This meeting broke down things we as new teachers hear in department or faculty meeting but may not fully understand.</p>	4	<p>My biggest barrier was teaching in a pandemic and vulnerability and curiosity, determination motivated me to be the best teacher.</p>	<p>I enjoyed teaching this year due to the students. This group of students challenged me to better as a teacher and mentor. Their curiosity, determination and vulnerability motivated me to be the best teacher.</p>	<p>Yes;</p>
81	5/14/21 7:46:05	<p>Yes, I have great admin, a great coach, and an amazing team.</p>	<p>Yes, not just academically, but with behavior support as well.</p>	No	<p>Yes, I just was not sure when they were or if I had to go.</p>	4	<p>Managing various learning levels especially with students returning to brick and mortar at random times throughout the year.</p>	<p>Yes, I learned a lot more about the subjects I taught, I learned more about behavior management as well.</p>	<p>Maybe;</p>
82	5/19/21 18:01:00	<p>Yes</p>	<p>Yes</p>	No	<p>Not sure</p>	4	<p>4 Mask</p>	<p>Yes</p>	<p>Maybe;</p>
83	5/19/21 18:06:13	<p>Yes, my coworkers feel like a second family.</p>	<p>Yes, I had every question answered through my entire certification process.</p>	Yes	<p>I feel they may have been more beneficial if we could have had that set time to meet with our mentors and discuss any needs.</p>	4	<p>Teaching with Covid 4 restrictions.</p>	<p>Yes, it was best to be in the school setting, working with students face-to-face.</p>	<p>Yes;</p>

Re: End of Year Survey and Mentor Logs

Beckham, Terri <Terri.Beckham@indianriverschools.org>

Mon 5/24/2021 9:04 AM

To: [REDACTED]@indianriverschools.org>

Good morning!

I did bump into [REDACTED] in the restroom this morning. She mentioned she has it ready to send my way. (I haven't seen it yet.)

I hope you have a great last week with the kiddos!

Terri Beckham

PD Specialist

Department of Educator Quality

772-564-3025 (office)

Follow me on Twitter @Terri_Beckham



“Let everything you do be done as if it makes a difference.” – William James

From: [REDACTED]@indianriverschools.org>

Sent: Monday, May 24, 2021 9:01 AM

To: Beckham, Terri <Terri.Beckham@indianriverschools.org>

Subject: Re: End of Year Survey and Mentor Logs

Hi [REDACTED] good morning!

I completed the survey and I believe [REDACTED] turned in our mentor logs. Just wanted to confirm 😊

Hope you are well,

[REDACTED]

From: Beckham, Terri <Terri.Beckham@indianriverschools.org>

Sent: Wednesday, May 19, 2021 6:00 PM

To: [REDACTED]@indianriverschools.org; [REDACTED]

[REDACTED]



Subject: Re: End of Year Survey and Mentor Logs

Good afternoon new teacher friends!

The end is in sight... We are almost there!!! You've got this!

This is a LAST CALL for submitting your feedback on our New Teacher End of Year Survey. Thus far, 81 of you have completed this task. Thank you!!!! For those that need a little more time, please have this important task completed by Tuesday of next week. [CLICK HERE](#) to take the short survey.

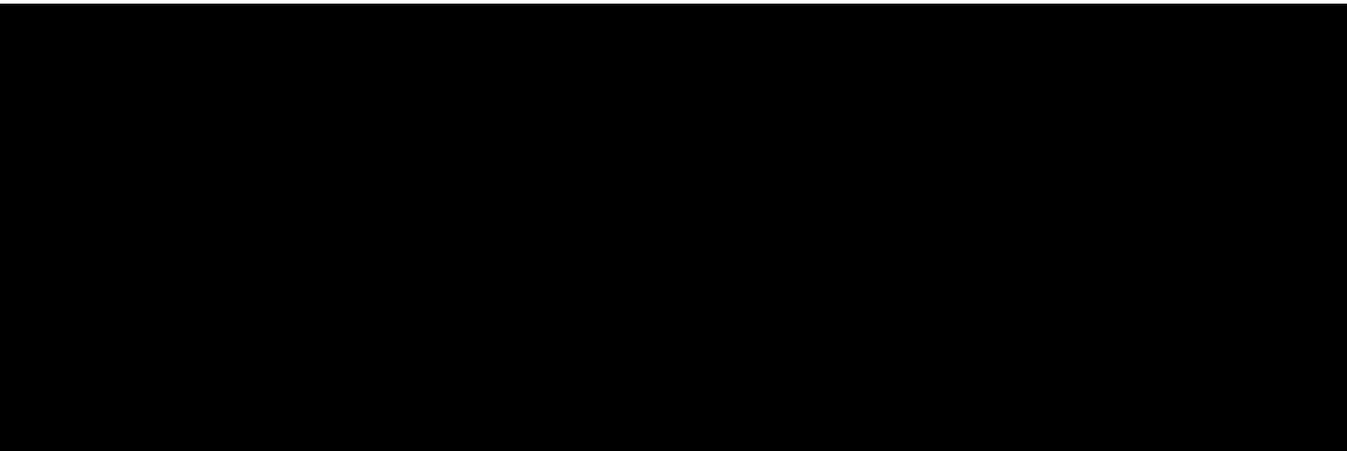
Also, Mentor Logs for the second semester (January 2021 - May 20201) are due this upcoming Tuesday. Please be sure to have the form filled out and submitted to Terri Beckham via email or inner-office mail. For those that have already submitted Mentor Logs - THANK YOU! They look GREAT!

Should you have any questions or need additional support as we close out the year, please reach out to me. I am always happy to support you in any way I can!

Have a great night!

From: Beckham, Terri <Terri.Beacham@indianriverschools.org>

Sent: Wednesday, May 12, 2021 9:07 AM





Cc: Lord, Colleen <Colleen.Lord@indianriverschools.org>; Cummings, Anitra <Anitra.Cummings@indianriverschools.org>
Subject: Re: End of Year Survey and Mentor Logs

Good morning colleagues!

This is just a friendly reminder that in about 10 days your completed Mentor Logs are due to Terri Beckham. Also, please be sure to complete the end of year survey by [CLICKING HERE](#).

If you are enrolled in the Alternative Certification Program (ACP), please be sure your Mentor Log is emailed to Terri Beckham *and* uploaded into your shared OneDrive folder.

Should you have any questions, please reach out. We are always happy to help in any way we can!

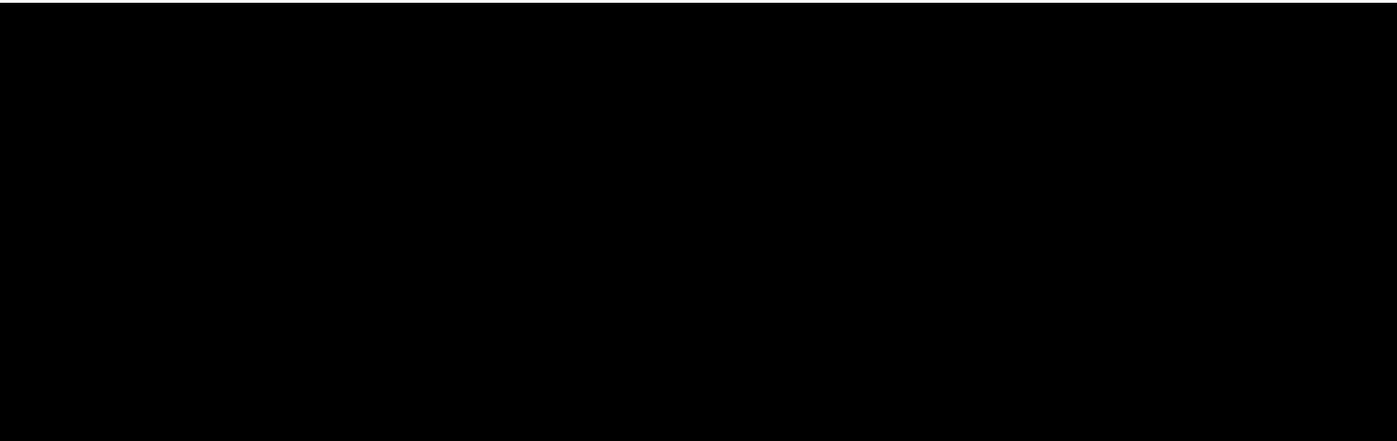
The Department of Educator Quality



“Let everything you do be done as if it makes a difference.” – William James

From: Beckham, Terri

Sent: Friday, April 23, 2021 7:00 PM



Cc: Lord, Colleen <Colleen.Lord@indianriverschools.org>; Cummings, Anitra <Anitra.Cummings@indianriverschools.org>
Subject: End of Year Survey and Mentor Logs

Good evening.

We hope you had an amazing week with your students and fellow colleagues. Time is flying by, as we are about a month away from the end of the school year. How did that happen?

This has been a challenging year, no doubt, yet you have prevailed! We, in the Department of Educator Quality, want to sincerely thank you for your work with our students. Teaching not always easy, but it is rewarding!

Please take a few moments to provide us feedback on your teaching experience this school year. We read each submission as your voice is VERY IMPORTANT to us! Thank you, in advance, for taking the time to attend to this important task.

<https://forms.office.com/Pages/ResponsePage.aspx?id=ax2isW7tbUiLCDMODbOOaIFeIPIZbLdPvd2CRZC-DKhUNkpLRIAzOFgwR1BIWU9OOEhVNUQ5U0hBRy4u>



Fill | 2020-2021 New Teacher Year End Survey

Please take a few moments to provide us feedback.

forms.office.com

□

In addition, please be reminded that your second semester Mentor Log will be due to

Re: Mentor End of Year Survey

Beckham, Terri <Terri.Beckham@indianriverschools.org>

Thu 5/20/2021 6:19 AM

To: [REDACTED]@indianriverschools.org>

Thank you so much for doing the survey. I think the video turned out great! Did you get a chance to watch it?

Get [Outlook for iOS](#)

From: [REDACTED]@indianriverschools.org>

Sent: Wednesday, May 19, 2021 6:39:42 PM

To: Beckham, Terri <Terri.Beckham@indianriverschools.org>

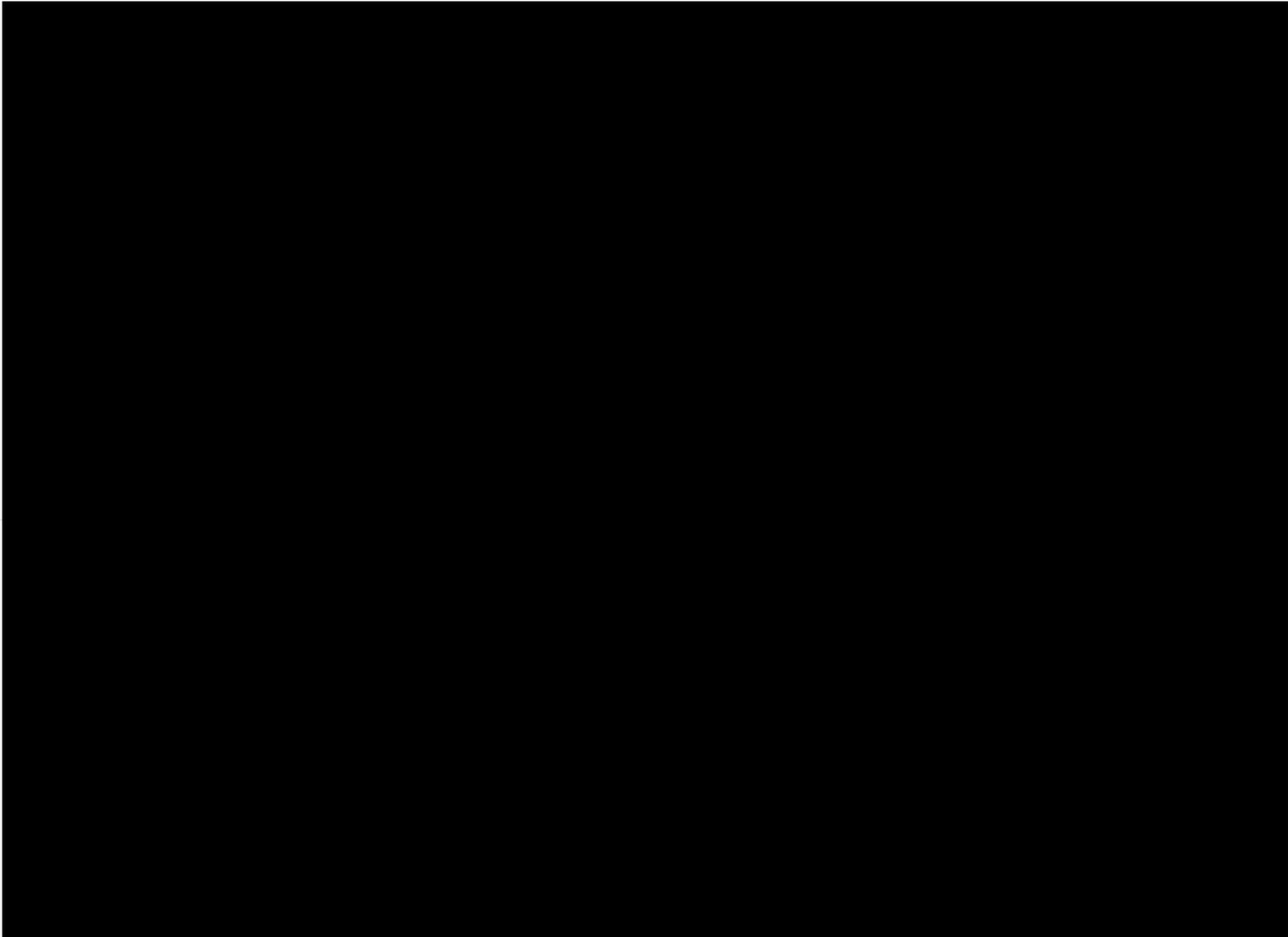
Subject: Re: Mentor End of Year Survey

Mine is all done! Also- thanks for the video! Do you think it turned out ok?

Get [Outlook for iOS](#)

From: Beckham, Terri <Terri.Beckham@indianriverschools.org>

Sent: Wednesday, May 19, 2021 5:50:05 PM

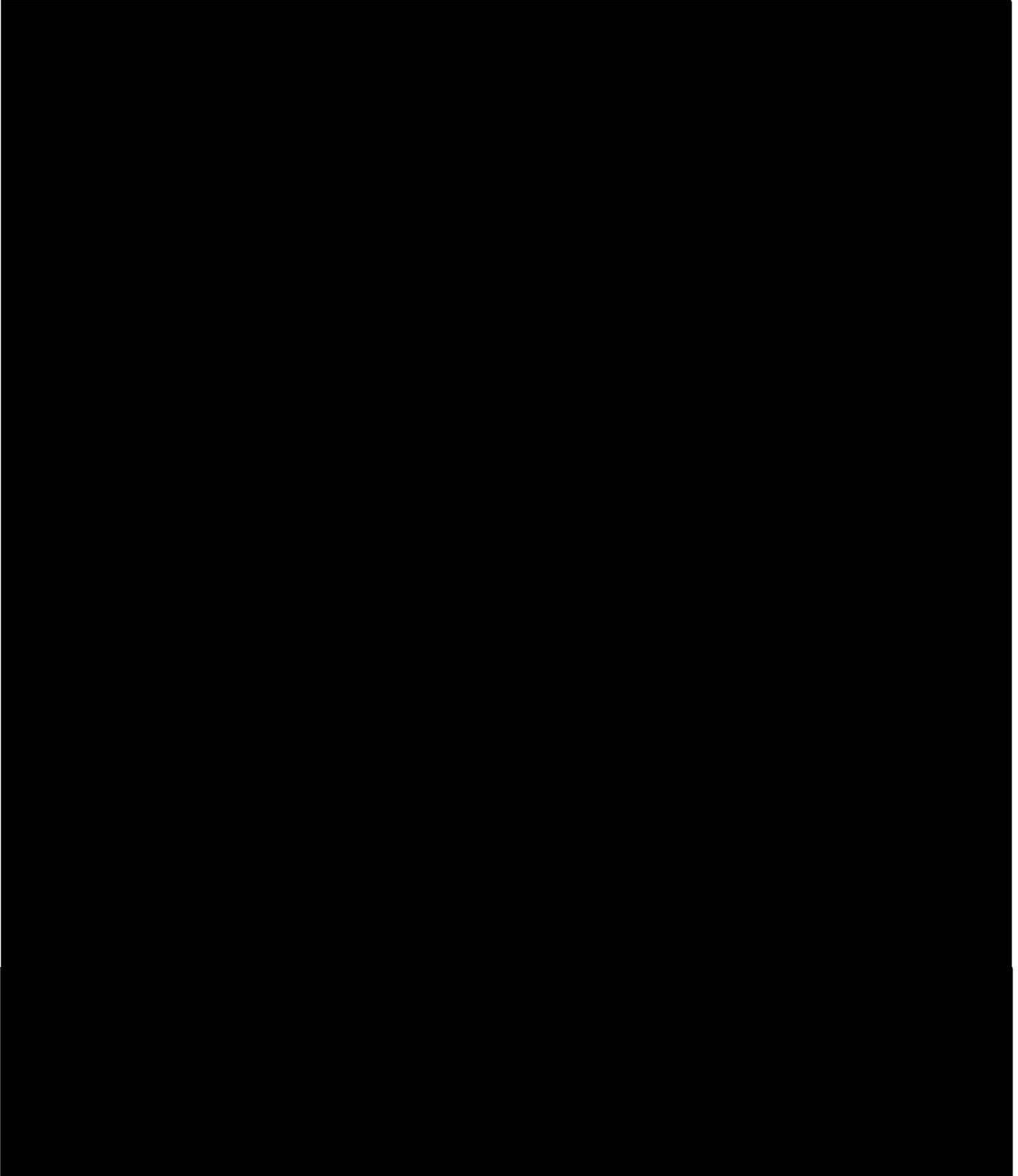


[CLICK HERE TO TAKE THE SURVEY](#)

Again, thank you for your selfless acts during a really challenging year. You are rockstars!!!

From: Beckham, Terri <Terri.Beacham@indianriverschools.org>

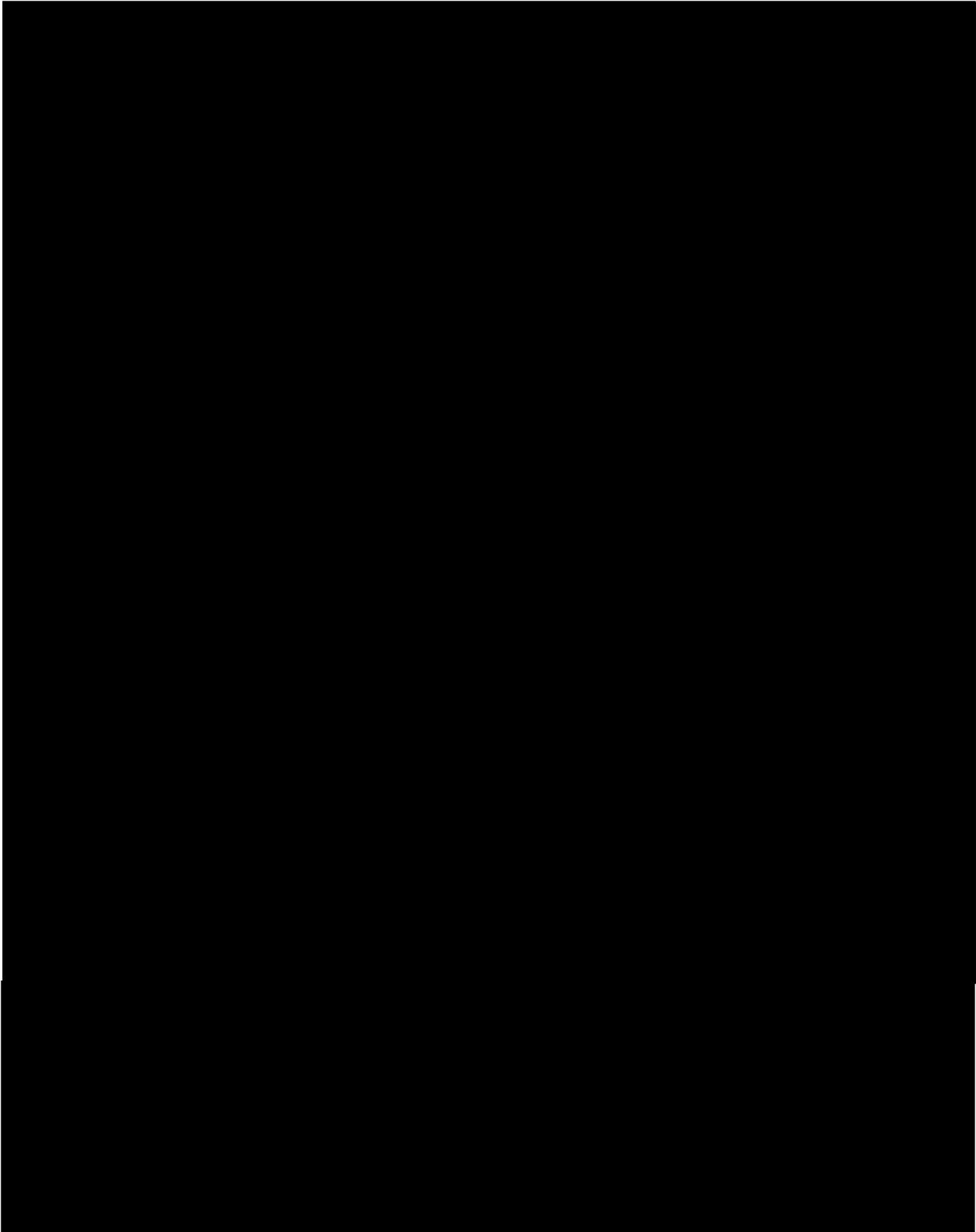
Sent: Friday, April 30, 2021 12:06 PM



“Let everything you do be done as if it makes a difference.” – William James

From: Beckham, Terri

Sent: Friday, April 23, 2021 6:40 PM



Please answer the handful of questions below, so we can better serve you in the future.

forms.office.com

In addition, new teachers will also receive an end of year survey and a reminder about turning in their Mentoring Log by Tuesday, May 25th. Feel free to gently remind your new teacher(s) to complete these critical tasks.

Should you have any questions, please reach out. It is our goal to support you as you support our newest professionals.

The Department of Educator Quality



“Let everything you do be done as if it makes a difference.” – William James

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message. The School Board of Indian River County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5517.01: Bullying and Harassment for additional information.



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 5/24/2021

Office/Department(s): Office of Curriculum and Instruction
Department of Educator Quality

Report generated by: Colleen H. Lord, Ed.D., Director of Educator Quality
Terri Beckham, PD Specialist

Action Step (please include the description provided in the District Progress Update Joint Plan): Joint Plan Section II – Mentoring of New Teachers and Instructional Staff

- Electronically send a survey to all African American teachers participating in the STARR program to gather feedback on teacher needs and experiences.
- For surveys not returned electronically, enlist mentors of new, African American teachers in individually asking survey questions to their mentees during mentorship meetings to gather feedback.

Explanation of Evidence:

Documentation for the Mentoring of New Teachers and Instructional Staff includes an Excel spreadsheet with the fourth quarter New Teacher Needs Assessment Survey for our African American teachers. Of the 33 African American new teachers, 19 responded to the survey within the designated time frame for a participation rate of 58%. Of the 78 non-African American teachers, 59 teachers within the designated time frame for a total of 76% participation rate. In addition, the original and follow up emails that was distributed to all African American teachers asking them to complete the fourth quarter New Teacher Needs Assessment Survey is included in this documentation. Finally, for those teachers that did not submit their needs assessment survey by the deadline, an email went out to both the new teacher and his/her mentor to answer the questions listed within the email. They were directed to add this information to their mentor logs. Finally, included in this documentation is the 20-21 New Teacher End of Year Survey that went out to all new teachers, regardless of race.

Results of Action Taken:

Mentors have been provided a copy of their specific mentee's survey results as to tailor individual support for his/her teacher(s). This level of support based on identified needs will allow teachers to move forward with learning best teaching practices. The STARR Program coordinator, Terri Beckham, reiterated to mentors in an email that district level support is available to them as they support their mentee(s).

Reflection/Next Steps: This survey is an effective way to stay connected to the needs of our teachers. It provides mentors with tangible information on how to support their new colleagues. Mentees are pleased with the level of support they are receiving at the school level. The support is tailored to each African American teachers' needs, and time is not wasted on content that is not pertinent to the new teacher. We will continue this practice each quarter of the school year. Mentors will be afforded an opportunity to participate in professional learning centered around how to best support and nurture their mentee.

ID	Start time	School	Subject/Grade Level	Do you have a school-based mentor? If so, please submit his/her name here.	Think about the area of growth you identified for the 3rd nine weeks. How have you grown in this area?	What area of growth will you focus on during the fourth quarter? Please describe the need in detail. You may choose to continue with the same area from last quarter.	What type of professional development/support would be beneficial to you right now?
1	3/12/21 8:26:06	Treasure Coast Technical College	Dual Enrollment/Adult Education	Latonya Ross	Yes, I have grown in the area from the 3rd quarter.	I'm not sure what area of growth that I will focus on during the 4th quarter.	Professional Developments geared towards dual enrollment students and how to handle attendance issues, etc. She has already given me the support I need with this challenge
2	3/12/21 8:32:10	Vero Beach High School	11th and 12th	John Martin	N/A	Finishing the year strong	None at the moment
3	3/12/21 9:03:00	Sebastian Elementary School	2nd grade traditional	Sharon Klein	I think I have grown in my ability to give a formative assessment and then differentiate my small groups! That was a big goal for my and our transitions move a lot quicker! Time management- Yes I have conquered my issue with not completing school	I would like to focus on making my planning more purposeful. I would also like to work on the structure of my reading block. I think that my activities could use a little more differentiation as well.	I feel that the ability level of my students is different from what I'm used to. I have a hard time differentiating for my students who are more than two levels behind. I want to be able to give them activities that they can do at their level without sacrificing too much rigor. Formative assessments and differentiation make my reading block flow better?
4	3/12/21 8:27:09	Pelican Island	Pre-K	no	Learning how to meet individual needs of my students are important.	Meeting needs of all students in different ways	We meet often none needed.
5	3/13/21 8:36:44	VBE	2nd grade	Keeley	I have grown a great deal. The support has been awesome!!!	Growth is needed in supporting the gen ed teacher who do not want support.	I have great support from my mentor and he is available when I have questions and just when I need an ear to listen.
6	3/16/21 8:06:55	Oslo Middle School	ESE Support Facilitator	Dr. Williams	I have grown in this area.	Becoming a lot more flexible in times of uncertainty or behavior issues.	I can not think of any at this time.
7	3/16/21 15:04:00	Beachland Elementary	Music K-5	Dianna O Conner	I have grown in this area.	Becoming a lot more flexible in times of uncertainty or behavior issues.	Continue to provide ideas and feedback.

13	Alternative Center for Education	3/19/21 8:24:00	6-12	Kathleen Wilson	Yes	Student Enrichment Ideas	End of year wrap up and procedures	Non at this time	Continued development in Reading, Writing and ELA differentiation Strategies	It would be helpful for my mentor to continue available for my needs as they arise.
14	Sebastian Elementary	3/19/21 8:38:33	1	Yes	The growth i notice in myself is having a rapport with all my students. This important because I have learned so much from them and they have learned a great deal from me.	Student Enrichment Ideas/ Student FA	None	ESE	Continued Tier 3 student monitoring	
15	Vero Beach High School/ Freshman Learning Center	3/19/21 6:41:22	Algebra 1 / 9th	Yes, Mr. Vaughn	I want to grow more in understanding the standards and how they flow from one to the other.	Providing more for my ESOL students.	Professional development on ESOL students and resources to assist them.	Mr. Vaughn helps me all around so just to keep doing what he has been.		
16	Treasure coast Elementary	3/19/21 9:28:57	Physical Education	Coyle	In the fourth quarter I will be focusing on getting the students to have more time to talk and make sure they are involved and keep them engaged in the lessons.	I have not had any current challenges.	My professional development has been great Mrs. Coyle has been very supportive.	My school based mentor reaches out to me and makes sure I am supported. She is awesome!		
17	7 th grade Math	3/19/21 9:35:32	OMS	Brandi Byrd	Solving word problems by analyzing key words in each question.	I will continue with the same area during the last quarter.	Class management	She has done a lot for me. I always get her support when I need her.		
18	Kindergarten	3/19/21 13:53:41	SES	Sharon Klein	Yes	Obtaining necessary material and test to complete my science 5-9 area certification.	Behavior problem	Planning for centers		
19	ACE	3/19/21 13:57:02	Math/Science 6-12	Annamarie White	I better understand the Marzano Evaluation platform.	Student attendance	Access to better study material for Middle Grade Science SAE Test.	Non at this moment, but she is always available when I need help.		

Re: Fourth Quarter New Teacher Needs Assessment Survey

Beckham, Terri <Terri.Beckham@indianriverschools.org>

Fri 3/19/2021 11:19 AM

To: [REDACTED]@indianriverschools.org>

Gotcha!

Terri Beckham
PD Specialist
Department of Educator Quality
772-564-3025 (office)
Follow me on Twitter @Terri_Beckham



"Let everything you do be done as if it makes a difference." – William James

From: [REDACTED]@indianriverschools.org>

Sent: Friday, March 19, 2021 10:25 AM

To: Beckham, Terri <Terri.Beckham@indianriverschools.org>

Subject: Re: Fourth Quarter New Teacher Needs Assessment Survey

Not yet! I'm going to have a friend help me during spring break!

Get Outlook for iOS

From: Beckham, Terri <Terri.Beckham@indianriverschools.org>

Sent: Friday, March 19, 2021 10:22:01 AM

To: [REDACTED]@indianriverschools.org>

Subject: Re: Fourth Quarter New Teacher Needs Assessment Survey

Yes maam! Got it! Thank you.

Did you apply for your professional yet?

Terri Beckham
PD Specialist
Department of Educator Quality
772-564-3025 (office)
Follow me on Twitter @Terri_Beckham

Terri Beckham
PD Specialist
Department of Educator Quality
772-564-3025 (office)
Follow me on Twitter @Terri_Beckham



"Let everything you do be done as if it makes a difference." – William James

From: Beckham, Terri

Sent: Friday, March 12, 2021 8:20 AM

To: Myhre, Richard <Richard.Myhre@indianriverschools.org>; Lord, Colleen

<Colleen.Lord@indianriverschools.org>

Subject: Fourth Quarter New Teacher Needs Assessment Survey

Good morning and happy Friday!

We are in the "home stretch" of the school year - the 4th quarter. This has been a year like none other, and you are preserving! You should feel proud of the work you have accomplished thus far! Keep up the energy to finish STRONG!

It's time for our last temperature check of the year. Please take a few minutes to take the Fourth Quarter New Teacher Needs Assessment Survey. These results will be shared with your mentor as to provide you tailored support as you continue to develop your craft as an effective educator. The survey closes on Friday, March 19th at 5pm, so please make every effort to complete the survey before then.

[CLICK HERE TO TAKE THE SURVEY](#)

We are here to support you, so please reach out should you have any questions or needs. We are here for YOU! Enjoy your upcoming Spring Break!



"Let everything you do be done as if it makes a difference." – William James

From: [REDACTED]@indianriverschools.org>

Sent: Friday, March 19, 2021 8:56 AM

To: Beckham, Terri <Terri.Beckham@indianriverschools.org>

Subject: Re: Fourth Quarter New Teacher Needs Assessment Survey

I'm Pretty sure that I did mine! Is there anyway to confirm?



2nd Grade Teacher
Sebastian Elementary School

From: Beckham, Terri <Terri.Beckham@indianriverschools.org>

Sent: Thursday, March 18, 2021 10:30 PM

To: Myhre, Richard <Richard.Myhre@indianriverschools.org>; Lord, Colleen

<Colleen.Lord@indianriverschools.org>

Subject: Re: Fourth Quarter New Teacher Needs Assessment Survey

Good morning!

Spring Break is just hours away! We want to wish you a relaxing Spring Break. Please take time to enjoy your family and friends during this well-deserved break!

Before you leave today, please please please take a moment to complete the New Teacher Needs Assessment Survey. [CLICK HERE TO TAKE THE SURVEY](#) Please note the survey closes **today at 5pm**.

Thus far only 38 of almost 120 of you have completed this survey. If you are one of the 38 teachers, THANK YOU! It's not too late! Please complete this task before leaving today.

The Department of Educator Quality is here to support you. Please reach out should you have questions or need anything. :)



The Department of Educator Quality



"Let everything you do be done as if it makes a difference." – William James

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message. The School Board of Indian River County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5517.01: Bullying and Harassment for additional information.

From: Beckham, Terri <Terri.Beckham@indianriverschools.org>
Sent: Friday, March 26, 2021 12:59 AM
To
Subject: New Teacher 4th Quarter Needs Assessment Survey

PD Specialist
Department of Educator Quality
772-564-3025 (office)
Follow me on Twitter @Terri_Beckham

Hello school-based mentor,

You are receiving this email because your mentee(s) did not yet complete the quarterly (and final) Needs Assessment Survey for the 20-21 school year. At this time, the survey has closed.

The next time you meet with your mentee, would you please ask him/her the following questions? Answers should be documented on his/her New Teacher Mentor Log.

- Think about the area of growth you identified for the 3rd nine weeks. How have you grown in this area?
- What area of growth will you focus on during the fourth quarter? Please describe the need in detail. You may choose to continue with the same area from last quarter.
- What are some challenges, if any, are you facing in the classroom?
- What type of professional development/support would be beneficial to you right now?
- What support would be helpful from your school-based mentor?

Thank you for working with your developing teacher. The time you spend guiding him/her/them is invaluable. The work you do in this capacity is a large part of the STARR New Teacher Program.

Should you have questions or concerns, please reach out. It is truly my pleasure to support you as you support your new teacher(s).

Terri Beckham



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 5/24/2021

Office/Department(s): Office of Curriculum and Instruction
Department of Educator Quality

Report generated by: Colleen H. Lord, Ed.D., Director of Educator Quality
Terri Beckham, PD Specialist

Action Step (please include the description provided in the District Progress Update Joint Plan): Joint Plan Section II – Mentoring of New Teachers and Instructional Staff

- Conduct classroom observations and provide feedback to new African American teachers. Provide professional development for new teachers based on identified needs observed in the classroom visits.

Explanation of Evidence: Documentation for the Mentoring of New Teachers and Instructional Staff includes varying degrees of instructional coaching for four different K-12 African American teachers. The documentation includes, but is not limited to, calendar invites, Teams invitations, YouTube links/snippets, and/or email correspondence.

Results of Action Taken: Teacher #1 is a new teacher who is having difficulty with classroom management. She has two mentors (one at her school and another content person at another elementary school). For several months, Terri Beckham has been going into the classroom, video taping lessons, and helping the teacher to reflect on the recorded lessons. On-the-spot PD is provided to this teacher as well as available resources for her to pursue. Teacher #2 is a new teacher enrolled in our Alternative Certification Program. She is also having challenges with classroom management. Her mentor and I have been teaming together to support her with classroom management. We have created a plan for her to work on from the end of the year and through the summer. For teacher #3, we have been working on instructional strategies. I work with her at least weekly to talk about pedagogy and answer any questions she has regarding her most recent work. Her professional development mainly focused around ESOL Methods of Teaching as she has a few students who are ESOL. Finally, Teacher #4 is a veteran teacher who moved from out of state, so she is currently working on earning her Florida credentials. Her professional development has focused on instructional strategies and earning her Florida licensure.

Reflection/Next Steps: The Department of Educator Quality is committed to work with identified teachers in order to provide support that will bolster student achievement. District specialists work in collaboration with the school mentors to ensure seamless supports of new teachers.



[Redacted Name] ☆
[Redacted Email]@indianriverschools.org

Schedule meeting Add calendar

Results

29 [Redacted] - Observe for [Redacted]
Tue 3:00 PM - 3:40 PM [Calendar](#)

January 2021

5 [Redacted] - BES
Tue 12:50 PM - 1:20 PM [Calendar](#)

6 [Redacted]
Wed 4:00 PM - 4:30 PM [Calendar](#)

8 [Redacted]
Fri 4:00 PM - 4:30 PM [Calendar](#)

February 2021

19 [Redacted] check in
Fri 4:00 PM - 4:15 PM [Calendar](#)

23 [Redacted] at BES (Tentative)
Tue 12:15 PM - 12:45 PM [Calendar](#)

March 2021

5 [Redacted] - Review Lesson
Fri 4:00 PM - 4:30 PM [Calendar](#)

April 2021

5 [redacted] - First Grade BES

Mon 12:15 PM - 12:45 PM

Calendar

15 [redacted] Video Review

Thu 4:15 PM - 4:45 PM

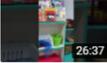
Calendar

May 2021

20 [redacted] - BES

Thu 1:00 PM - 1:30 PM

Calendar

<input type="checkbox"/>	 16:19	[redacted] Kindergarten Add description	 Private	Made for kids	Feb 23, 2021 Uploaded	2
<input type="checkbox"/>	 26:37	[redacted] 1st Grade April 5th Add description	 Unlisted	Made for kids	Apr 5, 2021 Uploaded	7
<input type="checkbox"/>	 16:08	[redacted] May 20, 2021 Part 1 Add description	 Unlisted	Made for kids	May 20, 2021 Uploaded	0
<input type="checkbox"/>	 6:34	[redacted] May20, 2021 part 2 Add description	 Unlisted	Made for kids	May 20, 2021 Uploaded	0

March 2021

30  [redacted] ACP Meeting

Tue 3:30 PM - 3:45 PM

[Calendar](#)

April 2021

13 [redacted] - visit

Tue 11:15 AM - 11:45 AM

SGMS

[Calendar](#)

coming in tomorrow



Beckham, Terri
Thu 4/8/2021 12:16 PM
To: [redacted]

Looking forward to it!

Terri Beckham
PD Specialist
Department of Educator Quality
772-564-3025 (office)
Follow me on Twitter @Terri_Beckham

“Let everything you do be done as if it makes a difference.” – William James



SC

[redacted]
Thu 4/8/2021 11:08 AM



To:

- Beckham, Terri

Thank you!! I'll see you Tuesday 😊

[REDACTED]
[REDACTED]

Storm Grove Middle School
(772)564-6434



Beckham, Terri
Wed 4/7/2021 8:56 AM
To:

- Stephens, Courtney

Absolutely. I am flexible. Whatever works best for you. I will send you a new calendar invite.

Terri Beckham
PD Specialist
Department of Educator Quality
772-564-3025 (office)
Follow me on Twitter @Terri_Beckham

“Let everything you do be done as if it makes a difference.” – William James



[REDACTED]

[REDACTED]
Wed 4/7/2021 8:52 AM
To:

- Beckham, Terri

Good morning Ms. Terri, I'm so excited to have you come! But I'm actually going to be reviewing today for a quiz. Could we reschedule our observation for next week? So, you can see an actual lesson, instead of just our review?

[REDACTED]

[REDACTED]
Storm Grove Middle School

(772)564-[REDACTED]



Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message. The School Board of Indian River County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5517.01: Bullying and Harassment for additional information.

Beckham, Terri
Tue 4/6/2021 6:28 PM

Hello!!!!

Just a friendly reminder that I will be in your classroom from 11:15-11:45 tomorrow. :) I can't wait!

Terri Beckham
PD Specialist
Department of Educator Quality
772-564-3025 (office)
Follow me on Twitter @Terri_Beckham

“Let everything you do be done as if it makes a difference.” – William James

Re: today's visit

Beckham, Terri
Wed 4/28/2021 11:54 AM
To: [REDACTED]

Wonderful! Please let me know if there is anything you need from me. 😊

From: [REDACTED]@indianriverschools.org>
Sent: Wednesday, April 28, 2021 7:36 AM
To: Beckham, Terri <Terri.Beckham@indianriverschools.org>
Subject: Re: today's visit

I will actually be visiting her class today and tomorrow to observe, and then we are going to talk about what we've seen afterward!

From: Beckham, Terri <Terri.Beckham@indianriverschools.org>
Sent: Tuesday, April 27, 2021 8:52 PM
To: [REDACTED]@indianriverschools.org>
Subject: Re: today's visit

Good evening [REDACTED].

Just wanted to follow up with you on [REDACTED]. Have you guys had the chance to meet?

Terri Beckham
PD Specialist
Department of Educator Quality
772-564-3025 (office)
Follow me on Twitter @Terri_Beckham

“Let everything you do be done as if it makes a difference.” – William James

From: Beckham, Terri <Terri.Beckham@indianriverschools.org>
Sent: Wednesday, April 14, 2021 8:32 AM
To: [REDACTED]@indianriverschools.org>
Subject: Re: today's visit

That sounds great! I have some ideas in mind that maybe we could brainstorm a little bit before hand.

Get [Outlook for iOS](#)

From: [REDACTED]@indianriverschools.org>
Sent: Wednesday, April 14, 2021 7:55:15 AM
To: Beckham, Terri <Terri.Beckham@indianriverschools.org>
Subject: Re: today's visit

Thank you for the feedback on [REDACTED]. I'll try to go in to observe perhaps on Friday or next week. I just need to get the coverage for my own classes. It sounds like classroom management needs some tweaks.

From: Beckham, Terri <Terri.Beacham@indianriverschools.org>
Sent: Tuesday, April 13, 2021 5:28 PM
To: [REDACTED]@indianriverschools.org>
Cc: [REDACTED]@indianriverschools.org>
Subject: today's visit

Good afternoon [REDACTED]!

Thanks again for having me in your room this afternoon. I am hoping we can find time to chat about today.

Noticings: At 11:25 students came into the room and visited/chatted with friends. Teacher took away one cell phone. One boy was playing with his empty baseball shaped container. Teacher explained that all students were going to be part of the Writing Boot Camp in preparation for FSA. Teacher asked students if they needed a sheet of paper to raise their hands. One student passed out paper and teacher passed out paper - 11:27-11:29. Teacher asked [REDACTED] to take his shades and backpack off. Majority of students needed pencil/pen to do the assignment. One student offered her pencils at 11:30. Boy in the red shirt with the bottle shaped like a bat kept playing with it; teacher took it away; he complied. Teacher stated, "Girls, if I call your name, you are not paying attention." At 11:32 she asked seven students to share out their answers. Two students shared ways to plan effectively. 11:42 teacher started World Cultures class. Teacher reviewed Essential Question - What makes culture unique? and Learning Goal - comparing different groups in Rome. Eight students were out of seats asking teacher as they needed paper, notebook, or folders. 11:45 Chapter 12 lesson 1 - Seven facts on slide and teacher asked what is the main idea of all the facts. (City of Rome). 4/23 students were not writing the notes as directed. Teacher went over to encourage two of them to write their notes. 11:51 continue on slide 1 - teacher asked question and about five hands raised in the air to answer. Teacher mentioned that for those who are laying down on their desks, she was going to call home. 11:54 Slide 2 Roman Families - Teacher encouraged the red shirt boy. [REDACTED] got up and started talking to two boys by the window. 12:00 - slide 3 - Roman Women and Slaves. One boy tried to be inappropriate about women meeting men's needs, and teacher redirected him to read the second bullet point of the slide. Teacher brought in real world and current examples of women advising men. 12:06 - wrote a pass - teacher asked students to be quiet three times. Teacher asked [REDACTED] to go back to her desk. 12:09 Roman Religion and Philosophy - Teacher mentioned. "I can't wait to

“speak to your mom.” regarding a male student. 12:10 teacher wrote a pass to the bathroom. 12:12 Teacher passed out paper worksheet and told them they can stretch and take a brain break. 12:13 - Asked students to start WAR - Asked students to go to p. 341 in their books. Two kids in the back of the room were comparing Pokemon cards. 12:16 Teacher put on music and asked them to work independently. Kids from both rooms were banging on the wall in-between classes. Teacher called next door. Teacher said, “Quiet time or I will be writing your name down.” Some students used EarPods and personal devices to listen to music - Boy in red shirt used his device and started to read his book. 12:22 - 4/23 students not reading or writing. 12:24 Teacher shushed students and wrote a bathroom pass. 12:25 13/23 student were not reading or writing. A coin flew across the room and Pokemon cards came back out. One student had a race car from his backpack on his desk.

Wonderings: Would the boy in the red shirt benefit from guided notes or a graphic organizer? What are your classroom expectations? Are they posted? What are the rewards or consequences for following or not following the rules? What do you do when students don't meet your expectations? How did you decide where students were sitting in your classroom? Is there a more efficient way to manage classroom materials?

Terri Beckham
PD Specialist
Department of Educator Quality
772-564-3025 (office)
Follow me on Twitter @Terri_Beckham

“Let everything you do be done as if it makes a difference.” – William James

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message. The School Board of Indian River County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5517.01: Bullying and Harassment for additional information.

Mon 5/3/2021 8:55 AM

To: Terri Beckham

Hi,

I went into [REDACTED] room during her 5th period on Friday. Here are my minute-by-minute observations:

12:19: Music with lyrics on (later learned this was reward for something). 3 students dancing. Told to sit down by [REDACTED]. Students keep requesting songs.

12:20: Students working on WOW of Topic #1 of Ancient India. 1 student is sitting in teacher's chair. Told to get out by [REDACTED]. 4 students on task.

12:21: Students are various tasks for the lesson. 1 student asks for help. [REDACTED] goes to that student. Some students are wandering to find partners.

12:22: 1 student told to go back to seat. 1 student on the floor. Told to get up by [REDACTED]. [REDACTED] is still helping same student mentioned at 12:21. 1 student gets a yard stick from behind the teacher's desk. Goes to seat with it.

12:23: [REDACTED] helps 2 students with WOW. Redirects some off-task student who was on their phone to google something on the assignment. 1 student touching another's head. Told to stop by [REDACTED]. Yard Stick Student brandishes yard stick over his head and says "it's a samurai sword!". Told by [REDACTED] to put it back.

12:24: 1 student asks to use the restroom and is given a pass by [REDACTED]. [REDACTED] is hopping from student to student giving help on assignment.

12:25: [REDACTED] goes to a student and asks what they are working on. 2 pairs of students are talking (not about the assignment). [REDACTED] shushes them. [REDACTED] goes to another student to redirect.

12:26: Yard Stick Student is back in teacher's chair, not doing the assignment. Another student's hand is up to ask for help.

12:27: [REDACTED] goes to student who has their hand up and answers a question. Goes to another student who has their hand up. Yard Stick Student is still in teacher chair. [REDACTED] asks Yard Stick student "Are you ok?". Lets him stay in the chair.

12:28: [REDACTED] sharpens pencil for Yard Stick Student.

12:29: [REDACTED] says she will call Yard Stick's parents and he is sent back to his real seat.

12:30: 2 students have their hands raised, waiting for [REDACTED] to help them. 1 student has a sticky note on her forehead and is wandering around.

12:31: Sticky Note student tells [REDACTED] she is being bullied by another teacher. [REDACTED] says they can talk about it later. Sticky Note student still tells [REDACTED] about it anyway.

12:32: 1 student has reached the WIO section of the assignment and says he needs a partner. [REDACTED] says he can do it by himself.

12:33: Teacher's cell phone rings and a student picks up her phone. [REDACTED] tells the student to put it down. Another student is now in the teacher's chair. [REDACTED] asks if he's done with the assignment and asks to see his work. Student is somewhat confused, but gets out of chair.

12:34: 1 student asks about grade on a quiz, doesn't get an answer, so he says, "[REDACTED], [REDACTED], [REDACTED]" over and over.

12:35: ■ works with 2 students on the WOW portion. Students are still on various parts of the lesson.

12:36: Yard Stick student takes sticky notes off teacher's desk. Stops to arm wrestle another student who is sitting by the teacher desk. Then does it again with a second student. Gives sticky notes to ■ who asked for them at one point. Asks Yard Stick about his point sheet and he says he doesn't do it anymore. Then turns to other students and has a conversation with them about why he doesn't have a point sheet anymore before heading off to the bathroom with his sticky note pass.

12:37: ■ tells student to take his hoodie off his head. He says he's cold, but takes it down. ■ goes to help a student. Another student dances close to ■ while waiting for her to help him. 4 students are off-task and attempting to have a conversation in Spanish. ■ asks another student who is off-task what is going on. He says he's on the WOW section.

12:38: Sticky Note student goes behind teacher desk to drink something. ■ tells her to sit down. 1 student asks if he has to do the Rallycoach WIO with a partner, and ■ says no.

12:39: Yard Stick student comes back from the bathroom. ■ is working with various students.

12:40: Yard Stick student goes to teacher desk again and talks to student who sits by the desk. Asks ■ for water. ■ says she doesn't have water.

12:41: ■ is helping a student with a map question.

12:42: ■ asks student about vocabulary homework

This was an observation I did on Friday. I wanted to do it Wednesday, but ■ was testing them so I wouldn't have seen much. I am going in again today for her 4th period. She says that 5th is her worst class and 4th is her best. I am concerned about the lack of structure leading to so many off-task behaviors. This lesson should have been broken down into "timed" sections with more direct/guided teaching. Instead, the whole lesson was given as seat work with the teacher moving around the room. We'll see how the same lesson goes today with 4th period. Our focus for discussion definitely needs to be classroom management, especially establishing routines and discipline follow-through. I didn't see any consequences for the off-task behaviors, except for the threat of a phone call home. I did like how she consistently moved from student to student, but if she wasn't working directly with a student then little work was actually being done by the students. We'll see how 4th period goes today, and I'll get a more complete picture.

2nd Observation of [REDACTED]

Beckham, Terri
Tue 5/4/2021 10:44 AM

[REDACTED]

Agreed! I would love to see her practice some of these skills (teaching and reinforcing classroom expectations) before the year ends. This way, when the new school year starts, she'll be stronger than ever. Just let me know what you need from me for next steps. :)

Terri Beckham
PD Specialist
Department of Educator Quality
772-564-3025 (office)
Follow me on Twitter @Terri_Beckham

“Let everything you do be done as if it makes a difference.” – William James

[REDACTED]

Tue 5/4/2021 10:22 AM

Beckham, Terri

We can definitely ask admin. I've been keeping them in the loop about my observations. We can go over parts of the book when we meet, and I think we also need to remember to keep doing that at the beginning of next year because that's when the Wong stuff is most important, laying down that groundwork and policies.

[REDACTED]

Beckham, Terri
Tue 5/4/2021 9:57 AM

To: [REDACTED]
[REDACTED],

Thank you for sharing this data and your thoughts/suggestions for next steps. I agree. Would it be possible to have you guys take a portion of the book during the times you meet? I ask this because she has so much on her plate that I don't want to overwhelm her. This way she will be able to actually dig into parts of the book. I'm glad she has a copy. I feel as though she needs to have some procedures in place that are non-negotiables. What do you think? Can we ask administration to have someone cover while she watches you review classroom expectations?

Again, thank you, [REDACTED]!

Terri Beckham
PD Specialist
Department of Educator Quality
772-564-3025 (office)
Follow me on Twitter @Terri_Beckham

“Let everything you do be done as if it makes a difference.” – William James

Re: Today's Visit

[REDACTED]@indianriverschools.org>

Fri 4/16/2021 2:58 PM

To: Beckham, Terri <Terri.Beckham@indianriverschools.org>

Not really, I fell asleep a few hours before it was time to get up.

From: Beckham, Terri <Terri.Beckham@indianriverschools.org>

Sent: Friday, April 16, 2021 2:01 PM

To: [REDACTED]@indianriverschools.org>

Subject: Re: Today's Visit

Thank you so much for your response. That helps clarify a lot. :) Did you even get to sleep last night?

Terri Beckham

PD Specialist

Department of Educator Quality

772-564-3025 (office)

Follow me on Twitter @Terri_Beckham



“Let everything you do be done as if it makes a difference.” – William James

From: [REDACTED]@indianriverschools.org>

Sent: Friday, April 16, 2021 12:38 AM

To: Beckham, Terri <Terri.Beckham@indianriverschools.org>

Subject: Re: Today's Visit

[REDACTED] receives academic services through ESE use to be in my homeroom. He was removed due to a safety issue. He has a history of falling asleep from previous grades. [REDACTED] and I have used multiple strategies to keep [REDACTED] awake and engaged. Most times he refuses even with rewards and incentives. We have learned that [REDACTED] stays up because he plays video games all night long. In fact he rather be at home playing video games instead of school. To encourage him to participate I would give him alternate task or a choice but he often refuses since he has been moved. Admin is aware so his mom and dad. His mom has informed us to stop calling. Currently [REDACTED] and I are collecting data for interventions. We are also following the behavior plan and safety plan available.

The text structure activity is based on data from their Unify scores. After looking at their scores I decided to review the text structure for preparation for FSA. The activity you saw with text structure has been taught in both classes. The class you monitored is a little behind. My homeroom has completed the activity. I-Ready presents it in pairs and with stories. After reviewing content students

are given a mystery text to present to the class as evidence as mastery. They are paired up to become text structure masters. While in their groups they identify signal words in the text. All text structures are given to them on graphic organizers and anchor charts for personal reference. After organizing the information into a thinking map and determine how the author organized the information, they write a short summary of their analysis. Their response answers the question: Which text structure did your mystery bag have? Which signal words did you use to identify the text? Use at least two details from the text to support you answer. Students are given an opportunity to teach the class their strategy as well. To assess mastery students are given an exit ticket, a text from the assessment bank in I-Ready and also they have been assigned an mastery task on I -Ready. If they are proficient with these 3 task I count it towards mastery on their scales.

At the end of the activity they create the own anchor charts and thinking maps to show me, as a review, everything they know about the standard and text structure.

Sent from my Metro By T-Mobile 4G LTE Android Device
Get [Outlook for Android](#)

From: Beckham, Terri <Terri.Beacham@indianriverschools.org>
Sent: Thursday, April 15, 2021 10:16:28 PM
To: [REDACTED]@indianriverschools.org>
Cc: [REDACTED]@indianriverschools.org>
Subject: Today's Visit

Good evening [REDACTED],

It was WONDERFUL seeing you today. I hope we can connect soon to talk about your evaluation and how things went. Let's find a time to connect. :)

Noticings: Teacher was teaching cause and effect. Teacher said the cause is the "why" and did the hand/body motion to match. Effect (event/what happened) with the hand motioned was also reiterated. Teacher asked - May I have your attention please? Teacher was teaching at the document camera and students were at their desks. Teacher circulated and asked what is text structure? She called on a few students and wasn't getting the answer she was looking for. Teacher then asked students to move a bit to ask someone who did know (had their hands raised). One boy on the side of the room was lethargic. Teacher asked that if he was going to doodle to do so with a purpose. Teacher asked students to repeat the definition of text structure and lock in their brains. Teacher CHAMPed out expectations for her "solo" - talking about text structure. Students created response cards on their desks. Students wrote down each text structure and key words associated with the structure. She focused on problem/solution and chronological order. Students were asked to move to the front or back of the room to show they know the application of text structure (problem/solution and chronological). Students were asked to circle all signal words while she read the paragraph aloud. All but two students moved

to the front of the room. Teacher was keeping track of who moved on the clipboard. Students heard another small passage read aloud to them. They circled key words and moved to the back of the room. Teacher asked if they understood the two different text structures. One boy in the black shirt was sleeping at 12:27. Teacher walked over to walk/talk to him at 12:29. Teacher had students underline the problem in the second passage in their iReady books. Teacher circulated and asked students to find a partner of choice. She gave them 10 second to find a partner. There was a squabble between one girl and two boys. Teacher reiterated that words hurt. The girl was visibly upset. [REDACTED] [REDACTED] came into support the girl.

Wonderings: I would love to learn more about our tired boy. How did you decide to put these two text structures together in this lesson? Are you doing something similar to this every day prior to testing? Have you considered using a graphic organizer for each of the text structures you are reviewing? What evidence of learning were students expected to do at the end to show mastery?

Terri Beckham
PD Specialist
Department of Educator Quality
772-564-3025 (office)
Follow me on Twitter @Terri_Beckham



“Let everything you do be done as if it makes a difference.” – William James

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message. The School Board of Indian River County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5517.01: Bullying and Harassment for additional information.

Re: Today's Visit

Beckham, Terri <Terri.Beckham@indianriverschools.org>

Wed 3/31/2021 9:29 PM

To: [REDACTED]@indianriverschools.org; [REDACTED]@indianriverschools.org>

You are a rock star!!!! Thank you for bringing me up to speed. :)

I would love to meet with you! I am slammed tomorrow, but even though we are off Friday, I am happy to chat for a bit. :) Just let me know!

Terri Beckham

PD Specialist

Department of Educator Quality

772-564-3025 (office)

Follow me on Twitter @Terri_Beckham



“Let everything you do be done as if it makes a difference.” – William James

From: [REDACTED]@indianriverschools.org>

Sent: Wednesday, March 31, 2021 2:15 PM

To: Beckham, Terri <Terri.Beckham@indianriverschools.org>; [REDACTED]
<[REDACTED]@indianriverschools.org>

Subject: Re: Today's Visit

It was a pleasure seeing you. Thank you for your support today. The students did truly value your input.

A Think-Pair-Share activity to summarize would be a great activity to summarize the articles. I will incorporate that strategy. I do feel as though students need more support with this task. Recall key details from the text, main idea and summarizing are some of the areas the students scored low on the Unify Assessments. I am pulling them in small groups.

[REDACTED] is one of my autistic students that receives ESE support. He is a fluent reader and excels with comprehension questions. However, he is often unorganized and off task. He has a point sheet to remind him to stay on task and complete assignments. At the end of the day he receives a reward or activity of his choice if he gains a minimum of 20 points for each task of the day. Also to help stay on task he is a helper. He helps struggling readers become more fluent and understanding the meaning of prefixes, suffixes and root words. As far as [REDACTED], he is in speech. He recently has exited out of RTI and ESE support.

I have a variety of strategies to call on students. There are days I use popsicle sticks. I also have a bingo roller with their number inside so that I may select students randomly. They love that one. On strategies days, everyone gets called on each on by rows. Or I will use a jar or easter eggs with a task or question that they have to address to with the entire class.

I would like to speak with you before Friday. I have an Evaluation coming up. I pre-conference next week and the Formal is on the 14th. Currently in 4th grade we are reviewing standards and hitting the standards that we struggled with as a class. I would love an opportunity to show what I plan to use for instruction that week and receive your valued input. Thank you again for the visit. I look forward to seeing you again.

From: Beckham, Terri <Terri.Beacham@indianriverschools.org>
Sent: Wednesday, March 31, 2021 12:20 PM
To: [REDACTED]@indianriverschools.org>
Cc: [REDACTED]@indianriverschools.org>
Subject: Today's Visit

[REDACTED],
Thank you for the warm smile this morning! I was so glad to see you. I hope your visit with family went well.

Noticings:

Teacher CHAMPed out expectations. Teacher had two students be the timers - 10 am for snacks and 10:50 end of class. Teacher had one student pass out their articles on pigs. Teacher reviewed KWL chart from first article. The teacher said the "what" section from the KWL chart can help write the introduction. The "what I learned" section can help write the body paragraphs.(evidence). Students were told they can get their snacks out. Teacher got a student to pass out snacks for those that did not have them. Teacher used signal to get classes' attention. Students ate while they worked. Teacher posed question - How are pigs useful to farmers? She was getting them to understand that pigs are a resource. Teacher had students answer the first question with her. She modeled how to dissect the question. She underlined least important and summary. Teacher encouraged students to be FSA champions. For the second question, she asked students to underline important parts of question 2. She walked around the classroom and had a student modeling on the document camera. Teacher asked student on projector to explain which ones she'd get rid of and why. Teacher would not let students off the hook for justifying answers. Students could agree or disagree with other students' answers. Students voted A-D – and asked to prove it.

Wondering: Have you considered having [REDACTED] students turn and talks to summarize the first [REDACTED] I would love to learn more about [REDACTED]. How do you choose to call on students? Is [REDACTED] in speech? Do you feel as though [REDACTED] the students needed more or less support on [REDACTED] sk?

Thanks for a great visit. Please let me know if you need anything. I will be back next Friday. :) j

Happy Easter!

Terri Beckham
PD Specialist
Department of Educator Quality
772-564-3025 (office)
Follow me on Twitter @Terri_Beckham



“Let everything you do be done as if it makes a difference.” – William James

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message. The School Board of Indian River County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5517.01: Bullying and Harassment for additional information.

February 2021

3



Wed 3:45 PM - 4:15 PM

Calendar





April 30, 2021
video

Unlisted

Made for kids

Apr 30, 2021
Uploaded

4

Reflection from PMR Video Submission

<https://youtube.com/shorts/luhqMukUXAg?feature=share>

<https://www.youtube.com/watch?v=e7bglLYF9cQ>

1. After watching your video, what do you think you did well during the lesson? Explain why you think this aspect of the lesson went well.

After watching my video, I think the things I did well was me trying to engage all students in the class, and I also did a good job of checking in which each student, switching languages when necessary. The thing I did well was asking elaboration questions during the discussion. I think this aspect was done well because the elaboration enabled students to add more detail to their responses, which sometimes sparked more conversation among the students.

2. After watching the video, what do you wish you could change? How would you go about making that change?

After watching the video, what I wish I could change was getting those reluctant students to be more active participants in their learning. I could improve this by trying to work with them one-on-one more during the lesson rather than rely on them taking the initiative as a senior who wants to graduate. I need to use more encouragers to help motivate them as well. It seemed like I gave up on them in retrospect.

3. What are your next steps after teaching this lesson?

The next “steps” after teaching this lesson is to have students do a more thorough analysis of the text in answering critical thinking questions that force them to use higher order taxonomy. They will answer FIVE questions from the Analyzing the text section to demonstrate understanding of not just the text but also the standards for the lesson.

***Today's Standard: LAFS.1112.RL.1.3: Analyze the impact of author's choice of how to relate elements of a story.**

***Today's LG: Use critical thinking skills to analyze the short story**

Noticings: Teacher had students reread the story for the first 20 minutes of class. Teacher reviewed the learning goal and then asked questions to the group. Students responded randomly. Teacher reviewed the different types of irony. Teacher reviewed some of the characters in the story and whether they were the protagonist or antagonist. Teacher continued to ask questions and random students responded. Teacher asked if the class agrees or disagrees. Teacher probed students to read lines 27-32 and asked a question. Teacher circulated around the room. Teacher encouraged students to not answer the questions right now (later assignment) but to be in the discussion instead. Teacher circulated. Teacher asked them to read another cluster of lines. Teacher referred to point of view and irony again in the story. Teacher responded to a student at the door twice. Teacher asked why authors do a time jump and asked students why author's do this. One student responded. Lines 102-116 – What does this reveal about the main character? Teacher gave students positive body language when students were answering questions about the main character? Teacher asked if the character was cowardly or brave. Students needed to vote on the character's actions. Teacher asked students to answer five questions in Canvas for the rest of the class period.

Wonderings: Do students have the same questions in front of them? (visual learners) I wonder if setting up the room in a circle would facilitate all students participating in the lesson/discussion? Have you ever used Fishbowl? How do you typically call on students to respond to your questions? How do you know what your students know?



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 5/24/2021

Office/Department(s): Office of Curriculum and Instruction
Department of Educator Quality

Report generated by: Colleen H. Lord, Ed.D., Director of Educator Quality
Beth Hofer, Director of Recruitment and Retention
Terri Beckham, PD Specialist

Action Step (please include the description provided in the District Progress Update Joint Plan): Joint Plan Section II – Mentoring of New Teachers and Instructional Staff

- Publicize information regarding the STARR mentoring program to prospective teacher candidates at the SDIRC Virtual Career Fair conducted in collaboration with “Diversity in Education” and scheduled for April 2021.

Explanation of Evidence: Documentation for or the Mentoring of New Teachers and Instructional Staff includes a PowerPoint used for the April 8th SDIRC Job Fair as well as a STARR Program brochure outlining the support new teachers in Indian River County will receive once hired.

Results of Action Taken: On April 8th, Educator Quality teamed with Recruiting and Retention for the School District of Indian River County Job Fair. During our two one-hour presentation slots, teachers learned of the ample support they would receive should they choose to work in Indian River County. Our New Teacher Induction Program (STARR) and our State approved PDCP program for those going through alternative certification was also shared during this presentation. Teacher testimonials for both programs, STARR and PDCP, were shared via video. Time was given to answer any questions candidates had regarding new teacher support or how to obtain Florida certification through our approved PDCP program.

Reflection/Next Steps: Our next steps will be to continue to publicize the STARR and PDCP supports with teacher candidates and new hires.

THE SCHOOL
DISTRICT
OF INDIAN
RIVER
COUNTY

APRIL 8TH
JOB FAIR



○ WHY INDIAN RIVER?





- Regardless of experience, teachers are provided a mentor on campus
- PDC Representatives
- Math and Literacy Instructional Coaches
- District PD and Content Specialists

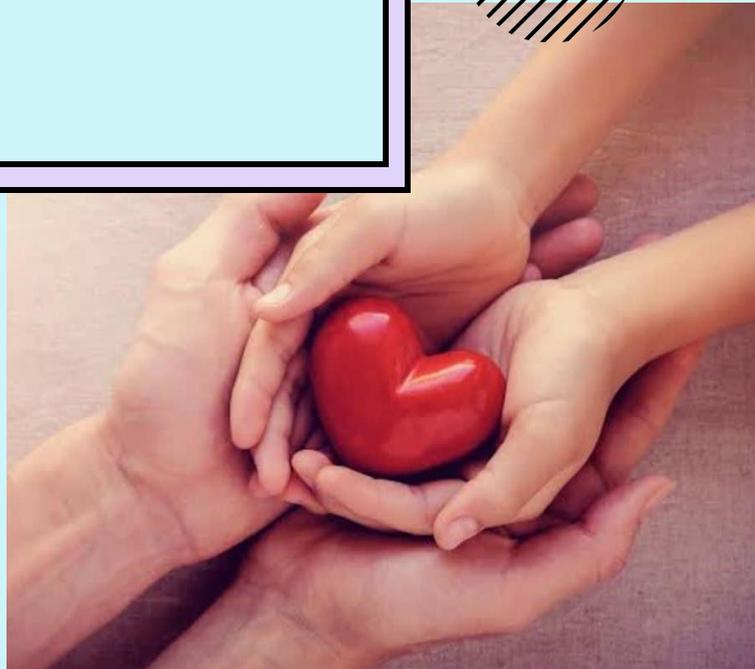


Content Area Specialists	Contact Information (Calls will be directed to our cell phones.)
Karin Hammler Elementary ELA	Karin.Hammler@indianriverschools.org 772-564-3120
Nichole Garrick Secondary ELA	Nichole.Garrick@indianriverschools.org 772-564-3102
Dana Rogers Secondary and Elementary Math	Dana.Rogers@indianriverschools.org 772-564-3052
Becky Teske Science and Social Studies	Becky.Teske@indianriverschools.org 772-564-3215
Patrick Hiser Secondary Science	Patrick.Hiser@indianriverschools.org 772-564-3012
April Perez STEAM and Elementary Math	April.Perez@indianriverschools.org 772-564-3002
Terri Beckham Professional Development and Cultural Arts/Electives	Terri.Beckham@indianriverschools.org 772-564-3025
Anitra Cummings Professional Development and Elementary Math	Anitra.Cummings@indianriverschools.org 772-564-3131



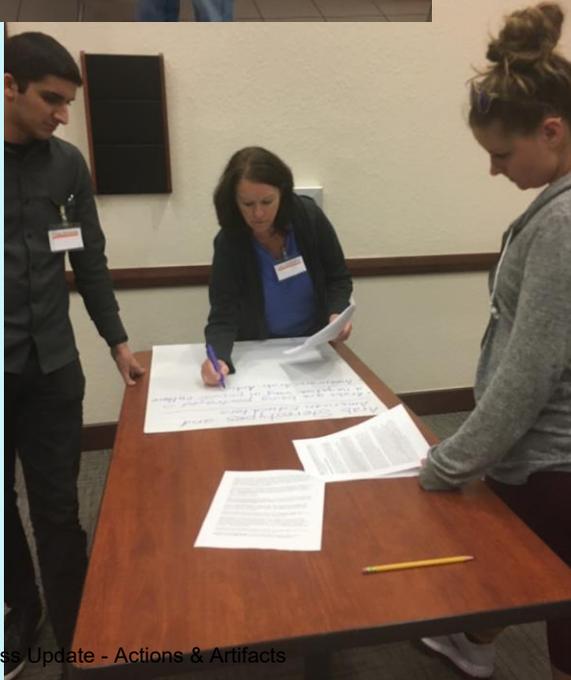
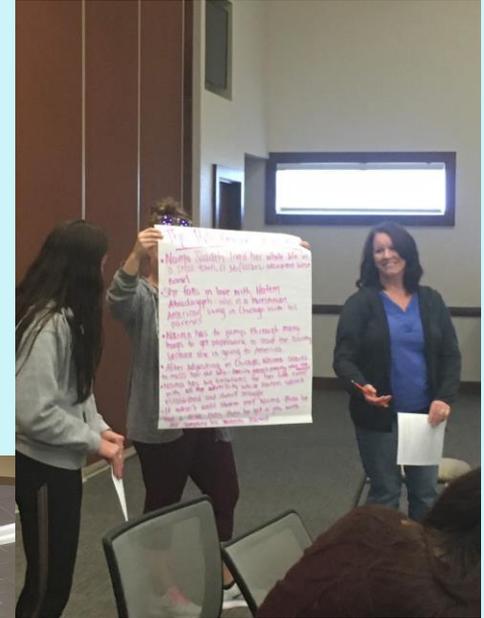
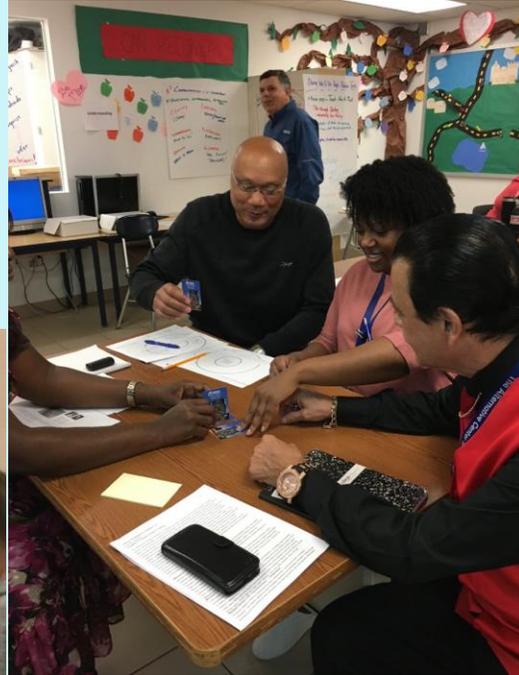
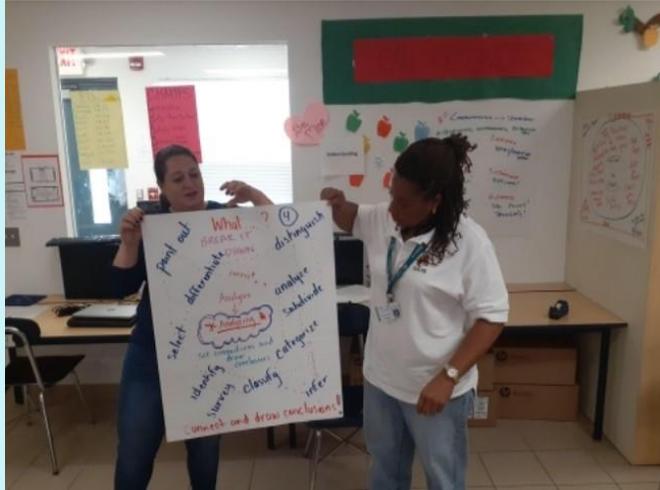


TYPES OF SUPPORT



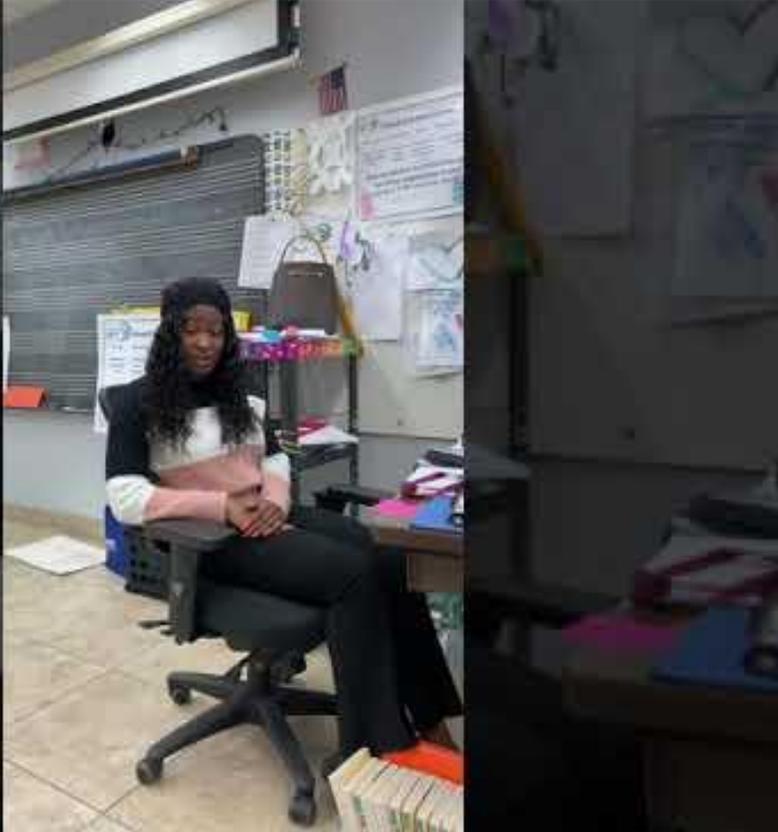
- STARR Program (first year teachers – monthly meetings)
- Classroom management/relationship building
- Lesson planning
- Grading
- Differentiation
- Engagement
- Emotional support

OPPORTUNITIES FOR CONTINUOUS GROWTH





New Teacher Testimonials



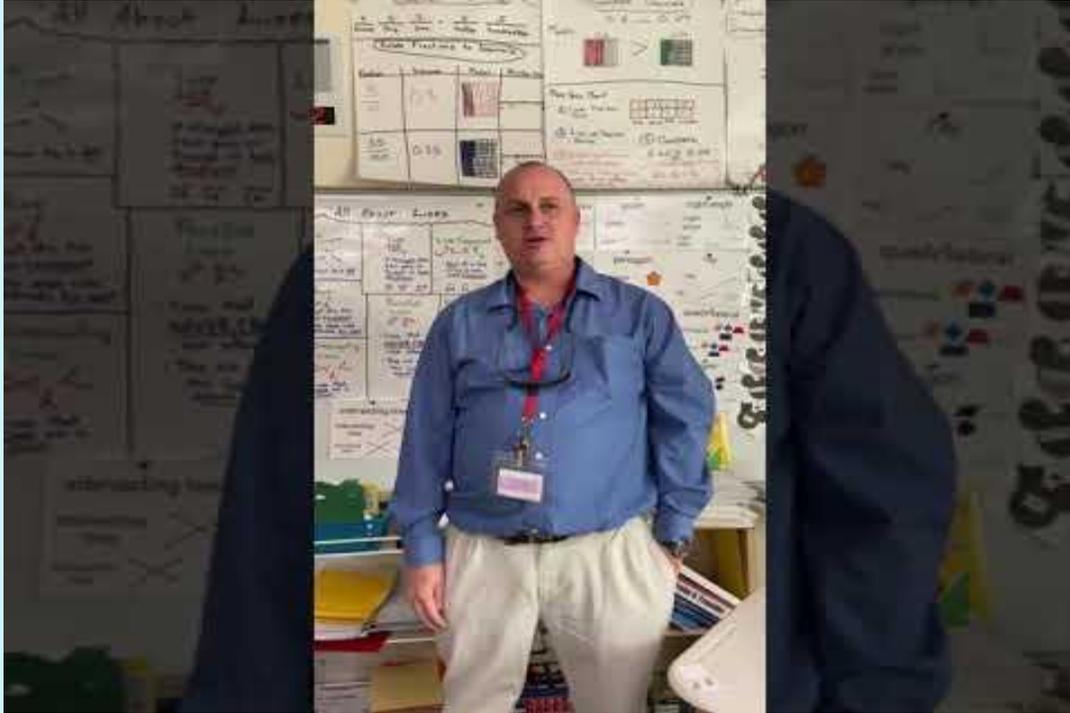
○ NOT FLORIDA CERTIFIED? NO PROBLEM!

- State approved Alternative Certification Program
 - Bachelors degree or higher
 - Employed by SDIRC
 - 3 years to complete requirements from the FLDOE
- \$1,100.00 SDIRC ACP Program (payroll deduction or 2 installments)
 - Coursework (except reading competencies 1 and 2)
 - Study test prep assistance
 - Ongoing support





ACP Testimonials



LEADERSHIP OPPORTUNITIES — STRONGER TOGETHER





VISION

To build a dynamic foundation for new teachers by developing relationships that foster collaboration, creativity, critical thinking, and confidence.

MISSION

To create an environment where new teachers feel supported and have access to high quality professional development and coaching, personalized to their individual needs in the classroom.



School District of Indian River County
Vero Beach, Florida 32967

Contact Us

Terri Beckham (772) 564-3025
Terri.Beacham@indianriverschools.org

Anitra Cummings (772) 564-3131
Anitra.Cummings@indianriverschools.org

STARR PROGRAM

NEW TEACHER SUPPORT MENTORING PROGRAM





ABOUT US

The School District of Indian River County serves about 18,000 students and employs about 1,200 teachers. The Curriculum and Instruction Team strives to provide a system of induction for new faculty members to effectively assimilate to the culture and community of their school environment and district while learning the district's policies and procedures. Teachers will be made aware of available resources and opportunities for personal and professional growth. New teachers will be provided with professional support and guidance that will enhance teaching performance, and ultimately have a positive impact on student achievement.

NEW TEACHER SUPPORT

Mentoring Pairing -

We have hundreds of dedicated teachers who are Clinical Educator trained and eager to assist their fellow teachers learn and grow. These mentors spend countless hours assisting new teachers navigate their new environments and professional expectations. All school-based mentoring is tailored to each individual teacher as they are surveyed quarterly by the PD Department.

Activities – New teachers will:

- Be assigned a highly trained school-based mentor.
- Receive monthly professional development on his/her campus

MINDSET MONDAY

All new teachers are encouraged to attend monthly professional development sessions at the District Office the second Monday of each month from 4-6 pm. Session topics are determined based on the needs of new teachers. These learning opportunities provide a time for collaboration with other teachers district wide.



Joint Plan Section III – Strategies for Recruitment of African American Teachers

Joint Plan Section III – Strategies for Recruitment of African American Teachers

Required Goal: The School District will utilize appropriate strategies in attempting to recruit and employ African American teachers and other instructional staff. *Joint Plan Section III Page 4*

Action Steps
<ul style="list-style-type: none"> Ensured involvement of African American staff members in contacts with career placements offices and/or HBCUs.¹ Continued to implement a recruiting program that advertises the supports and resources that are strengths of SDIRC. (WEpromise)² Utilized multiple methods of communication to establish and grow relationship between the District and Historically Black Colleges and Universities (HBCUs).¹ Held an SDIRC Virtual Career Fair in collaboration with “Diversity in Education”, and included invitations to HBCUs, in April 2021.³ Identified action steps and implementation timelines to address recruitment efforts for instructional vacancy needs. Conducted regular meeting(s) with the established Recruitment Focus Group of African American community members to identify and discuss recruitment strategies.³ Reviewed position vacancies to tailor identified strategies to instructional vacancy needs. Worked with IRCEA to facilitate employment of African American instructional staff.¹ Listed NAACP as a community partner on district website (continued listing).¹ Required school-based administration to interview, whenever possible, a diverse pool of applicants.¹ Initiated the distribution of an onboarding package to new employees that includes information about benefits, wellness center, District Strategic Plan, discounts from the community, recruiting partners, basic moving information, (e.g., utilities, cable, etc.), as well as SDIRC gear and wear.¹ Established the SDIRC teachIR Academy for the 2021-2022 school year and met with FFEA chapters at high schools.^{1,3} Established FFEA Scholarship program for 2021-2022 school year.³ Planned and held a local in-person SDIRC Recruiting Fair (location TBD) with sessions on certification, salary, benefits, Mentoring Program, New Teacher information etc.¹ Partnered with the Office of Strategic Planning & Support Services to implement an IR Recruitment Data Dashboard.
Staff Responsible
<p>S. Bass, Deputy Superintendent B. Hofer, Director of Recruitment, Retention, & Professional Practices</p>
Considerations for Monitoring Progress
<ul style="list-style-type: none"> How many contacts did the District make with HBCUs to further relationships with HBCUs? How many resulting contacts were made with prospective African American teacher candidates? What is the racial/ethnic composition of the District Recruitment Team? Was the SDIRC Virtual Career Fair held in collaboration with “Diversity in Education?” What information was gathered from the review of instructional vacancies by the Focus Group of African American community members? Has there been progress in the recruitment of African American teachers? Were diverse pools of applicants interviewed, whenever possible? Has the District implemented the distribution of an onboarding package to new hires?

Action steps also support the following recommendations made by the 2019 Equity Committee:

¹Submit documentation showing that strategies of Section III: A-L have been implemented. If strategy is not working, show what steps have been taken to improve or replace said strategy.

²District submits a step by step plan of how African American teachers and instructional staff are recruited.

³Partner with community organizations, fraternities and sororities, IRSC for recruitment.

Artifacts of Actions Taken: Listing of Career Fairs attended and contacts with HBCUs, roster of district representatives participating in contacts, action steps/timelines of recruitment efforts, information about the SDIRC Virtual Career Fair, meeting agenda(s) of the Focus Group of African American community members, contacts with IRCEA, webpage with NAACP listed as a community partner, vacancy report with race/ethnicity of applicants interviewed, examples of information included in onboarding package, information about the SDIRC teachIR Academy, materials from the local SDIRC Recruiting Fair, example of the PowerBI recruitment dashboard.

Progress Update

The Department of Recruitment, Retention, and Professional Practices continues to maintain and utilize a diverse recruitment team, with 60% of recruitment team members being African American. The African American Recruitment Focus Group held meetings in April and May to further identify and discuss strategies for the recruitment of African American teachers. During the 2020-2021 academic year, the SDIRC participated in 11 career fairs with HBCUs and other colleges or universities and has either participated or scheduled a total of 23 career fairs. On April 8, 2021, the SDIRC held a Virtual Career Fair in partnership with Diversity in Education. Over 150 candidates registered to speak with school representatives from the SDIRC. Eleven candidates were hired as a result of the career fair and five additional candidates were offered positions and declined the offers.

During the 2019-2020 academic year, 9% of the instructors in the SDIRC were African American. At the end of Quarter 4 of the 2020-2021 academic year, 11% of instructors were African American, showing that recruitment efforts have resulted in a greater representation of African American instructors in the SDIRC.

Racial/Ethnic Representation of the SDIRC Recruitment Team (%)					
2020-2021 Academic Year					
Retrieved 06/29/21, Source: Department of Recruitment, Retention, & Professional Practices					
African American	American Indian/ Alaskan Native	Asian	Hispanic	Other	White, Non-Hispanic
60%	0%	0%	6.7%	6.7%	26.7%

Data is representative of PK-12, non-charter schools in the SDIRC.

Representation of Certified Instructors by Race/Ethnicity (%) – Districtwide				
2020-2021 Academic Year				
Retrieved 06/01/21, Source: Focus School Software				
Race/Ethnicity	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)	Quarter 4 (20-21)
African American	11%	10%	11%	11%
White, Non-Hispanic	82%	82%	82%	82%

Data is representative of PK-12, non-charter schools in the SDIRC.

Joint Plan Section III – Strategies for Recruitment of African American Teachers

Artifacts





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 6/4/2021

Office/Department(s): Office of Human Capital and Operations

Report generated by: Beth Hofer, Director of Recruitment, Retention, and Professional Practices

Action Steps:

Joint Plan Section III – Strategies for Recruitment of African American Teachers

- Ensure involvement of African American staff members in contacts with career placements offices and/or HBCUs.¹
- Continue to implement a recruiting program that advertises the supports and resources that are strengths of SDIRC. (WEpromise)²
- Utilize multiple methods of communication to establish and grow relationship between the District and Historically Black Colleges and Universities (HBCUs).¹
Plan and hold an SDIRC Virtual Career Fair in collaboration with “Diversity in Education”, and include invitations to HBCUs, in April 2021.³
- Identify action steps and implementation timelines to address recruitment efforts for instructional vacancy needs.
- Conduct regular meeting(s) with the established Recruitment Focus Group of African American community members to identify and discuss recruitment strategies.³
- Review position vacancies to tailor identified strategies to instructional vacancy needs.
- Work with IRCEA to facilitate employment of African American instructional staff.¹
- Listing NAACP as a community partner on district website (continued listing).¹
- Require school-based administration to interview, whenever possible, a diverse pool of applicants.¹
- Initiate the distribution of an onboarding package to new employees that includes information about benefits, wellness center, District Strategic Plan, discounts from the community, recruiting partners, basic moving information, (e.g., utilities, cable, etc.), as well as SDIRC gear and wear.¹
- Establish the SDIRC teachIR Academy for the 2021-2022 school year and meet with FFEA chapters at high schools.^{1,3}
- Establish FFEA Scholarship program for 2021-2022 school year.³
- Plan and hold a local in-person SDIRC Recruiting Fair (location TBD) with sessions on certification, salary, benefits, Mentoring Program, New Teacher information etc.¹
- Partner with the Office of Strategic Planning & Support Services to implement an IR Recruitment Data Dashboard

Explanation of Evidence:

We PROMISE to listen, support, make inclusion and equity a priority, build future school leaders, and work STRONGER TOGETHER. The WE PROMISE Program is the foundation of supports provided to new and current employees. The SDIRC Recruitment Plan lists strategies for Recruitment to attract a high-quality workforce (page 3). The goal of 2020-2021 has been to implement all twelve strategies along with any other suggestions from the community (please see timeline provided). Agendas from the April and May meetings of the Recruitment Focus Group are attached. Position vacancies are posted in a timely fashion and all positions are marketed by the hiring school or department as well as the Human Resources Department. Please see job postings and vacancies report attached in Section III update. The 2020-2021 SDIRC Recruitment Team list has been provided as well as a list of Career Fairs participated in or scheduled. Career Fair discussions with candidates are tailored around available positions as well as projected open vacancies. IRCEA is a partner in recruiting. The Vice-President of IRCEA is a member of the SDIRC Recruitment Team and has already participated in several Virtual Fairs this year. SDIRC in collaboration with IRSC developed a teachIR Academy (flyer provided). The NAACP is listed as a community partner on the SDIRC website- www.indianriverschools.org.

Results of Action Taken:

This year we have had the opportunity to register for several virtual career fairs. Although there has been a learning curve of technology and access to candidates, SDIRC has participated in 11 (eleven) career fairs with HBCUs and other colleges or universities and has either participated or scheduled a total 23 (twenty-three) virtual fairs. The SDIRC Virtual Fair was very successful and provided SDIRC an opportunity to learn how to use technology to recruit from across the nation. Recruiting strategies are embedded into all actions of the SDIRC Recruitment Team and Department of Recruitment. As of June 7, 2021, 52% of all new hires are Black/African American. All school-based administrators have implemented the Culturally Responsive Interviewing questions along with the standardized SDIRC questions for this hiring season.

Reflection/Next Steps: Many of the recruitment strategies in the Recruitment Plan and suggestions from the community are ongoing throughout the school year. HR along with District Leadership reviews staffing needs based on certification renewals, shortages due to retirement and resignations, as well as potential non-renewals and will continue to participate in a variety of career fairs as well as host SDIRC fairs as well. Starting in August 2021, high school students will be able to follow a dual enrollment track resulting in an AA in Education which will be accompanied by a Conditional Letter of Employment. FFEA Scholarship will be rolling out in September of 2021 with an application process. We will continue to build our relationship with IRCEA as a recruiting partner into the 2021-2022 school year. We will also continue to build the relationship with the NAACP so that we can all be part of the change here in Indian River County.



School District of Indian River County

6500 57th Street • Vero Beach, Florida, 32967 • Telephone: 772-564-3000 • Fax: 772-564-3054

David K. Moore, Ed.D. - Superintendent

WEpr mise

WEpromise to listen

1. Check-ins with NEW instructional staff
2. Feedback from surveys to drive recruitment and retention strategies
3. Feedback from community FOCUS group

WEpromise to support

1. NEW TEACHER support from STARR program and ACP Program Coordinator
2. Quality Professional Development catered to individual needs and district and school initiatives
3. Mentoring Program and School-based tiered support from coaches and instructional leadership

Dr. Mara Schiff • Jacqueline Rosario • Dr. Peggy Jones • Teri L. Barenborg • Brian M. Barefoot
District 1 District 2 District 3 District 4 District 5

Transforming education to inspire & empower ALL students to maximize their full potential.
Equal Opportunity Educator and Employer

WEpromise to make inclusion and equity a priority

1. Cultural Competence and Trauma-Informed Care training
2. Hiring of African American and Hispanic instructional staff to match student population at each school (aspirational goal)
3. Multicultural Club and Activities
4. Unity through Equity training

WEpromise to build future school leaders

1. School-based instructional leadership professional development
2. District Leadership Program for aspiring coaches and administrators

WEpromise to work STRONGER TOGETHER

1. Collaboration amongst staff at each site
2. Collaboration between schools and district staff
3. Collaboration between district and community

We promise to provide you with the best customer service so that you can thrive in the classroom and be the role-model that every student deserves. We are dedicated to being here for you. So, do not hesitate to email or call with any questions. Here in Indian River County- we work STRONGER TOGETHER.

Beth Crisafulli, Director of Recruitment
School District of Indian River County
Beth.Crisafulli@indianriverschools.org 772-564-3148





SDIRC RECRUITMENT STRATEGIES TIMELINE



STRATEGY	MONTH	WHO?
Examine previous strategies to evaluate diversity, effectiveness, major source(s) of new hires.	JULY, AUGUST, SEPTEMBER	Director of Recruitment, Director of HR, and SDIRC Recruitment Team
Engage our community and advertise Recruitment Plan on district website.	Update as needed throughout the school year	Director of Recruitment
Use social media to promote and advertise job openings and programs.	Ongoing throughout year	Director of Recruitment
Use Microsoft Teams and Zoom for interviews and career fair	Ongoing throughout year	Director of Recruitment, Recruitment Team members, and school administrators
Examine staffing needs by identifying: 1. number of potential non-renewals 2. possible shortages due to retirement and resignations 3. teachers who must renew their certifications	March, April, May, June	School Administrators and Director of HR
Strive to fill all open teacher positions by July 15 th and post job vacancies by April 1st	March, April, May, June, July	Director of Recruitment, Director of HR, School Administrators
Communicate with any candidates who have received a "Letter of intent" Attend and host Career Fairs in Florida and other states to target candidates	Ongoing throughout the year	Director of Recruitment and Recruitment Team members
Update and review data of instructional staff by school and student data by race to ensure equity in hiring practices	Ongoing throughout the year	Director of Recruitment, Recruitment Team members, Director of HR, Deputy Superintendent



Our SDIRC Recruitment Team

The recruitment team will consist of individuals with different perspectives and expertise who have demonstrated a commitment to diversity. The participants should be familiar with the District's staffing needs, the qualifications needed and the selection of the ideal candidate. Principals can recommend staff members they would like to be part of the recruitment team. Proposed team members are below. Professional Development sessions will be conducted for all members on recruiting, interviewing, diversity, and professional practices.

Anitra Cummings	Letitia Whitfield-Hart	Cynthia Emerson
Chadwick Bacon	Stephen Adams	Takeisha Harris
Germaine Johnson	Jayde Norwood	Ataaba Patterson
Julie Kastensmidt	Marsha Roberts	Eddie Robinson
Ramon Echeverria	Terri Beckham	Christopher Cummings

AGENDA

Recruitment Focus Group

4/12/21 5:30-6:30pm

AGENDA

Recruiting Update (presentation)

Update on SDIRC Virtual Career Fair

Reflection on strategies presented at February meeting

Suggestions:

Strategically move instructional staff to schools where needed

Hold Principals and APs accountable to reach goals

Continue relationships with HBCUs

Continue training for culturally responsive interviewing

HR create list of staff by years experience to look at predictions for retirement

Questions/Suggestions/Concerns:

Equity Committee focus on 1994 Deseg Order for reports and strategies

Layout three-year plan goals: matching % of staff to student

20-40% of all new hires- African American

District growth projections

Updates

HOUSING- Recruit SDIRC- Facebook

Partners in Housing

Partners in Recruitment

Suggestions for community involvement

SDIRC Recruiting Team focus on TEACHER incentives (QR code book)

Next Meeting

Monday, May 10, 2021

AGENDA

Recruitment Focus Group

5/17/21 5:30-6:30pm

AGENDA

Recruitment and Retention Update

Update on strategies

Suggestions:

Strategically move instructional staff to schools where needed (not encouraged as it takes away choice)

Hold Principals and APs accountable to reach goals (all school administrators must follow hiring procedures and use Culturally Responsive Interviewing Questions)

Continue relationships with HBCUs (Continued connection through social media and Handshake)

HR list of staff to look at predictions for retirement

(teacher incentive to retire- 15% of salary – 30 yrs or age 62)

20-40% of all new hires- African American

HOUSING- Recruit SDIRC- Facebook

Partners in Recruitment- LIVE INDIAN RIVER COUNTY

SDIRC Recruiting Team focus on TEACHER incentives (QR code book)

Onboarding Box for new hires

Next Meeting

Monday, June 14, 2021



SDIRC CAREER FAIRS LOG



CAREER FAIR	DATE	TIME	Member #1	Member #2	Member #3
FAMU	1/27	10:00am	Beth Hofer	Jayde Norwood	Germaine Johnson
UGA	2/3	12:00	Beth Hofer	Terri Beckham	
DELAWARE STATE UNIVERSITY	2/16	1-4pm	Beth Hofer	Eric Seymour	
GRAMBLING STATE UNIVERSITY	2/16	12-6pm	Beth Hofer		
USC	2/9	3:00	Beth Hofer	Ramon Echeverria	
FIU	2/24	11:00	Beth Hofer		
HOWARD UNIVERSITY	2/25	1:00	Beth Hofer	Germaine Johnson	Ataaba Patterson
NC A&T STATE UNIVERSITY	3/9	12-3pm	Beth Hofer	Jayde Norwood	Ataaba Patterson
FAMU	3/17	10:00	Beth Hofer	Jayde Norwood	Ataaba Patterson
BETHUNE-COOKMAN	3/17	3-7pm	Beth Hofer	Chris Cummings	
Florida Fund for Minority	3/20	9-5	Beth Hofer	Cindy Emerson	
UAB	3/31	9:30-3:30pm	Beth Hofer	Germaine Johnson	Cindy Emerson
UCF	3/26	10-1pm	Beth Hofer	Terri Beckham	
Norfolk State University	3/31		Beth Hofer	Germaine Johnson	Cindy Emerson
SDIRC Virtual Career Fair (hosted by Diversity in Ed)	4/8	10-4pm	RECRUITMENT TEAM AND ALL SCHOOLS	ALL MEMBERS and ALL SCHOOLS and TRANSPORTATION	
Diversity in Education	4/14	12-5pm	Beth Hofer	Germaine Johnson	Cindy Emerson
Diversity in Education	6/5	11-3pm	Beth Crisafulli		
Florida Statewide Job Fair	6/10	9-4pm	Beth Crisafulli	TBD	TBD

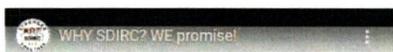


SDIRC CAREER FAIRS LOG



CAREER FAIR	DATE	TIME	Member #1	Member #2	Member #3
PACE UNIVERSITY-Job Fair for Recent Graduates	6/15/21	11-2pm	Beth Crisafulli	TBD	TBD
Georgia State University Virtual Alumni Career Fair	7/9/21	11-2pm	Beth Crisafulli	Cindy Emerson	TBD
Cornell University Career Fair Days 2021	9/2/21	11-2pm	Beth Crisafulli	TBD	TBD
Wake Forest University Career Fair	9/15/21	12-4pm	Beth Crisafulli	TBD	TBD
NC A&T State University Fall Career Awareness Fair	9/15/21	12-4pm	Beth Crisafulli	TBD	TBD

The SDIRC VIRTUAL CAREER FAIR was held on April 8th from 10-4pm. Over 150 candidates registered to speak with school representatives from SDIRC. Eleven candidates were hired from the career fair. Five candidates were offered and turned down the position, and as of June 7, 2021, two candidates are still in the process of being hired at one of our schools for the 2021-2022 school year. We will host another SDIRC Fair in the FALL.



WEpromise



THE SCHOOL DISTRICT OF INDIAN RIVER COUNTY

Choice
BOOKLET



ABOUT US

The School District of Indian River County is located approximately halfway down the east coast of Florida. Centrally located 75 miles south of the Kennedy Space Center and 135 miles north of Miami, our 543 square miles contain beautiful beaches, immaculate ocean and river front communities, and endless groves of renowned Indian River oranges and grapefruits. Our district has 13 elementary schools, 4 middle schools, 2 high schools, one alternative education center, one technical college, one exceptional student education school, and 5 charter schools.

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

CORE VALUES

We Believe...

- It is our responsibility to empower every child to learn
- In the continuous improvement process
- In holding all individuals within the organization accountable for their decisions and actions
- In the power of the human spirit
- In honesty and integrity in all relationships
- Diversity adds value to the organization
- Students are the focus of all decisions and actions
- Family and community involvement are essential to student success
- In a safe, healthy, and supportive learning and working environment
- In effective and efficient management of all resources

 **recruitSDIRC** @recruitSDIRC · Apr 11 ...
We had an amazing first Virtual Fair in SDIRC! Excited to help our new teachers join the family! Shoutouts to Dr Long, @innovateSDIRC @Terri_Beckham @AC062927 @SDIRCHR @SDIRC_SUP for being part of the event! @IRCSchools

1 3 16

 **recruitSDIRC** @recruitSDIRC · Apr 8 ...
Ready to work for the best principals, the best schools, the best district in the state of Florida? Register for our career fair- starts at 10am today!!!

	School District of Indian River County Virtual Recruitment Fair indianriverschools.careerfairexpo.com
---	---

4 8

 **recruitSDIRC** @recruitSDIRC · Apr 6 ...
Did you register yet? The SDIRC Virtual Career Fair is this Thursday. Go to indianriverschools.careerfairexpo.com and lets work together to start your new career as a teacher! Actively seeking minority candidates. @famU @bethunecookman @FIU @FAU_BSU @UCF

	School District of Indian River County Virtual Recruitment Fair indianriverschools.careerfairexpo.com
---	---

 **recruitSDIRC** @recruitSDIRC · Apr 1 ...
Meet Merrick- VBHS FFEA President! Today we shared the pathway for our SDIRC teachR Academy! Thanks to Ms Perez for her dedication to the project. Be the change in SDIRC- become a teacher! @IRSCTheRiver @IRCSchools



4 13

School	Asian	Black	Native Amer	Multi-Racial	Pacific Islander	White	Grand Total	% of Asian	% of Black	% of Nativ	% of Mult	% of White
ALTERNATIVE CENTER FOR EDUCATI		8				4	12	0.0%	66.7%	0.0%	0.0%	33.3%
BACHLAND ELEMENTARY		2				38	40	0.0%	5.0%	0.0%	0.0%	95.0%
CITRUS ELEMENTARY		4				57	61	0.0%	6.6%	0.0%	0.0%	93.4%
CURRICULUM & INSTRUCTIONAL		2				7	9	0.0%	22.2%	0.0%	0.0%	77.8%
DODDERTOWN ELEMENTARY		6				33	39	0.0%	15.4%	0.0%	0.0%	84.6%
LEE SCHOOL WIDE						11	11	0.0%	0.0%	0.0%	0.0%	100.0%
FELLSMERE ELEMENTARY		1	1	1		42	45	0.0%	2.2%	2.2%	2.2%	93.3%
GIFFORD MIDDLE SCHOOL		10				38	48	0.0%	20.8%	0.0%	0.0%	79.2%
GLENDALE ELEMENTARY		4				46	50	0.0%	8.0%	0.0%	0.0%	92.0%
INDIAN RIVER ACADEMY		2		1		34	37	0.0%	5.4%	0.0%	2.7%	91.9%
LIBERTY ELEMENTARY		3	3			35	41	0.0%	7.3%	7.3%	0.0%	85.4%
OSCEOLA ELEMENTARY		2		2		39	43	0.0%	4.7%	0.0%	4.7%	90.7%
OSLO MIDDLE SCHOOL		18		1		46	65	0.0%	27.7%	0.0%	1.5%	70.8%
PELICAN ISLAND ELEMENTARY		2				34	36	0.0%	5.6%	0.0%	0.0%	94.4%
PRE-KINDERGARTEN PROGRAM						7	7	0.0%	0.0%	0.0%	0.0%	100.0%
ROSEWOOD ELEMENTARY		1				42	43	0.0%	2.3%	0.0%	0.0%	97.7%
SEBASTIAN ELEMENTARY		7				27	34	0.0%	20.6%	0.0%	0.0%	79.4%
SEBASTIAN RIVER HIGH SCHOOL		8		1		99	108	0.0%	7.4%	0.0%	0.9%	91.7%
SEBASTIAN RIVER MIDDLE SCHL	1	10		2		46	59	1.7%	16.9%	0.0%	3.4%	78.0%
STORM GROVE MIDDLE SCHOOL		5		1		60	66	0.0%	7.6%	0.0%	1.5%	90.9%
Strategic Planning and Support Services						1	1	0.0%	0.0%	0.0%	0.0%	100.0%
TEACHER CERT/STAFF DEVELOPMENT		2				3	5	0.0%	40.0%	0.0%	0.0%	60.0%
TREASURE COAST ELEMENTARY	1	2			1	49	53	1.9%	3.8%	0.0%	0.0%	92.5%
Treasure Coast Technical College		1				5	6	0.0%	16.7%	0.0%	0.0%	83.3%
VERO BEACH ELEMENTARY		6		1		39	46	0.0%	13.0%	0.0%	2.2%	84.8%
VERO BEACH HIGH SCHOOL	1	16	1	2		141	161	0.6%	9.9%	0.6%	1.2%	87.6%
WABASSO SCHOOL FOR EXCEPTIONAL		2				14	16	0.0%	12.5%	0.0%	0.0%	87.5%
Grand Total	3	124	5	12	1	997	1142	0.3%	10.9%	0.4%	1.1%	87.3%

2020-2021 SDIRC AAAP Goal 4: Instructional Staff					
5 Year Baseline Report for HBCU Recruitment					
AAAP Action Step: 4.6	15-16	16-17	17-18	18-19	19-20*
Progress Measure					
# of Contact to HCBUs	This data was not tracked systematically prior to 18-19.			<10	<10
# of Visits to HCBUs		<10	<10	<10	<10
# of Contacts During Recruitment Visits	Letters of Intent were not offered during these years.			40	15
# of Job & Recruitment Fairs Attended		18	15	16	12
2020-21 Progress Measure Data as of June 2, 2021					
AAAP Action Step: 4.2	Total # of Contacts, Visits, Recruitment Visits and Job/Recruitment Fairs Attended				
# of Contact to HCBUs	17+ 9 HBCU HANDSHAKE job postings approved				
# of Visits to HCBUs	11 HBCU Virtual Fairs attended				
# of Contacts During Recruitment Visits	33 + 151 at SDIRC Virtual Fair				
# of Job & Recruitment Fairs Attended	16				
Source: SDIRC Human Resources					
*Instructional Staff totals for the 2019-20 have been updated since the previously reported totals in June's End-of-Year Update.					
Barriers Addressed					
1: Lack of instructional staff mirroring the demographics of the student population					
3: High Impact teachers are not strategically placed at low performing schools					
11: Need for consistent accountability related to strategic actions and supports for the achievement					
12: Need for additional academic support for African American students to achieve mastery					
13: High cost of living					

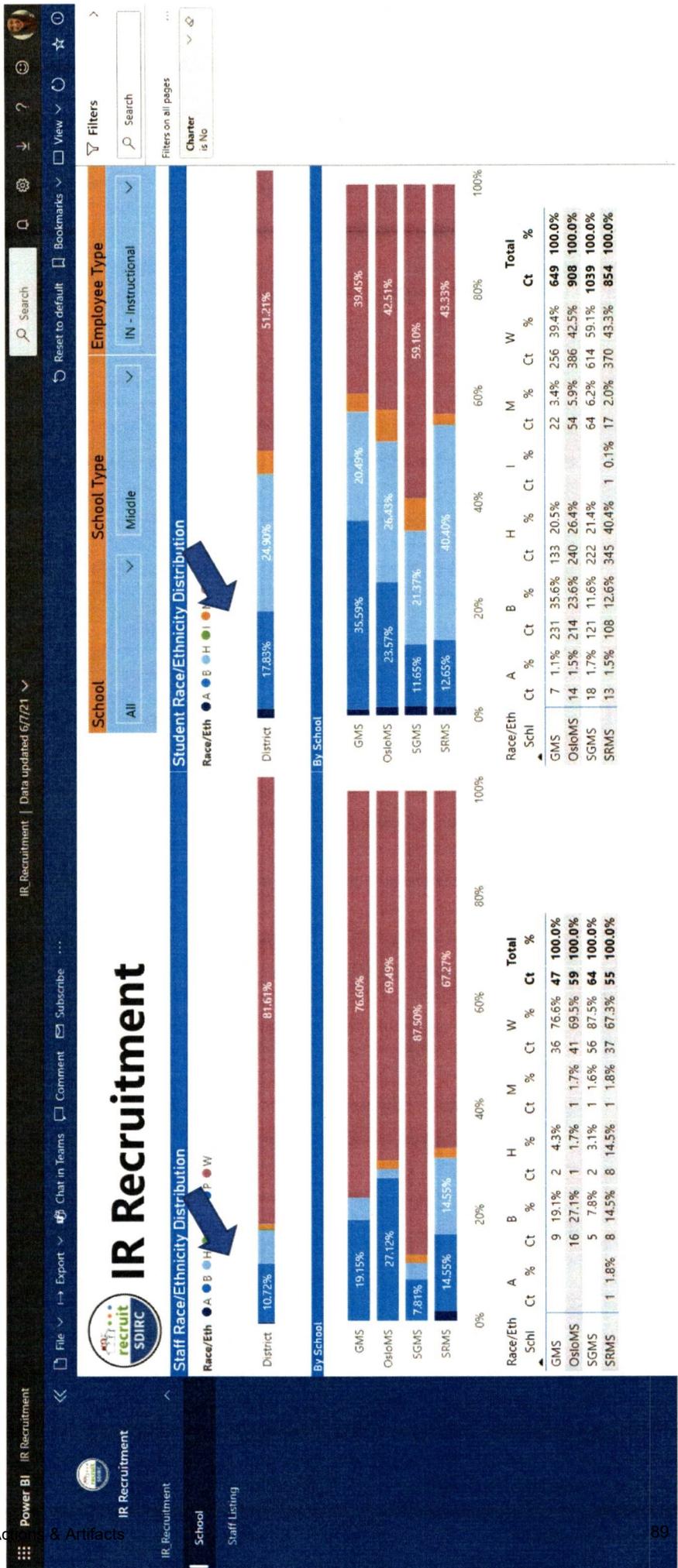
Date	School/Organizer	Contact Name (if possible)	Location	Event Name	SOIHC Representative(s) Attending	# of Contact Cs	# of New Hires	Event Status (Attend/No Attend/Canceled)
6/28/2020	Edward Waters College	Calla Graves	Career Center	email				contact established
7/24/2020	Florida Memorial University	Ariana Jackson	Graduate Career Development	email				contact established
7/24/2020	Florida A & M	Davida Bonner, Junell McCall	Academic Advis	email				contact established
7/24/2020	Behune Cookman University	Kindrea Hill	Director and Associate Director, Career Development	email				contact established
8/10/2020	Florida A & M	Jacqueline Hill	Asst Director of Career Services	email	Beth Hofer, Chris Cummings, Ramon Echeverria			attended
8/10/2020	University in Education		virtual	Employer Virtual Open House	Beth Hofer			contact established
9/22/2020	Florida International University		Dean of Education	School Tour	Beth Hofer			attended
9/22/2020	Florida Memorial University		Miami, Florida					contact established
9/22/2020	Virginia State University		Career Services					contact established
10/1/2020	Morgan State University		Career Center					contact established
10/1/2020	South Carolina State University		Career Services					contact established
10/1/2020	University of North Carolina		Career Development Center					contact established
10/1/2020	University of Miami	Tina Edwards	VIRTUAL Miami, Florida	Virtual Meet & Greet Teacher Recruitment Event	Beth Hofer, Chris Cummings	2	0	attended
12/1/2020	Howard University	Atemis Koger, Justice Brown-Duso, Kalina January	Career Services	Head-Care Academics	Beth Hofer			attended
1/27/2021	Spelman College		Career Services					contact established
1/27/2021	Florida A & M		VIRTUAL	Spring 2021 All Majors Career and Internship Expo	Beth Hofer, Germaine Johnson, Jajide Nonwood	3	2	attended
2/1/2021	University of Georgia		VIRTUAL	UGA Virtual Spring Career and Internship Fair 2021	Beth Hofer, Terri Beckham	1	0	attended
2/1/2021	Florida International University		VIRTUAL	FIU Virtual Career Fair ALL MAJORS Spring 2021	TBD	1	0	attended
2/1/2021	University of South Carolina		VIRTUAL	Spring 2021 UofSC Virtual Career Fair Education Recruitment Day	Beth Hofer, Ramon Echeverria	4	1	attended
2/1/2021	Delaware State University		VIRTUAL	Let's Get You Hired Virtual Career Fair ALL MAJORS	Beth Hofer, Eric Seagmour	0	0	attended
2/1/2021	Grambling State University		VIRTUAL	Grambling State University Career and Graduate School Fair	Beth Hofer	0	0	attended
2/1/2021	NC A&T		VIRTUAL	Forward University Spring 2021 Virtual All Majors Career Fair	Beth Hofer, Germaine Johnson, Atasha Patters	1	0	attended
2/1/2021	Behune Cookman University		VIRTUAL	Behune Cookman University's Spring 2021 Virtual Graduate School and Career Fair	Beth Hofer, Germaine Johnson, Atasha Patters	1	0	attended
2/1/2021	University of Alabama-Birmingham		VIRTUAL	UAB Education Interview Day-Spring 2021	Beth Hofer, Atasha Patters, Jajide Nonwood	0	0	attended
2/1/2021	Florida Fund for Minority Teachers		VIRTUAL	FFMT 21st Annual Teacher Recruitment and Professional Development Symposium	Beth Hofer, Germaine Johnson, Cindy Emerson	0	0	attended
3/26/2021	South Carolina State University		Recruitment Resources	email and acceptance to post	Beth Hofer	10	0	registered
3/26/2021	University of Central Florida		VIRTUAL	UCF Spring 2021 Virtual Education Career Fair	Beth Hofer, Terri Beckham	6	2	WRED, I PROCESS
3/26/2021	Norfolk State University		VIRTUAL	Norfolk State University Spring 2021 V-Career Expo	Beth Hofer, Germaine Johnson, Cindy Emerson	0	0	scheduled
3/26/2021	Alabama A&M University, Baylor University, Behune-Cookman University, DePaul University, Florida A&M University, Florida Memorial University, Howard University, North Carolina A&T University, Spelman College, Staniford University, University of Alabama, University of Florida, University of Georgia, University of Miami, University of North Carolina, Memorial University, Howard University, North Carolina		VIRTUAL	HANDSHAKE JOB POSTING for ESE TEACHER	These schools accepted the posting			scheduled
3/26/2021	Alabama A&M University, Baylor University, Behune-Cookman University, DePaul University, Florida A&M University, Florida Memorial University, Howard University, North Carolina A&T University, Spelman College, Staniford University, University of Alabama, University of Florida, University of Georgia, University of Miami, University of North Carolina, Memorial University, Howard University, North Carolina		VIRTUAL	HANDSHAKE JOB POSTING for SECONDARY TEACHER	These schools accepted the posting			scheduled
3/26/2021	Alabama A&M University, Baylor University, Behune-Cookman University, DePaul University, Florida A&M University, Florida Memorial University, Howard University, North Carolina A&T University, Spelman College, Staniford University, University of Alabama, University of Florida, University of Georgia, University of Miami, University of North Carolina, Memorial University, Howard University, North Carolina		VIRTUAL	HANDSHAKE JOB POSTING FOR ELEMENTARY TEACHER	These schools accepted the posting			scheduled
3/26/2021	Alabama A&M University, Baylor University, Behune-Cookman University, DePaul University, Florida A&M University, Florida Memorial University, Howard University, North Carolina A&T University, Spelman College, Staniford University, University of Alabama, University of Florida, University of Georgia, University of Miami, University of North Carolina, Memorial University, Howard University, North Carolina	Maria Villabobos	Career Services Coordinator	email				
2/10/2021	Florida Memorial University	Megan Aderle		email				
2/10/2021	Delaware State University	Tamika Lee		email				
2/10/2021	Delaware State University	Tamika Lee		email				
2/10/2021	Delaware State University	Tamika Lee		email				
2/10/2021	Delaware State University	Taylor Vincent		email				
2/10/2021	Delaware State University	Tina Edwards		phone call				
3/17/2021	Florida A & M University	Beth Hofer	VIRTUAL	2021 Virtual Education, Health, Nursing, and Social Sciences Fair	Beth Hofer, Atasha Patters, Jajide Nonwood	3	2	attended
4/18/2021	SOIHC	Tina Edwards	VIRTUAL	SOIHC Virtual Career Fair	ALL SCHOOLS	181	20	hosted
4/18/2021	SOIHC	Tina Edwards	VIRTUAL	2021 STEM Teacher Recruitment EXPO	Beth Hofer, Cindy Emerson, Mike Smetzer	0	0	TECH DIFFICULTIES
4/18/2021	University in Education	Mario Petroloungos	Recruitment Relations	email				scheduled
4/20/2021	University of Florida	Kristen Smith	Virtual	Job Fair for Recent Graduates	Beth Hofer, TBD			scheduled
6/10/2021	Pace University		Virtual	Virtual Alumni Career Fair	Beth Crisafulli, TBD			scheduled
7/19/2021	Georgia State University		Virtual	Career Fair Days 2021	Beth Crisafulli, TBD			scheduled
9/21/2021	Cornell University		Virtual	Career Fair	Beth Crisafulli, TBD			scheduled

April 2021 - June 2021

IR RECRUITMENT DASHBOARD in POWER BI

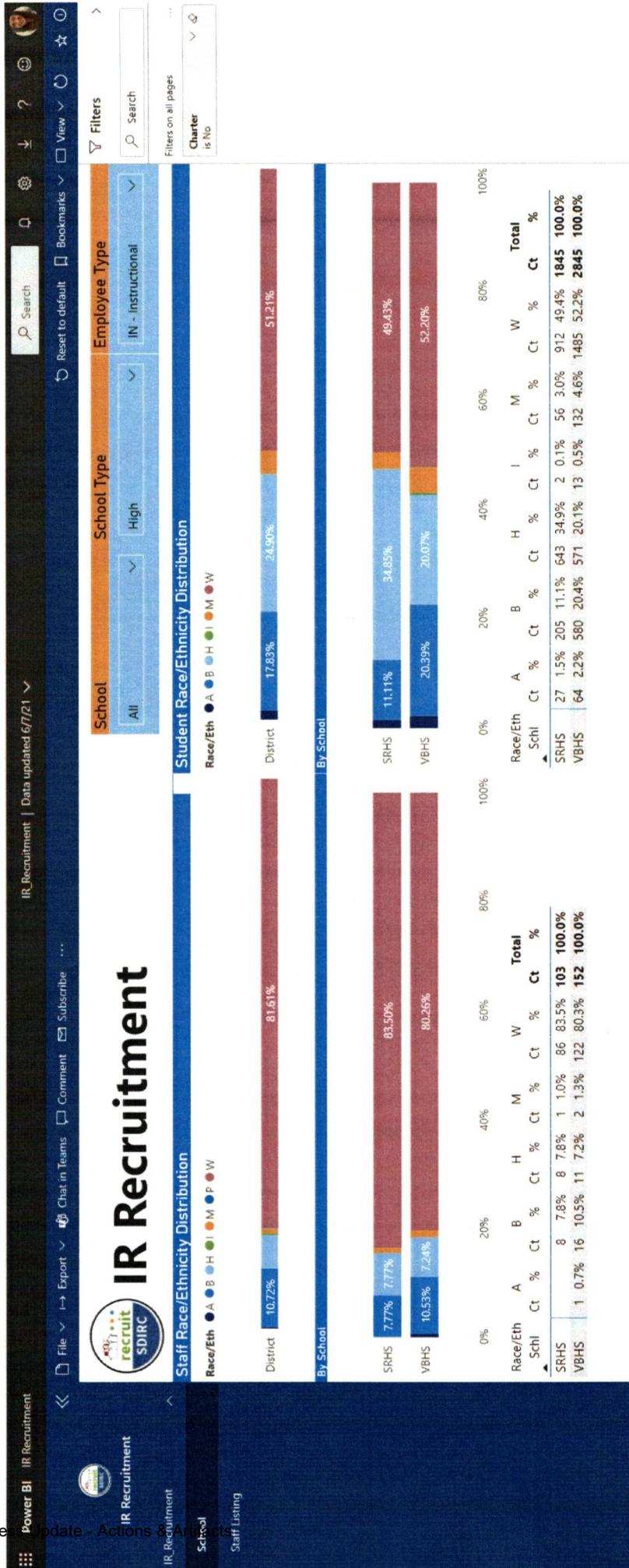
Middle Schools

Gifford, Oslo, Storm Grove, and Sebastian River



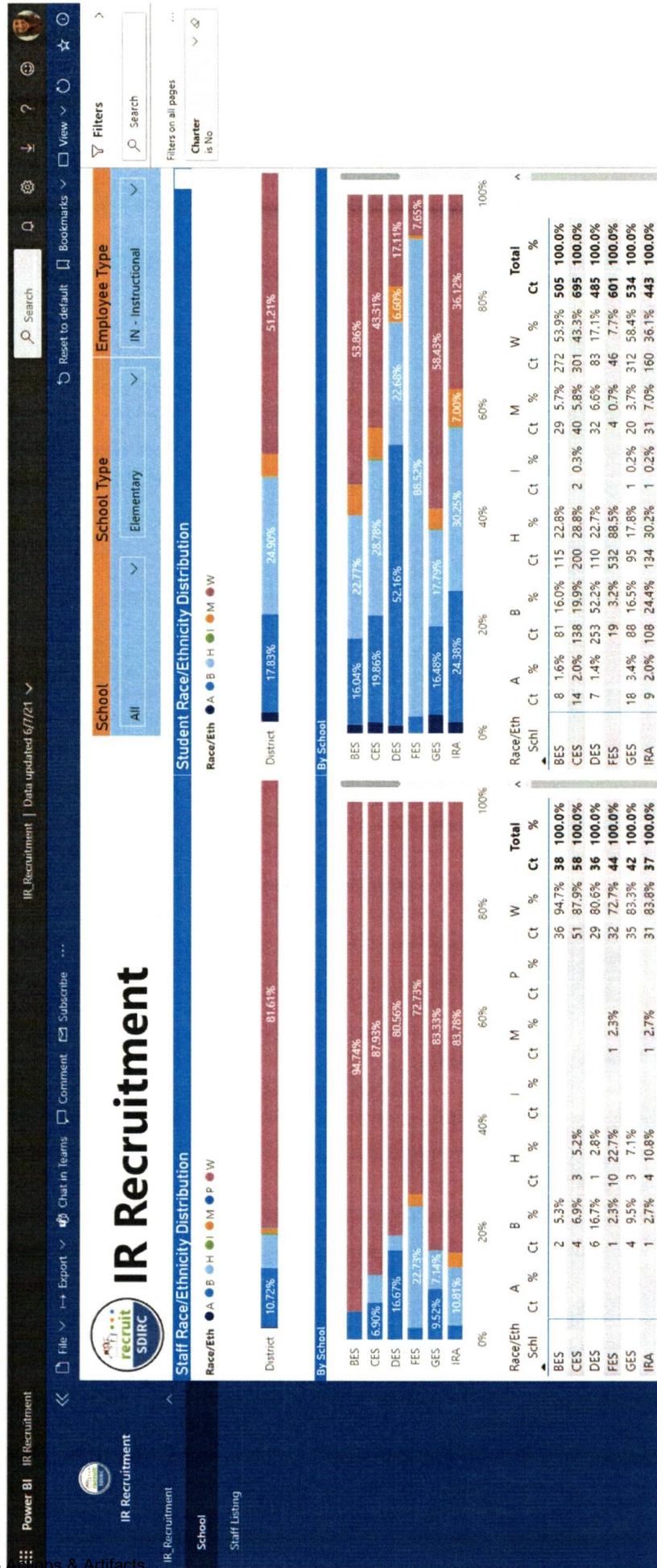
High Schools

Sebastian River and Vero Beach



Elementary Schools

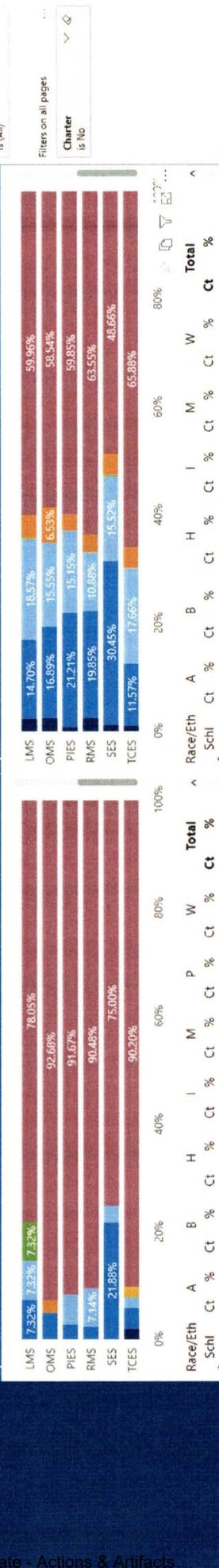
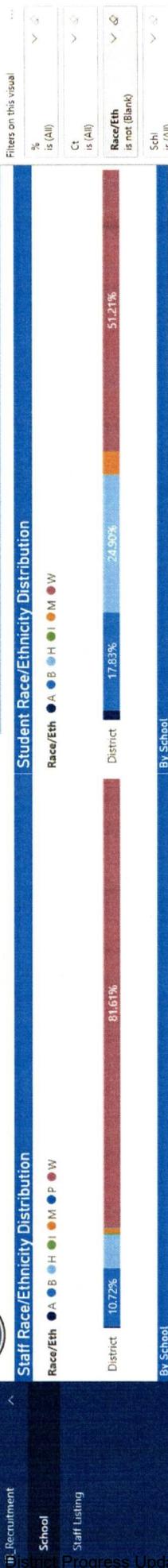
Beachland, Citrus, Dodgertown, Fellsmere, Glendale, Indian River Academy, Liberty Magnet, Osceola Magnet, Pelican Island, Rosewood Magnet, Sebastian, Treasure Coast, Vero Beach Elementary



IR Recruitment

Staff Race/Ethnicity Distribution

School: All | School Type: Elementary | Employee Type: IN - Instructional



Race/Eth	A		B		H		I		M		W		Total	
	Schl	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	
DES	7	1.4%	253	52.2%	110	22.7%	32	6.6%	83	17.1%	485	100.0%		
FES	19	3.2%	532	88.5%	4	0.7%	46	7.7%	601	100.0%				
GES	18	3.4%	88	16.5%	95	17.8%	1	0.2%	20	3.7%	312	58.4%		
IRA	9	2.0%	108	24.4%	134	30.2%	1	0.2%	31	7.0%	160	36.1%		
LMS	12	2.3%	76	14.7%	96	18.6%	1	0.2%	22	4.3%	310	60.0%		
OMS	13	2.5%	88	16.9%	81	15.5%	34	6.5%	305	58.5%	521	100.0%		
PIES	3	0.8%	84	21.2%	60	15.2%	12	3.0%	237	59.8%	396	100.0%		
RMS	13	2.5%	104	19.8%	57	10.9%	17	3.2%	333	63.5%	524	100.0%		
SES	4	1.2%	102	30.4%	52	15.5%	1	0.3%	13	3.9%	163	48.7%		
TCES	7	1.0%	78	11.6%	119	17.7%	26	3.9%	444	65.9%	674	100.0%		

CANVAS-CULTURALLY RESPONSIVE INTERVIEWING FEEDBACK

<p>Please share what you have learned about interviewing with a culturally responsive lens?</p> <p>At a very simple level, I have learned that you have to be very mindful (super aware) of what you are saying and how you are saying things during an interview. The importance of having a diverse group of people in the interview. And, also the questions that you ask are as important as how you ask them.</p> <p>2) Do you feel that the training provided information pertinent to bringing more diversity to the district?</p> <p>Yes, it helps to bring it to the front of this specific work. We can always take it for granted and never be in tune with the diversity frame of mind.</p>	<p>1. I Learned that it is important that we include culturally responsive inquiry with our interviewing process to help ensure that our candidates understand the level of importance that our school district places on culturally responsive practices.</p> <p>2. I believe that the training was informative and will assist in bringing more diversity to our district.</p>
<p>I feel that a lot of the information was eye-opening and thought provoking. I feel that no matter who you are or what your life experiences have been, you have bias engrained in you. Being aware of that and managing those biases will allow you to not only interview with an open mind and heart, but it will also allow you to really get the right information and feel you need to really choose the best candidates for your positions.</p> <p>I feel that the information provided will help with diversity if the information is learned and taken to heart.</p>	<p>1. Being a Culturally Competent Interviewer it will not allow bias, prejudice, and cultural misunderstandings to happen or interfere with interviewing applicants. Instead, we will focus on their skills, knowledge, and abilities for the job in which they are applying for. The guiding questions presented to us to use will allow us to learn how culturally responsive the candidate is about race, equity, and culture. Also, interviewing a diverse group of candidates along with forming a diverse committee will ensure we are being equitable in our hiring practices.</p> <p>2. Yes, this training provided great information and guidance for all SDIRC employees to use so our district is more unified in our hiring practices.</p>
<p>1) Please share what you have learned about interviewing with a culturally responsive lens?</p> <p>I think the most important thing for me to remember is that I must be aware of not only my cultural views but be able to be aware of the varying cultural and community views of others whom I am interviewing.</p> <p>2) Do you feel that the training provided information pertinent to bringing more diversity to the district?</p> <p>Yes. I think this training was helpful. The questions provided are a great resource for interviewing.</p>	<p>1. I learned how to select great questions to get to what the culture and climate of a teacher's classroom would be. It is another way to look outside the box and get deeper answers to the candidate.</p> <p>2. Yes, I think the training provided information and guidance. I love the "sample" questions to choose from</p>

<p>I learned an interviewing format which uses strategies and culturally competent communication will help attract diversity within our school workforce. It is important that interviewers are aware of the cultural differences across interviewees and structuring questions that shows what the candidate can offer to the organization. This will also show the candidate that the organization values equity, fairness, and diversity throughout the system.</p> <p>The training provided information that will better prepare leadership teams to recruit and retain a diverse staff to our district. Being reminded of the history of oppression and getting a deeper understanding of the manifestations of emotional distress amongst different cultures will create a more comforting interviewing session. I also appreciate the questions you provided to conduct a more meaningful interview that delves into situations.</p>	<p>1) Please share what you have learned about interviewing with a culturally responsive lens?</p> <p>To be cognizant of the hidden biases whether, conscious or un-conscious and not assume factors such as race, or ethnicity based on their name and or appearance. I learned to ensure that the interview committee is one that should reflect cultural diversity and that each candidate should be given opportunities to provide answers to culturally responsive questions.</p> <p>2) Do you feel that the training provided information pertinent to bringing more diversity to the district?</p> <p>Yes, absolutely! Providing training that gives strategies that provide direction as administrators is always helpful. Thank you.</p>
<p>I have learned how important it is to interview with a culturally responsive lens. Bias lies within all of us, and we need to be cognizant of it when we are interviewing prospective staff members. The new questions that we will use to conduct interviews will help us gauge if the interested individual fits in and help promote a culturally responsive community.</p> <p>I do feel the training was effective to help the district promote a positive culture and climate. The self-reflecting piece really brought to light the importance of our current hiring practices. Thank you, Beth for providing such an important training.</p>	<p>1. I learned that it is extremely important to ask the candidates the same questions. If we do not, the discrepancy among questions can impact the outcome of the interview. Also, it is just as important to share about our school and mission/vision as it is to question the candidate. It is almost like we are on an interview to sell our school.</p> <p>Something I have never practiced before, but will now, is allowing the interview committee to select the potential candidates. I have always picked them myself but asked for input after the interview. I could have been eliminating an opportunity without even being aware of it.</p> <p>2. This course was short, sweet, and to the point of the matter. I appreciate the resources for future interviews.</p>

CANVAS-CULTURALLY RESPONSIVE INTERVIEWING FEEDBACK

▾ IDENTIFYING OUR VALUES	✓ + ⋮
📺 INTRODUCTION VIDEO	✓ ⋮
📎 Culturally Competent Interviewing Strategies Part 1 new.pptx	✓ ⋮
📎 Identifying our values- list.pdf	✓ ⋮
📎 VALUES- please answer the two questions in this discussion	✓ ⋮

▾ CULTURAL MANIFESTIONS and OPPRESSION and PRACTICE	✓ + ⋮
📎 <u>Culturally Competent Interviewing Strategies Part 2 new.pptx</u>	✓ ⋮
📎 INTERVIEW QUESTIONS EX 1.docx	✓ ⋮
📎 INTERVIEW QUESTIONS EX 2.docx	✓ ⋮
📎 SDIRC INTERVIEW QUESTIONS.JPG	✓ ⋮
📎 Interview Question Examples.pdf	✓ ⋮
📎 INTERVIEW QUESTIONS EX 1 EDITABLE.docx	✓ ⋮
📎 INTERVIEW QUESTIONS EX 2 EDITABLE.docx	✓ ⋮

▾ REFLECTION	✓ + ⋮
📎 REFLECTION on CULTURAL RESPONSIVENESS	✓ ⋮
📎 THANK YOU.png	✓ ⋮

Modules for Canvas Course



SDIRC TeachIR Academy



In partnership with Indian River State College (IRSC), the School District of Indian River County is offering a dual enrollment program for students to earn their Associates of Arts in Education in concert with their high school diploma. Students in the TeachIR Academy seeking an AA in Education from IRSC will follow the sample course progression track below. All students will need to meet the requirements for high school graduation as well as the requirements for an AA. Classes may be different per student. For example, a 9th grade student might take English, English Honors, IB English or AP English to meet the requirement for high school graduation. All students interested should schedule an appointment with a school counselor.

	9 th Grade Spring	10 th Grade Fall	10 th Grade Spring	11 th Grade Fall	11 th Grade Spring	12 th Grade Fall	12 th Grade Spring
HS English	HS English I	HS English II	HS English II		IRSC English Comp I ENC1101	IRSC English Comp II ENC1102	
Mathematics	HS Math	HS Math	HS Math	IRSC Intermediate Algebra MAT1033 (Depending on placement score)	IRSC College Level Math	IRSC College Level Math	
Science	HS Enviro. Science	HS Biology	HS Biology	HS Chemistry	HS Chemistry	IRSC Science Course	IRSC Science Course
Social Science		HS World History	HS World History	IRSC American History AMH2010	IRSC American History AMH2020	IRSC Econ. Financial Literacy ECO2013	IRSC American Government POS1041 IRSC Introduction to Psychology PSY2012
Humanities					IRSC Music and Music Therapy MUY2100		IRSC Art Appreciation ARH1000
Foreign Language	HS Spanish I	HS Spanish II	HS Spanish II				
Electives	HS or IRSC Student Success SLS1101	IRSC General Teaching Skills EDG2031	IRSC Intro to Special Education EEX2010	IRSC Speech SPC1017	IRSC Intro to the Teaching Profession EDF2005 (15 hours of Classroom Observation)	IRSC Educational Psychology EDP2002	IRSC Intro to Sociology SYG2000



SRHS

<https://srhs.indianriverschools.org/guidance>

VBHS

<https://vbhs.indianriverschools.org/guidance>



Joint Plan Section IV – Representation of African American Teachers and Instructional Staff

Joint Plan Section IV – Representation of African American Teachers and Instructional Staff

Required Goal: The School Board shall endeavor to maintain a reasonable representation of African American teachers and instructional staff at each school compared to the percentage of African American teachers and instructional staff at the school’s corresponding level. The District shall endeavor to employ at least one African American teacher at each school, and if this is not possible to encourage transfer to that school(s). *Joint Plan Section IV Page 5*

Action Steps
<ul style="list-style-type: none"> • Posted instructional vacancies on the District’s publicly available website and Diversity in Education website. • Publicized the New Teacher Mentoring program at career fairs and/or HBCUs.¹ • Provided professional development related to Culturally Competent Interviewing Strategies to principals and assistant principals via the Canvas platform.² • Generated report of race/ethnicity of all instructional staff by school.³ • Generated report of retention of African American instructional staff by school. • Generated report of vacancies for each school that include vacancy, race/ethnicity of applicants, race/ethnicity of interviewees, and the person hired for the vacancy.⁴ • Conducted a Workforce Housing Committee meeting to identify and plan for affordable housing options in the local community.⁵
Staff Responsible
<p>S. Bass, Deputy Superintendent E. Hudson Suit, Director of Human Resources B. Hofer, Director of Recruitment, Retention, & Professional Practices M. Smeltzer, Position Control Specialist & HR Systems Manager</p>
Considerations for Monitoring Progress
<ul style="list-style-type: none"> • How many African American candidates have applied for posted teacher vacancies? • How many principals/assistant principals completed the professional development related to Culturally Competent Interviewing Strategies? • Has the representation of African American teachers in the District grown over time? • What is the representation of African American teachers at each elementary, middle, high, and alternative school?

Action steps also support the following recommendations made by the 2019 Equity Committee:

- ¹Submit documentation showing that strategies of Section III: A-L have been implemented. If strategy is not working, show what steps have been taken to improve or replace said strategy (original recommendation made for Section III of the Joint Plan).
- ²Provide culturally competent training for all staff.
- ³Monthly report detailing the race/ethnicity of current teacher and instructional staff role by principal and school, supported by an easily readable chart showing the racial ethnic make up of their teaching and instructional staff. In Excel format.
- ⁴Report from principals detailing all teaching and instructional staff vacancy announcements, including the race/ethnicity of each applicant, interviewee, person selected to fill the vacancy, and rationale for hiring said person. Report should be easily readable in Excel format.
- ⁵Develop community partnerships to bring incentives to District for African American hiring. Sponsorships to cover hiring visits and moving expenses with yearly lease commitment. Partnerships with realtor associations/real estate owners to supply affordable housing (original recommendation made for Section III of Joint Plan).

Artifacts of Actions Taken: Examples of instructional vacancies posted, publicity shared at Career Fairs and/or HBCUs related to the SDIRC New Teacher Mentoring program, Culturally Competent Interviewing Strategies professional

development materials and rosters, instructional staff reports, vacancy report, agenda and participants for Workforce Housing Committee, IRCEA contract reflecting salary, instructional calendar.

Progress Update

SDIRC instructional job vacancies continue to be posted on the District’s publicly available website, the Diversity in Education website, and listed in the Spring 2021 edition of the Diversity in Education magazine. The District has continued to publicize the STARR mentoring program for new teachers at each virtual career fair. The Culturally Responsive Interviewing course for administrators continues to be implemented through the Canvas platform. With the completion of the Indian River Recruitment Dashboard, district and school administrators have improved efficiency of access to current data regarding the racial representation of instructors by school. Additionally, the Indian River Recruitment Dashboard provides clear comparisons of the racial representation of instructors at each school to the racial representation of students at each school. More traditional monitoring reports related to the racial representation of instructors continue to be generated monthly. The established Workforce Housing Committee met on April 21, 2021, to continue to identify affordable housing options for teachers.

For the 2020-2021 academic year, 11% of instructors were African American, which is an increase of two percentage points in the representation of African American instructors as compared with the 2019-2020 academic year. Districtwide, the percentage representation of White, Non-Hispanic instructors has remained stable. When reviewing African American teacher representation by school, the percentage representation ranges from 2% - 72%, with the Alternative Center for Education showing the highest representation of African American teachers, and Fellsmere Elementary School showing the lowest representation of African American teachers. On a related note, the Alternative Center for Education also has the highest representation of African American students (i.e., 70%) in the District and Fellsmere Elementary School has the lowest representation (3%) of African American students.

Representation of Certified Instructors by Race/Ethnicity (%) – Districtwide				
2020-2021 Academic Year				
Retrieved 06/01/21, Source: Focus School Software				
Race/Ethnicity	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)	Quarter 4 (20-21)
African American	11%	10%	11%	11%
White, Non-Hispanic	82%	82%	82%	82%

Data is representative of PK-12, non-charter schools in the SDIRC.

Racial Representation of Teachers by School – Non-Charter Schools		
2020-2021 Academic Year		
Retrieved 07/01/21, Source: Focus School Software		
School	African American	White, Non-Hispanic
District	11%	82%
Alternative Center for Education	72%	27%
Beachland Elementary School	5%	95%
Citrus Elementary School	7%	88%
Dodgertown Elementary School	16%	81%
Fellsmere Elementary School	2%	73%
Gifford Middle School	21%	77%
Glendale Elementary School	11%	83%
Indian River Academy	3%	85%
Liberty Magnet School	8%	77%
Osceola Magnet School	3%	95%
Oslo Middle School	28%	71%

Pelican Island Elementary	3%	91%
Rosewood Magnet School	3%	89%
Sebastian Elementary School of the Arts	15%	85%
Sebastian River High School	9%	82%
Sebastian River Middle School	15%	65%
Storm Grove Middle School	9%	88%
Treasure Coast Elementary School	4%	89%
Vero Beach Elementary School	14%	81%
Vero Beach High School	10%	80%
Wabasso School	9%	82%

Joint Plan Section IV – Representation of African American Teachers and Instructional Staff Artifacts





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date:	6/7/2021
Office/Department(s):	Office of Human Capital and Operations
Report generated by:	Beth Hofer, Director of Recruitment, Retention, and Professional Practices
Action Steps:	<p>Joint Plan Section IV – Representation of African American Teachers and Instructional Staff</p> <ul style="list-style-type: none">• Post instructional vacancies on the SDIRC publicly available website (www.indianriverschools.org) and Diversity in Education website (https://www.diversityined.com/employer/company/1957/School-District-Of-Indian-River-County/1).• Publicize the New Teacher Mentoring program at career fairs and/or HBCUs.¹• Provide professional development related to Culturally Competent Interviewing Strategies to principals and assistant principals via the Canvas platform.²• Generate report of race/ethnicity of all instructional staff by school.³• Generate report of retention of African American instructional staff by school.• Generate report of vacancies for each school that include vacancy, race/ethnicity of applicants, race/ethnicity of interviewees, and the person hired for the vacancy.⁴• Conduct a Workforce Housing Committee meeting to identify and plan for affordable housing options in the local community.⁵

Explanation of Evidence: All job postings are listed on www.indianriverschools.org/department/jobs. In addition, all jobs have also been posted on the Diversity in Education website <https://www.diversityined.com/employer/company/1957/School-District-Of-Indian-River-County/1>. They pull all our listings in a process referred to as “job wrap” or “spider.” Through our partnership with Diversity in Ed, we conducted our first SDIRC Virtual Career Fair. All job postings were also placed on Teacher Job Board and a listing of participating districts in the Diversity in Education magazine (<https://diversityined.uberflip.com/i/1359496-diversity-in-ed-magazine-spring-2021-issue/49?>). The New Teacher Mentoring Program is posted on the district website under Educator Quality and attached is the brochure for the STARR Program which is made available to all candidates at each virtual fair. Candidates reached through email are sent the pdf of the brochure as well as a link to our recruiting video and school choice booklet (see example). The Culturally Responsive Interviewing Course is by invitation on CANVAS. The course modules list is provided as well as a sampling of feedback from participants. Provided are also updated reports of job postings and status of instructional personnel. The IR Recruitment Dashboard is new and is being verified against official reports from HR, but gives a real time (updated nightly) number of instructional staff and students at each school by race. The Workforce Housing Committee members were approved by the SDIRC School Board last fall, and the Committee has met on January 19, 2021, and April

21, 2021. Attached are copies of the agenda for the first two meetings and the flyer for LIVE INDIAN RIVER COUNTY as well as a sample letter to landlords.

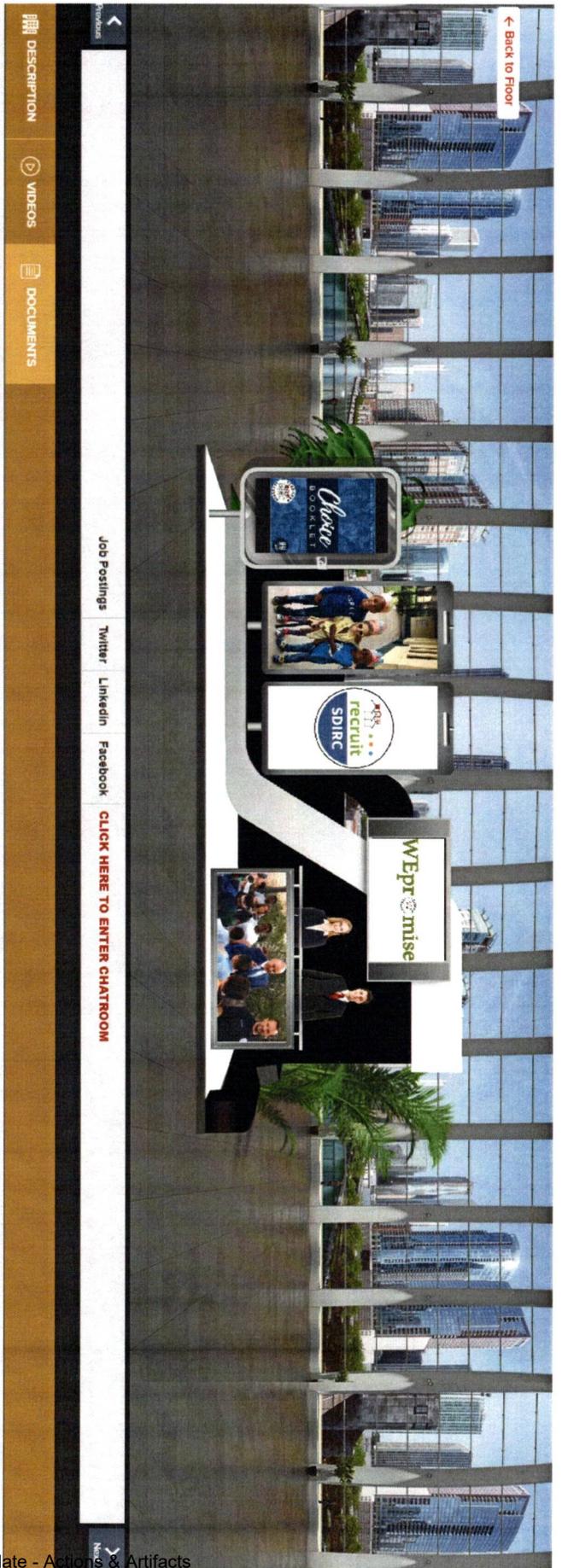
The Results of Action Taken:

The aspiration goal for each school to match or exceed the percentage of African American Instructional Staff to the percentage of African American students is the driving force to increase representation of African American staff. SDIRC continually reviews staff rosters at each site to determine staffing need. The implementation of the IR RECRUITMENT Dashboard has assisted SDIRC to prioritize by school. Each school site strives to interview a diverse group of applicants and have a diverse interviewing committee. All principals and assistant principals have access to the Culturally Responsive Interviewing Strategies course on CANVAS which provides information about considerations while interviewing and a list of culturally responsive interviewing questions. All school hiring administrators include members of their interviewing committee as well as candidates interviewed are including in their approval form submitted to HR. The Workforce Housing Committee meets quarterly and is seeking to find innovative solutions that will attract the most diverse workforce. Currently, the committee is running a "LIVE INDIAN RIVER COUNTY" campaign to local landlords-asking them to partner with SDIRC and rent to new teachers. The district completes fingerprinting and background checks on all candidates prior to final approval.

Reflection/Next Steps:

Next steps are to continue the advertisement of positions on our own website and Diversity in Education as well as targeted postings on HANDSHAKE. The Department of Recruitment and Retention continues to participate in job fairs and has a summer intern from an HBCU working through the summer to assist on projects. All principals and assistant principals will implement the culturally responsive interviewing questions as well as the standardized SDIRC interviewing questions when conducting interviews. The Department of Human Resources will continue to provide monthly reports and is working to add a report listing the vacancies at each school along with the ethnicity of applicants, interviewees, and final candidate.

STEM CAREER FAIR hosted by DIVERSITY IN EDUCATION on June 5, 2021
SDIRC BOOTH





VIRTUAL FAIR BOOTH EXHIBITORS

DIVERSITYinEd.com - 48 - Spring-March Issue 2021

BOOTH EXHIBITORS - DIVERSITY RECRUITMENT PARTNERS

- Alabama**
Shelby County Schools
<https://shelbystd.k12.al.us/>
- Arizona**
Leona Group
www.leonagroup.com
Tucson Unified School District
www.tusd1.org
Flagstaff Unified School District
<https://www.fusd1.org/fusd1>
Charter One
<https://www.charterone.org>
Pendergast Elementary School District
www.pend92.org
- California**
Elwanda School District
www.elwanda.org
Making Waves Academy
www.makingwavesacademy.org
Orange County Department of Education
<https://www.ocde.usd.edu/pages/home.aspx>
Charter College of Education
<https://www.ccol.edu/education/academy/ccoe>
Palisades Charter High School
www.pchigh.org
Therapy Travelers
www.therapytravelers.com
Los Gatos Saratoga Union High School District
<https://www.lgsuhsd.org/>
Novato Unified School District
<https://www.nusd.org>
Berkeley Unified School District
www.berkeleyusd.net
San Jacinto Unified
www.sanjacinto.k12.ca.us
- Colorado**
Aspen Academy
www.aspenacademy.org
Aurora Public Schools
www.aurora12.org
Boulder Valley School District
jobs.bvsd.org
DSST Public Schools
www.dsst.com/tech.org
Strive Prep
www.strivestep.org
Poudre School District
www.psd.usd.org
Westminster Public Schools
<https://www.westminsterpublicschools.org/>
- Connecticut**
Stamford Public Schools
<https://www.stamfordpublicschools.org>
Bethel Public Schools
www.bethel.k12.ct.us
Torrington Public Schools
www.torringtonschools.org
Booker T. Washington Academy
www.btwacademy.org
Hartford Public Schools
www.hartfordschools.org
Danbury Public Schools
www.danbury.k12.ct.us/
Weston Public Schools
<http://www.westonschools.org/>
West Haven Board of Education
<http://www.westhaveschools.org/>
DC Public Schools
<http://www.dcpublicschools.org/>
DC International School
<https://www.dciinternational.org/>
- Delaware**
Freese Charter School Wilmington
www.freesecharter.org
- Florida**
Alachua County Public Schools
www.alachua.edu/
- Georgia**
Clark County School District
<https://www.ccsd.ga.gov/>
Dwight County Public Schools
www.geok12.org
International Schools Consortium
www.isc.org
Cherokee County School District
www.cherokee.k12.ga.net/
- Illinois**
Woodridge School District 68
www.w68.org/
Hinsdale South High School
<https://d98.fcps.edu/schools/Danah9>
North Chicago School District
www.n127.org
Noble Charter School
<https://www.nobleschools.org/>
New Trier Township High School District 209
<https://www.newtrier.k12.il.us>
ReGeneration Schools
www.regenerationcschools.org
Champaign Unit 4 School District
<https://www.champaignschools.org/>
Academy for Urban School Leadership
<https://www.auschicago.org/>
Acero Schools - Chicago
www.aceroschools.org
Wauconda Community Unit School District
www.cu18.org
Carbondale CHS District 165
<http://www.cu165.jackson.k12.il.us>
- Indiana**
Purdue Polytechnic High School
<https://p2hs.purdue.edu>
MSD Washington Township
<https://www.msdtw.k12.in.us/>
- Iowa**
Ames Community School District
<https://www.ames.k12.iowa.us/>
Johnson Community School District
<https://www.johnsoncsd.org/>
Dubuque Community School District
www.dbschools.org
- Kansas**
Blue Valley USD 229
www.bluevalleyks12.org
Lawrence Public Schools
www.usd437.org
- Kentucky**
Jefferson County Public Schools
<https://www.jcpublicschools.org>
Fort Thomas Independent Schools
<https://www.fortthomas.kyschools.us/>
- Louisiana**
St. Tammany Parish
<http://www.stpsb.org>
Tangipahoa Parish Schools
www.tpschools.org
KIPP New Orleans
www.kippneworleans.org
Caddo Parish Public Schools
www.caddoparishschools.org
- Maryland**
Anne Arundel County Public Schools
<https://www.aacps.org>
- Massachusetts**
New Bedford Schools
www.newbedfordschools.org
Pittsfield Public Schools
www.pittsfield.net
South Middlesex Regional Vocational Technical School
www.jakeschools.org
Springfield Public Schools
www.springfieldpublicschools.org
UP Education Network
www.upeducationnetwork.org
The Center School
www.pastorcenter.org
Framingham Public Schools
<https://www.framingham.k12.ma.us/Domains/2994>
COMPASS School
<https://compassboston.org/>
- Michigan**
Northville Public Schools
www.northvillepublicschools.org
Hazel Creek Community Schools
www.hazelcreek.net
Battle Creek Public Schools
www.battlecreekpublicschools.org
Pontiac Academy for Excellence
<http://www.pontiacacademyfor.org>
Choice Schools Associates
www.choiceschools.org
Muskegon Public Schools
www.muskegonpublicschools.org
- Minnesota**
Minnetonka Public Schools
<https://www.minnetonkaschools.org/>
- Missouri**
Lick-Wilberding High School
<https://www.lwhs.org>
Camino Nuevo Charter Academy
<https://www.caminonuevo.org>
Kern High School District
www.khsd.net
Summit Public Schools
www.summitps.org
Lighthouse Community Public Schools
www.lighthousecharter.org
Del Mar Pines School
<https://delmargines.com>
St. Hope Public Schools
<https://www.sthope.org/public-schools/home>
Palm Springs Unified School District
<https://www.psuksd.us>
- Nebraska**
Children's Gold ALLIANCE
www.childrensgold.org
Cherokee County School District
www.ccsd.org
CCSD CLARK COUNTY SCHOOL DISTRICT
www.ccsd.org
nccss
www.nccss.org
CLEVELAND METROPOLITAN SCHOOL DISTRICT

DIVERSITYinEd.com - 49 - Spring-March Issue 2021

BOOTH EXHIBITORS - DIVERSITY RECRUITMENT PARTNERS

- Cherry Creek School District
www.cherrycreekschools.org
- Adams 12 Five Star Schools
www.adams12.org
- School District 49
www.sdsd49.com
- Denver Math Fellows
www.denvermathfellows.com
- Connecticut**
Stamford Public Schools
<https://www.stamfordpublicschools.org>
Bethel Public Schools
www.bethel.k12.ct.us
Torrington Public Schools
www.torringtonschools.org
Booker T. Washington Academy
www.btwacademy.org
Hartford Public Schools
www.hartfordschools.org
Danbury Public Schools
www.danbury.k12.ct.us/
Weston Public Schools
<http://www.westonschools.org/>
West Haven Board of Education
<http://www.westhaveschools.org/>
DC Public Schools
<http://www.dcpublicschools.org/>
DC International School
<https://www.dciinternational.org/>
- Delaware**
Freese Charter School Wilmington
www.freesecharter.org
- Florida**
Alachua County Public Schools
www.alachua.edu/
- Duval County Public Schools
www.duvalschools.org
- Pinellas County Schools
www.pcsb.org
- Polk County Public Schools
www.pcsd.k12.fl.us
- School District of Indian River
www.sdofir.k12.fl.us
- Brevard Public Schools
www.bpsd.us
- Florida Virtual School
<https://www.flvs.net>
- School District of Palm Beach County
www.pbcusd.net
- The School District of Lee County
www.lee.k12.fl.us
- Brevard County Public Schools
www.brevardschools.org
- Sarasota County Schools
<https://www.sarasotacounty.k12.fl.us/>
- Pine Crest School
www.pinecrest.edu
- Martin County School District
www.martin.k12.fl.us
- The Bolles School
www.bolles.org
- Georgia**
Clark County School District
<https://www.ccsd.ga.gov/>
Dwight County Public Schools
www.geok12.org
International Schools Consortium
www.isc.org
Cherokee County School District
www.cherokee.k12.ga.net/
- Vadosta City Schools
<https://www.vcsd.org>
- Forsyth County Schools
<https://www.forsyth.k12.ga.us/>
- Marietta County School District
<https://www.marietta.k12.ga.us/>
- Cobb County School District
<https://www.cobb.k12.ga.us/>
- Great Hearts Academies
<https://www.greatheartsschools.org>
- Illinois**
Woodridge School District 68
www.w68.org/
Hinsdale South High School
<https://d98.fcps.edu/schools/Danah9>
North Chicago School District
www.n127.org
Noble Charter School
<https://www.nobleschools.org/>
New Trier Township High School District 209
<https://www.newtrier.k12.il.us>
ReGeneration Schools
www.regenerationcschools.org
Champaign Unit 4 School District
<https://www.champaignschools.org/>
Academy for Urban School Leadership
<https://www.auschicago.org/>
Acero Schools - Chicago
www.aceroschools.org
Wauconda Community Unit School District
www.cu18.org
Carbondale CHS District 165
<http://www.cu165.jackson.k12.il.us>
- Indiana**
Purdue Polytechnic High School
<https://p2hs.purdue.edu>
MSD Washington Township
<https://www.msdtw.k12.in.us/>
- Iowa**
Ames Community School District
<https://www.ames.k12.iowa.us/>
Johnson Community School District
<https://www.johnsoncsd.org/>
Dubuque Community School District
www.dbschools.org
- Kansas**
Blue Valley USD 229
www.bluevalleyks12.org
Lawrence Public Schools
www.usd437.org
- Kentucky**
Jefferson County Public Schools
<https://www.jcpublicschools.org>
Fort Thomas Independent Schools
<https://www.fortthomas.kyschools.us/>
- Louisiana**
St. Tammany Parish
<http://www.stpsb.org>
Tangipahoa Parish Schools
www.tpschools.org
KIPP New Orleans
www.kippneworleans.org
Caddo Parish Public Schools
www.caddoparishschools.org
- Maryland**
Anne Arundel County Public Schools
<https://www.aacps.org>
- Massachusetts**
New Bedford Schools
www.newbedfordschools.org
Pittsfield Public Schools
www.pittsfield.net
South Middlesex Regional Vocational Technical School
www.jakeschools.org
Springfield Public Schools
www.springfieldpublicschools.org
UP Education Network
www.upeducationnetwork.org
The Center School
www.pastorcenter.org
Framingham Public Schools
<https://www.framingham.k12.ma.us/Domains/2994>
COMPASS School
<https://compassboston.org/>
- Michigan**
Northville Public Schools
www.northvillepublicschools.org
Hazel Creek Community Schools
www.hazelcreek.net
Battle Creek Public Schools
www.battlecreekpublicschools.org
Pontiac Academy for Excellence
<http://www.pontiacacademyfor.org>
Choice Schools Associates
www.choiceschools.org
Muskegon Public Schools
www.muskegonpublicschools.org
- Minnesota**
Minnetonka Public Schools
<https://www.minnetonkaschools.org/>
- Missouri**
Lick-Wilberding High School
<https://www.lwhs.org>
Camino Nuevo Charter Academy
<https://www.caminonuevo.org>
Kern High School District
www.khsd.net
Summit Public Schools
www.summitps.org
Lighthouse Community Public Schools
www.lighthousecharter.org
Del Mar Pines School
<https://delmargines.com>
St. Hope Public Schools
<https://www.sthope.org/public-schools/home>
Palm Springs Unified School District
<https://www.psuksd.us>
- Nebraska**
Children's Gold ALLIANCE
www.childrensgold.org
Cherokee County School District
www.ccsd.org
CCSD CLARK COUNTY SCHOOL DISTRICT
www.ccsd.org
nccss
www.nccss.org
CLEVELAND METROPOLITAN SCHOOL DISTRICT

DIVERSITYinEd.com - 50 - Spring-March Issue 2021

BOOTH EXHIBITORS - DIVERSITY RECRUITMENT PARTNERS

- Loyola Blakefield School
www.loyolablakefield.edu
- Prince Georges County Public Schools
www.pgcps.org
- St. Mary's County Public Schools
www.smcps.org
- The Children's Guild
www.childrensguild.org
- Hartford County Public Schools
<https://www.hcps.org>
- Frederick County Public Schools
www.fcps.org
- Queen Annes County Public Schools
www.qacps.org
- OCBOE
<http://www.ocboe.com>
- Caroline County Public Schools
www.capsd.org
- Massachusetts**
New Bedford Schools
www.newbedfordschools.org
Pittsfield Public Schools
www.pittsfield.net
South Middlesex Regional Vocational Technical School
www.jakeschools.org
Springfield Public Schools
www.springfieldpublicschools.org
UP Education Network
www.upeducationnetwork.org
The Center School
www.pastorcenter.org
Framingham Public Schools
<https://www.framingham.k12.ma.us/Domains/2994>
COMPASS School
<https://compassboston.org/>
- Michigan**
Northville Public Schools
www.northvillepublicschools.org
Hazel Creek Community Schools
www.hazelcreek.net
Battle Creek Public Schools
www.battlecreekpublicschools.org
Pontiac Academy for Excellence
<http://www.pontiacacademyfor.org>
Choice Schools Associates
www.choiceschools.org
Muskegon Public Schools
www.muskegonpublicschools.org
- Minnesota**
Minnetonka Public Schools
<https://www.minnetonkaschools.org/>
- Missouri**
Lick-Wilberding High School
<https://www.lwhs.org>
Camino Nuevo Charter Academy
<https://www.caminonuevo.org>
Kern High School District
www.khsd.net
Summit Public Schools
www.summitps.org
Lighthouse Community Public Schools
www.lighthousecharter.org
Del Mar Pines School
<https://delmargines.com>
St. Hope Public Schools
<https://www.sthope.org/public-schools/home>
Palm Springs Unified School District
<https://www.psuksd.us>
- Nebraska**
Children's Gold ALLIANCE
www.childrensgold.org
Cherokee County School District
www.ccsd.org
CCSD CLARK COUNTY SCHOOL DISTRICT
www.ccsd.org
nccss
www.nccss.org
CLEVELAND METROPOLITAN SCHOOL DISTRICT

DIVERSITYinEd.com - 51 - Spring-March Issue 2021



SDIRC CAREER FAIRS LOG



CAREER FAIR	DATE	TIME	Member #1	Member #2	Member #3
FAMU	1/27	10:00am	Beth Hofer	Jayde Norwood	Germaine Johnson
UGA	2/3	12:00	Beth Hofer	Terri Beckham	
DELAWARE STATE UNIVERSITY	2/16	1-4pm	Beth Hofer	Eric Seymour	
GRAMBLING STATE UNIVERSITY	2/16	12-6pm	Beth Hofer		
USC	2/9	3:00	Beth Hofer	Ramon Echeverria	
FIU	2/24	11:00	Beth Hofer		
HOWARD UNIVERSITY	2/25	1:00	Beth Hofer	Germaine Johnson	Ataaba Patterson
NC A&T STATE UNIVERSITY	3/9	12-3pm	Beth Hofer	Jayde Norwood	Ataaba Patterson
FAMU	3/17	10:00	Beth Hofer	Jayde Norwood	Ataaba Patterson
BETHUNE-COOKMAN	3/17	3-7pm	Beth Hofer	Chris Cummings	
Florida Fund for Minority	3/20	9-5	Beth Hofer	Cindy Emerson	
UAB	3/31	9:30-3:30pm	Beth Hofer	Germaine Johnson	Cindy Emerson
UCF	3/26	10-1pm	Beth Hofer	Terri Beckham	
Norfolk State University	3/31		Beth Hofer	Germaine Johnson	Cindy Emerson
SDIRC Virtual Career Fair (hosted by Diversity in Ed)	4/8	10-4pm	RECRUITMENT TEAM AND ALL SCHOOLS	ALL MEMBERS and ALL SCHOOLS and TRANSPORTATION	
Diversity in Education	4/14	12-5pm	Beth Hofer	Germaine Johnson	Cindy Emerson
Diversity in Education	6/5	11-3pm	Beth Crisafulli		
Florida Statewide Job Fair	6/10	9-4pm	Beth Crisafulli	TBD	TBD



SDIRC CAREER FAIRS LOG



CAREER FAIR	DATE	TIME	Member #1	Member #2	Member #3
PACE UNIVERSITY-Job Fair for Recent Graduates	6/15/21	11-2pm	Beth Crisafulli	TBD	TBD
Georgia State University Virtual Alumni Career Fair	7/9/21	11-2pm	Beth Crisafulli	Cindy Emerson	TBD
Cornell University Career Fair Days 2021	9/2/21	11-2pm	Beth Crisafulli	TBD	TBD
Wake Forest University Career Fair	9/15/21	12-4pm	Beth Crisafulli	TBD	TBD
NC A&T State University Fall Career Awareness Fair	9/15/21	12-4pm	Beth Crisafulli	TBD	TBD

Crisafulli, Beth

From: Crisafulli, Beth
Sent: Monday, May 17, 2021 3:41 PM
To: [REDACTED]@yahoo.com
Subject: WHY SDIRC?
Attachments: 2020-2021 Mentor Brochure.pdf; WEpromise letter to candidates.pdf

Good afternoon [REDACTED]

I am so excited to share why you should choose the School District of Indian River County!

Please take a moment to view our recruiting video and school choice booklet. It gives you an opportunity to see each campus.

Recruitment Video: <https://www.youtube.com/watch?v=HBmCeAgpfU>

School Choice Booklet: <https://www.flipsnack.com/innovatesdirc/sdirc-choice-booklet/full-view.html>

We have a new teacher starting salary of \$47,500 and offer a competitive benefits package. Please see attached Mentor Brochure and our WE PROMISE Recruiting Program.

I am available to answer any of your questions and help you find a great fit here in Indian River County!

Get your move started at www.indianriverschools.org/departments/jobs.

BETH (HOFER) CRISAFULLI

DIRECTOR OF RECRUITMENT AND RETENTION

BETH.CRISAFULLI@INDIANRIVERSCHOOLS.ORG

772-564-3148

FOLLOW ME ON TWITTER AND FACEBOOK @RECRUITSDIRC

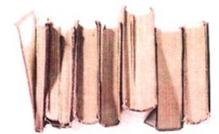


VISION

To build a dynamic foundation for new teachers by developing relationships that foster collaboration, creativity, critical thinking, and confidence.

MISSION

To create an environment where new teachers feel supported and have access to high quality professional development and coaching, personalized to their individual needs in the classroom.



School District of Indian River County
Vero Beach, Florida 32967

Contact Us

Terri Beckham (772) 564-3025
Terri.Beacham@indianriverschools.org

Anitra Cummings (772) 564-3131
Anitra.Cummings@indianriverschools.org

STARR PROGRAM
NEW TEACHER SUPPORT
MENTORING PROGRAM



School District of Indian River County



ABOUT US

The School District of Indian River County serves about 18,000 students and employs about 1,200 teachers. The Curriculum and Instruction Team strives to provide a system of induction for new faculty members to effectively assimilate to the culture and community of their school environment and district while learning the district's policies and procedures. Teachers will be made aware of available resources and opportunities for personal and professional growth. New teachers will be provided with professional support and guidance that will enhance teaching performance, and ultimately have a positive impact on student achievement.

NEW TEACHER SUPPORT

Mentoring Pairing -

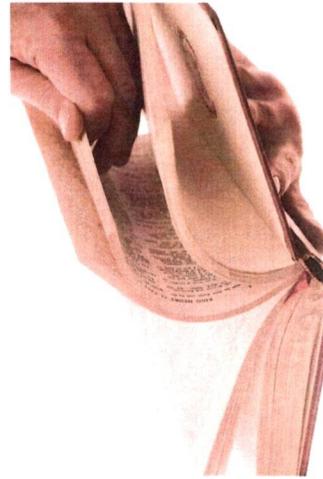
We have hundreds of dedicated teachers who are Clinical Educator trained and eager to assist their fellow teachers learn and grow. These mentors spend countless hours assisting new teachers navigate their new environments and professional expectations. All school-based mentoring is tailored to each individual teacher as they are surveyed quarterly by the PD Department.

Activities – New teachers will:

- Be assigned a highly trained school-based mentor.
- Receive monthly professional development on his/her campus

MINDSET MONDAY

All new teachers are encouraged to attend monthly professional development sessions at the District Office the second Monday of each month from 4-6 pm. Session topics are determined based on the needs of new teachers. These learning opportunities provide a time for collaboration with other teachers district wide.



Employee Wellness Center – Care Here:

Employees who are members of the District's health plan, along with their covered dependents, are eligible to use our Employee Wellness Center for their basic medical needs with a \$0 copay and many \$0 cost medications!

Life Insurance – Standard:

All District employees receive a \$25,000 basic life insurance policy, paid for by the District. As a new hire, employees are able to add additional coverage, up to a maximum amount as guarantee issue, with no medical history.

Retirement Options:

For information regarding the FRS pension/investment plan, contact Human Resources.

Employee contributed 403(b), 457(b) and 401(a) retirement plans are also available through TSA Consulting.



For more benefit information, please visit our Benefits website at

www.edirc.benefits.com



SDIRC Employee Benefits at a Glance





Health Insurance:

We have three different health plans available.

5770 (High plan) \$108.50 per pay for employee only

(\$1,000.00 annual deductible)

5772 (Middle Plan) \$59.00 per pay for employee only

(\$2,000.00 annual deductible)

5774 (Low Plan) \$14.50 per pay for employee only

(\$3,000 annual deductible)

***All three plans are PPO through Florida Blue. Employees can add eligible dependents if needed at an additional employee cost.

Additional Benefits Available at Employee Cost:

Dental – Cigna Dental

Vision – United Health Care Vision

Accident, Critical Illness and Cancer – Met Life

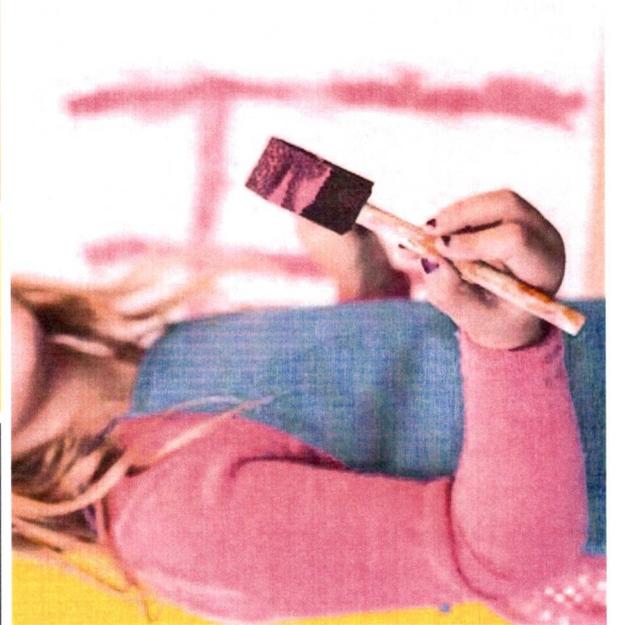
Legal – Legal Shield

Short Term and Long Term Disability – Cigna



Simply go to our website, to see the full Employee Benefits Guide.

www.sdirc-benefits.com



Coming Soon...
Employee Wellness Program!!

CANVAS-CULTURALLY RESPONSIVE INTERVIEWING FEEDBACK

▾ IDENTIFYING OUR VALUES		✓ + ⋮
⋮	📺 INTRODUCTION VIDEO	✓ ⋮
⋮	📎 Culturally Competent Interviewing Strategies Part 1 new.pptx	✓ ⋮
⋮	📎 Identifying our values- list.pdf	✓ ⋮
⋮	🗨️ VALUES- please answer the two questions in this discussion	✓ ⋮

▾ CULTURAL MANIFESTIONS and OPPRESSION and PRACTICE		✓ + ⋮
⋮	📎 Culturally Competent Interviewing Strategies Part 2 new.pptx	✓ ⋮
⋮	📎 INTERVIEW QUESTIONS EX 1.docx	✓ ⋮
⋮	📎 INTERVIEW QUESTIONS EX 2.docx	✓ ⋮
⋮	📎 SDIRC INTERVIEW QUESTIONS.JPG	✓ ⋮
⋮	📎 Interview Question Examples.pdf	✓ ⋮
⋮	📎 INTERVIEW QUESTIONS EX 1 EDITABLE.docx	✓ ⋮
⋮	📎 INTERVIEW QUESTIONS EX 2 EDITABLE.docx	✓ ⋮

▾ REFLECTION		✓ + ⋮
⋮	🗨️ REFLECTION on CULTURAL RESPONSIVENESS	✓ ⋮
⋮	📎 THANK YOU.png	✓ ⋮

Modules for Canvas Course

CANVAS-CULTURALLY RESPONSIVE INTERVIEWING FEEDBACK

<p>Please share what you have learned about interviewing with a culturally responsive lens?</p> <p>At a very simple level, I have learned that you have to be very mindful (super aware) of what you are saying and how you are saying things during an interview. The importance of having a diverse group of people in the interview. And, also the questions that you ask are as important as how you ask them.</p> <p>2) Do you feel that the training provided information pertinent to bringing more diversity to the district?</p> <p>Yes, it helps to bring it to the front of this specific work. We can always take it for granted and never be in tune with the diversity frame of mind.</p>	<p>1. I Learned that it is important that we include culturally responsive inquiry with our interviewing process to help ensure that our candidates understand the level of importance that our school district places on culturally responsive practices.</p> <p>2. I believe that the training was informative and will assist in bringing more diversity to our district.</p>
<p>I feel that a lot of the information was eye-opening and thought provoking. I feel that no matter who you are or what your life experiences have been, you have bias engrained in you. Being aware of that and managing those biases will allow you to not only interview with an open mind and heart, but it will also allow you to really get the right information and feel you need to really choose the best candidates for your positions.</p> <p>I feel that the information provided will help with diversity if the information is learned and taken to heart.</p>	<p>1. Being a Culturally Competent Interviewer it will not allow bias, prejudice, and cultural misunderstandings to happen or interfere with interviewing applicants. Instead, we will focus on their skills, knowledge, and abilities for the job in which they are applying for. The guiding questions presented to us to use will allow us to learn how culturally responsive the candidate is about race, equity, and culture. Also, interviewing a diverse group of candidates along with forming a diverse committee will ensure we are being equitable in our hiring practices.</p> <p>2. Yes, this training provided great information and guidance for all SDIRC employees to use so our district is more unified in our hiring practices.</p>
<p>1) Please share what you have learned about interviewing with a culturally responsive lens?</p> <p>I think the most important thing for me to remember is that I must be aware of not only my cultural views but be able to be aware of the varying cultural and community views of others whom I am are interviewing.</p> <p>2) Do you feel that the training provided information pertinent to bringing more diversity to the district?</p> <p>Yes. I think this training was helpful. The questions provided are a great resource for interviewing.</p>	<p>1. I learned how to select great questions to get to what the culture and climate of a teacher's classroom would be. It is another way to look outside the box and get deeper answers to the candidate.</p> <p>2. Yes, I think the training provided information and guidance. I love the "sample" questions to choose from</p>

<p>I learned an interviewing format which uses strategies and culturally competent communication will help attract diversity within our school workforce. It is important that interviewers are aware of the cultural differences across interviewees and structuring questions that shows what the candidate can offer to the organization. This will also show the candidate that the organization values equity, fairness, and diversity throughout the system.</p> <p>The training provided information that will better prepare leadership teams to recruit and retain a diverse staff to our district. Being reminded of the history of oppression and getting a deeper understanding of the manifestations of emotional distress amongst different cultures will create a more comforting interviewing session. I also appreciate the questions you provided to conduct a more meaningful interview that delves into situations.</p>	<p>1) Please share what you have learned about interviewing with a culturally responsive lens?</p> <p>To be cognizant of the hidden biases whether, conscious or un-conscious and not assume factors such as race, or ethnicity based on their name and or appearance. I learned to ensure that the interview committee is one that should reflect cultural diversity and that each candidate should be given opportunities to provide answers to culturally responsive questions.</p> <p>2) Do you feel that the training provided information pertinent to bringing more diversity to the district?</p> <p>Yes, absolutely! Providing training that gives strategies that provide direction as administrators is always helpful. Thank you.</p>
<p>I have learned how important it is to interview with a culturally responsive lens. Bias lies within all of us, and we need to be cognizant of it when we are interviewing prospective staff members. The new questions that we will use to conduct interviews will help us gauge if the interested individual fits in and help promote a culturally responsive community.</p> <p>I do feel the training was effective to help the district promote a positive culture and climate. The self-reflecting piece really brought to light the importance of our current hiring practices. Thank you, Beth for providing such an important training.</p>	<p>1. I learned that it is extremely important to ask the candidates the same questions. If we do not, the discrepancy among questions can impact the outcome of the interview. Also, it is just as important to share about our school and mission/vision as it is to question the candidate. It is almost like we are on an interview to sell our school.</p> <p>Something I have never practiced before, but will now, is allowing the interview committee to select the potential candidates. I have always picked them myself but asked for input after the interview. I could have been eliminating an opportunity without even being aware of it.</p> <p>2. This course was short, sweet, and to the point of the matter. I appreciate the resources for future interviews.</p>



SDIRC RETENTION RATE and INSTRUCTIONAL PERSONNEL BY SCHOOL BY RACE

(Does not include NEW hires for 2021-2022)

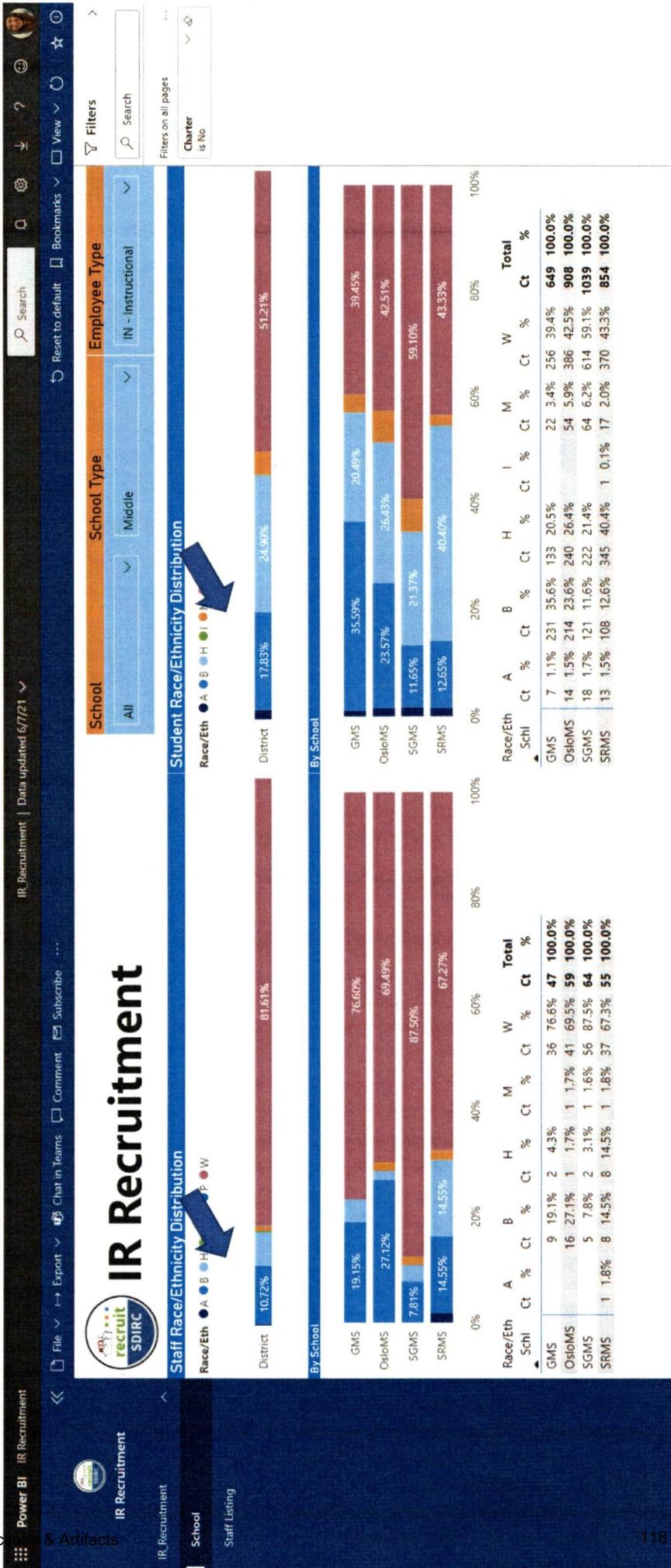
Personnel	Asian	Black/African American	Native Amer	Multi-Racial	Pacific Islander	White	Grand Total
A	3	114	5	10	1	914	1047
T		10		2		83	95
Grand Total	3	124	5	12	1	997	1142
Retention Rate	100%	92%	100%	83%	100%	92%	92%

School	Asian	Black	Native Amer	Multi-Racial	Pacific Islander	White	Grand Total	% of Asian	% of Black	% of Nativ	% of Mult	% of Pacif	% of White
ALTERNATIVE CENTER FOR EDUCATI		8				4	12	0.0%	66.7%	0.0%	0.0%	0.0%	33.3%
BEACHLAND ELEMENTARY		2				38	40	0.0%	5.0%	0.0%	0.0%	0.0%	95.0%
CITRUS ELEMENTARY		4				57	61	0.0%	6.6%	0.0%	0.0%	0.0%	93.4%
CURRICULUM & INSTRUCTIONAL		2				7	9	0.0%	22.2%	0.0%	0.0%	0.0%	77.8%
DODGERTOWN ELEMENTARY		6				33	39	0.0%	15.4%	0.0%	0.0%	0.0%	84.6%
ESE SCHOOL WIDE						11	11	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
FELLSMERE ELEMENTARY		1	1			42	45	0.0%	2.2%	2.2%	2.2%	0.0%	93.3%
GIFFORD MIDDLE SCHOOL		10				38	48	0.0%	20.8%	0.0%	0.0%	0.0%	79.2%
GLENDALE ELEMENTARY		4				46	50	0.0%	8.0%	0.0%	0.0%	0.0%	92.0%
INDIAN RIVER ACADEMY		2		1		34	37	0.0%	5.4%	0.0%	2.7%	0.0%	91.9%
LIBERTY ELEMENTARY		3	3			35	41	0.0%	7.3%	7.3%	0.0%	0.0%	85.4%
OSCEOLA ELEMENTARY		2		2		39	43	0.0%	4.7%	0.0%	4.7%	0.0%	90.7%
OSLO MIDDLE SCHOOL		18		1		46	65	0.0%	27.7%	0.0%	1.5%	0.0%	70.8%
PELICAN ISLAND ELEMENTARY		2				34	36	0.0%	5.6%	0.0%	0.0%	0.0%	94.4%
PRE-KINDERGARTEN PROGRAM						7	7	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
ROSEWOOD ELEMENTARY		1				42	43	0.0%	2.3%	0.0%	0.0%	0.0%	97.7%
SEBASTIAN ELEMENTARY		7				27	34	0.0%	20.6%	0.0%	0.0%	0.0%	79.4%
SEBASTIAN RIVER HIGH SCHOOL		8		1		99	108	0.0%	7.4%	0.0%	0.9%	0.0%	91.7%
SEBASTIAN RIVER MIDDLE SCHL	1	10		2		46	59	1.7%	16.9%	0.0%	3.4%	0.0%	78.0%
STORM GROVE MIDDLE SCHOOL		5		1		60	66	0.0%	7.6%	0.0%	1.5%	0.0%	90.9%
Strategic Planning and Support Services						1	1	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
TEACHER CERT/STAFF DEVELOPMENT		2				3	5	0.0%	40.0%	0.0%	0.0%	0.0%	60.0%
TREASURE COAST ELEMENTARY	1	2			1	49	53	1.9%	3.8%	0.0%	0.0%	1.9%	92.5%
Treasure Coast Technical College		1				5	6	0.0%	16.7%	0.0%	0.0%	0.0%	83.3%
VERO BEACH ELEMENTARY		6		1		39	46	0.0%	13.0%	0.0%	2.2%	0.0%	84.8%
VERO BEACH HIGH SCHOOL	1	16	1	2		141	161	0.6%	9.9%	0.6%	1.2%	0.0%	87.6%
WABASSO SCHOOL FOR EXCEPTIONAL		2				14	16	0.0%	12.5%	0.0%	0.0%	0.0%	87.5%
Grand Total	3	124	5	12	1	997	1142	0.3%	10.9%	0.4%	1.1%	0.1%	87.3%

IR RECRUITMENT DASHBOARD in POWER BI

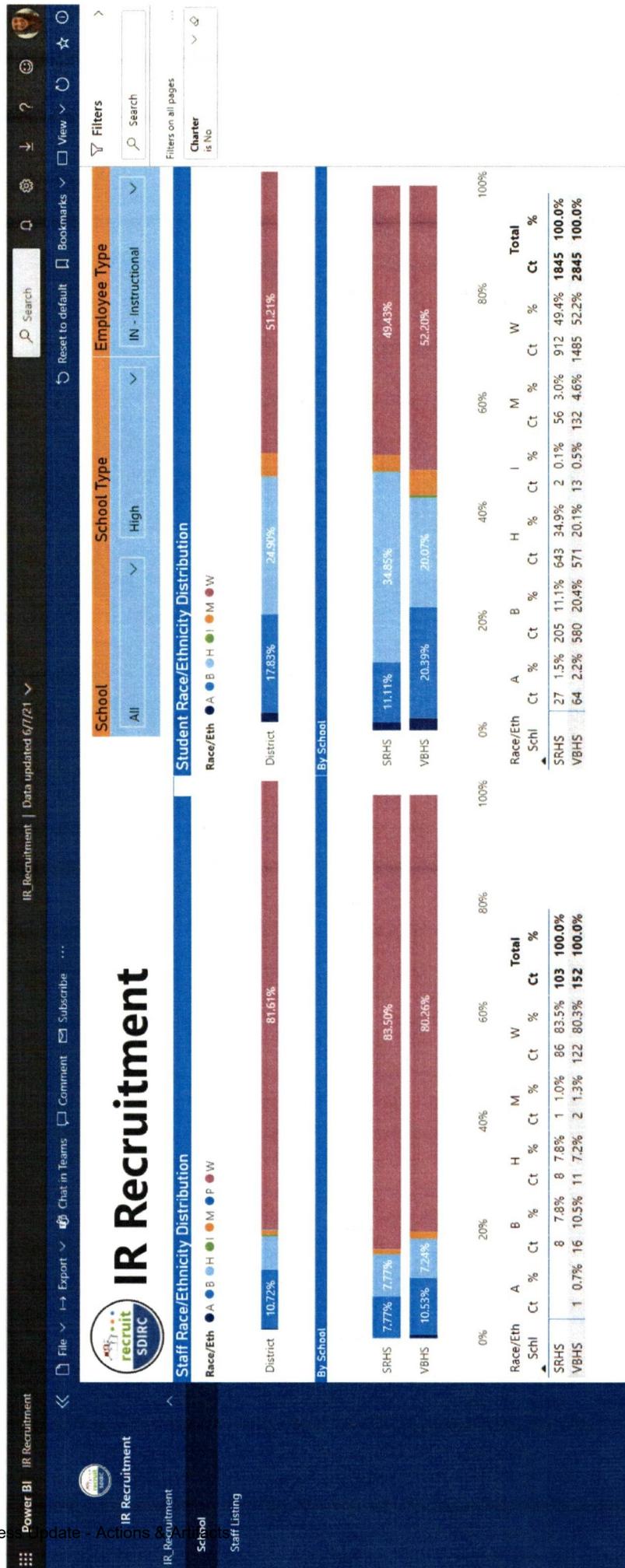
Middle Schools

Gifford, Oslo, Storm Grove, and Sebastian River



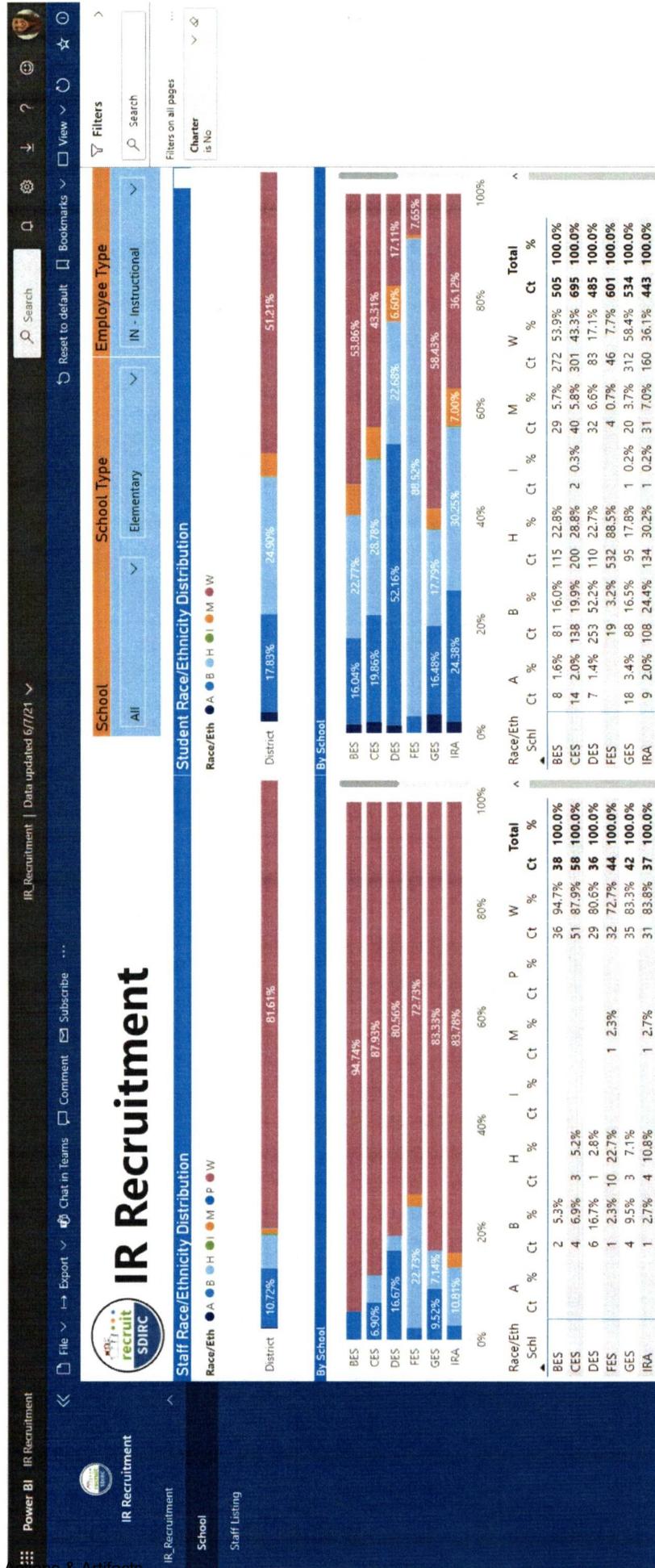
High Schools

Sebastian River and Vero Beach



Elementary Schools

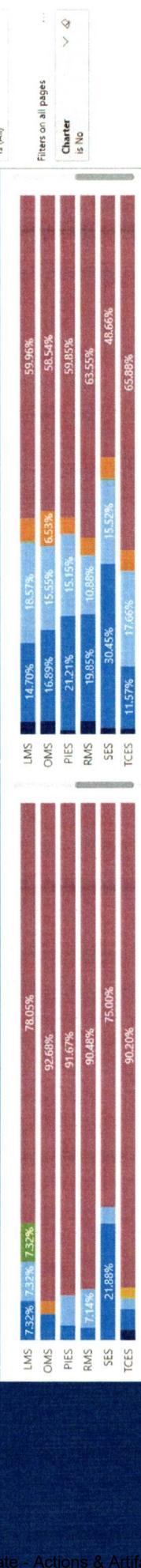
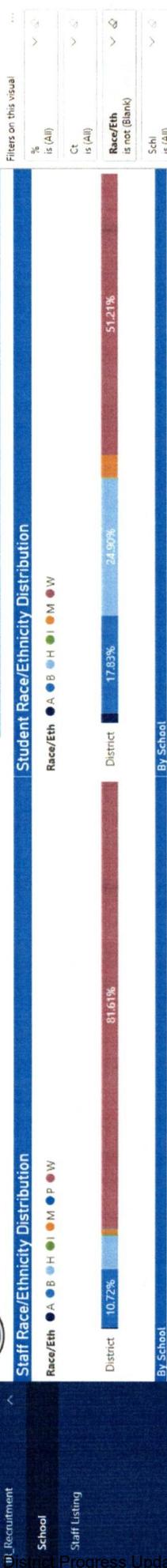
Beachland, Citrus, Dodgertown, Fellsmere, Glendale, Indian River Academy, Liberty Magnet, Osceola Magnet, Pelican Island, Rosewood Magnet, Sebastian, Treasure Coast, Vero Beach Elementary



IR Recruitment

Staff Race/Ethnicity Distribution

School: All | School Type: Elementary | Employee Type: IN - Instructional



Race/Eth	A		B		H		I		M		P		W		Total	
	Schl	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	
DES	7	1.4%	253	52.2%	110	22.7%	32	6.6%	83	17.1%	485	100.0%	601	100.0%	601	100.0%
FES	19	3.2%	532	88.5%	4	0.7%	46	7.7%	601	100.0%	601	100.0%	601	100.0%	601	100.0%
GES	18	3.4%	88	16.5%	95	17.8%	1	0.2%	20	3.7%	312	58.4%	534	100.0%	534	100.0%
IRA	9	2.0%	108	24.4%	134	30.2%	1	0.2%	31	7.0%	160	36.1%	443	100.0%	443	100.0%
LMS	12	2.3%	76	14.7%	96	18.6%	1	0.2%	22	4.3%	310	60.0%	517	100.0%	517	100.0%
OMS	13	2.5%	88	16.9%	81	15.5%	34	6.5%	305	58.5%	521	100.0%	396	100.0%	396	100.0%
PIES	3	0.8%	84	21.2%	60	15.2%	12	3.0%	237	59.8%	396	100.0%	524	100.0%	524	100.0%
RMS	13	2.5%	104	19.8%	57	10.9%	17	3.2%	333	63.5%	524	100.0%	335	100.0%	335	100.0%
SES	4	1.2%	102	30.4%	52	15.5%	1	0.3%	13	3.9%	163	48.7%	674	100.0%	674	100.0%
TCES	7	1.0%	78	11.6%	119	17.7%	26	3.9%	444	65.9%	674	100.0%	674	100.0%	674	100.0%

Power BI IR Recruitment | Data updated 6/7/21

File | Export | Chat in Teams | Comment | Subscribe

IR Recruitment | Search | Reset to default | Bookmarks | View

Filters: School, School Type, Employee Type

School: All | School Type: Elementary | Employee Type: IN - Instructional

IR Recruitment

Staff Race/Ethnicity Distribution

Race/Eth: A B H M P W

District: 10.72% | 81.61% | 17.85% | 24.90% | 51.21%

By School

School	A	B	H	M	P	W	Total
OMS	92.68%						36
PIES	91.67%						44
RMS	7.14%						42
SES	21.89%						37
TCES	90.20%						41
VBES	13.33%						45

Student Race/Ethnicity Distribution

Race/Eth: A B H M W

District: 17.85% | 24.90% | 51.21%

By School

School	A	B	H	M	W	Total
OMS	16.89%	15.55%	6.93%		58.54%	485
PIES	21.21%	15.15%			59.85%	601
RMS	19.85%	10.88%			63.56%	534
SES	30.45%	15.5%			48.66%	443
TCES	11.57%	17.66%			65.88%	517
VBES	30.03%	25.74%			38.28%	521

Race/Eth	Schl	A	B	H	M	W	Total
DES	7	1.4%	253	52.2%	110	22.7%	32
FES	19	3.2%	532	88.5%	4	0.7%	46
GES	18	3.4%	88	16.5%	95	17.8%	1
IRA	9	2.0%	108	24.4%	134	30.2%	1
LMS	12	2.3%	76	14.7%	96	18.6%	1
OMS	13	2.5%	88	16.9%	81	15.5%	34
PIES	3	0.8%	84	21.2%	60	15.2%	12
RMS	13	2.5%	104	19.8%	57	10.9%	17
SES	4	1.2%	102	30.4%	52	15.5%	1
TCES	7	1.0%	78	11.6%	119	17.7%	26
VBES	13	2.1%	182	30.0%	156	25.7%	1

Vacancies

Categories Locations

- Administrative (6)
- Athletics/Activities (8)
- Career & Adult Education (4)
- Confidential Managerial (3)
- Elementary School Teaching (28)
- Extracurricular Student Education (3)
- Food Service (34)
- High School Teaching (22)
- Middle School Teaching (24)
- Physical Plant/Custodial (16)
- Professional/Technical (2)
- Secretarial/Clerical (3)
- Student Support Services (15)
- Student Teaching (1)
- Substitutes (3)
- Support Staff (14)
- Technology (1)
- Transportation (2)

All Jobs

Print Notice

Openings as of 6/7/2021

Viewing All Types (27 openings)

Coordinator, Science-Technology-Engineering-Arts-Math (STEAM) (STE-AM)

Position Type: Administrative Coordinator

Date Posted: 5/26/2021

Location: Curriculum and Instruction

Additional Information: Show/Hide

Attachment(s): Coordinator STEAM.pdf

JobID: 5292

159

Email To A Friend

Print Version

Coordinator of Parental and Community Involvement (2021-2022)

Position Type: Administrative Coordinator

Date Posted: 5/26/2021

Location: District Office

Additional Information: Show/Hide

Attachment(s): Coordinator of Parental Community Involvement.pdf

JobID: 5295

159

Email To A Friend

Print Version

Coordinator of Equity (2021-2022)

JobID: 5297 [Apply](#)

Position Type:
Administrative/Coordinator

Date Posted:
5/26/2021

Location:
District Office

Additional Information: [Show/Hide](#)

Attachment(s):
[Coordinator_of_Equity.pdf](#)

159 [+](#) [-](#) [f](#)
[Email To A Friend](#)
[Print Version](#)

Coordinator of Mental Health and Social Services (2021-2022)

JobID: 5327 [Apply](#)

Position Type:
Administrative/Coordinator

Date Posted:
5/28/2021

Location:
Strategic Planning and Support Services

Additional Information: [Show/Hide](#)

Attachment(s):
[Coordinator_of_Mental_Health_Social_Services.pdf](#)

159 [+](#) [-](#) [f](#)
[Email To A Friend](#)
[Print Version](#)

Director of Student Services (2021-2022)

JobID: 5383 [Apply](#)

Position Type:
Administrative/Director

Date Posted:
6/4/2021

Location:
Strategic Planning and Support Services

Additional Information: [Show/Hide](#)

Attachment(s):
[Director_of_Student_Services.pdf](#)

159 [+](#) [-](#) [f](#)
[Email To A Friend](#)
[Print Version](#)

Director of Exceptional Student Education

JobID: 5251 [Apply](#)

Position Type:
Administrative/Director

Date Posted:
5/18/2021

Location:
Strategic Planning and Support Services

Additional Information: [Show/Hide](#)

169 [+](#) [-](#) [f](#)
[Email To A Friend](#)
[Print Version](#)

Attachment(s):
[Director of Exceptional Student Education.pdf](#)

Head Baseball Coach (2021-2022)

JobID: 5186 [Apply](#)

Position Type:
Athletics/Activities/Coaching

Date Posted:
5/13/2021

Location:
Sebastian River High

Additional Information: [Show/Hide](#)

169 [+](#) [-](#) [f](#)
[Email To A Friend](#)
[Print Version](#)

Attachment(s):
[Athletic Coaching Guidelines.pdf](#)

Freshman Football (2021-2022)

JobID: 5318 [Apply](#)

Position Type:
Athletics/Activities/Coaching

Date Posted:
5/27/2021

Location:
Vero Beach High

Additional Information: [Show/Hide](#)

169 [+](#) [-](#) [f](#)
[Email To A Friend](#)
[Print Version](#)

Attachment(s):
[Athletic Coaching Guidelines.pdf](#)

Adjunct Nursing Assistant Instructor (2021-2022)

JobID: 4644 [Apply](#)

Position Type:
Career & Adult Education/LPN Instructor
Date Posted:
8/4/2020
Location:
Treasure Coast Technical College
Additional Information: [Show/Hide](#)

159 [+](#) [+](#) [+](#) [+](#) [+](#)
[Email To A Friend](#)
[Print Version](#)

Attachment(s):
[Teacher_Career_Technical.pdf](#)

Adjunct Medical Assisting Instructor (2021-2022)

JobID: 4645 [Apply](#)

Position Type:
Career & Adult Education/LPN Instructor
Date Posted:
8/4/2020
Location:
Treasure Coast Technical College
Additional Information: [Show/Hide](#)

159 [+](#) [+](#) [+](#) [+](#) [+](#)
[Email To A Friend](#)
[Print Version](#)

Attachment(s):
[Teacher_Career_Technical.pdf](#)

Adjunct Pharmacy Technician Instructor (2021-2022)

JobID: 4647 [Apply](#)

Position Type:
Career & Adult Education/LPN Instructor
Date Posted:
8/4/2020
Location:
Treasure Coast Technical College
Additional Information: [Show/Hide](#)

159 [+](#) [+](#) [+](#) [+](#) [+](#)
[Email To A Friend](#)
[Print Version](#)

Attachment(s):
[Teacher_Career_Technical.pdf](#)

Teacher, 5th Grade (2021-2022)

JobID: 5117 [Apply](#)

< 159 > [Email To A Friend](#)
[Print Version](#)

Position Type:
Elementary School Teaching/Intermediate - Grades 4, 5

Date Posted:
4/30/2021

Location:
Sebastian Elementary

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Intermediate.pdf](#)

Teacher, 5th Grade (2021-2022)

JobID: 5167 [Apply](#)

< 159 > [Email To A Friend](#)
[Print Version](#)

Position Type:
Elementary School Teaching/Intermediate - Grades 4, 5

Date Posted:
5/3/2021

Location:
Vero Beach Elementary

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Intermediate.pdf](#)

Teacher, 5th Grade (2021-2022)

JobID: 5065 [Apply](#)

< 159 > [Email To A Friend](#)
[Print Version](#)

Position Type:
Elementary School Teaching/Intermediate - Grades 4, 5

Date Posted:
4/30/2021

Location:
Pelican Island Elementary

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Intermediate.pdf](#)

Teacher, 5th Grade (2021-2022)

JobID: 5273 [Apply](#)

Position Type:
Elementary School Teaching/Intermediate - Grades 4, 5

Date Posted:
5/21/2021

Location:
Glendale Elementary

Additional Information: [Show/Hide](#)

[Facebook](#) [Twitter](#) [More \(180\)](#) [AddThis](#)

[To A Friend](#) [Print Version](#)

Attachment(s):
[Teacher_Intermediate.pdf](#)

Teacher, 4th Grade (2021-2022)

JobID: 5298 [Apply](#)

Position Type:
Elementary School Teaching/Intermediate - Grades 4, 5

Date Posted:
5/28/2021

Location:
Liberty Magnet

Additional Information: [Show/Hide](#)

[Facebook](#) [Twitter](#) [Email To A Friend](#) [Print Version](#)

Attachment(s):
[Teacher_Intermediate.pdf](#)

Teacher, 5th Grade (2021-2022)

JobID: 5311 [Apply](#)

Position Type:
Elementary School Teaching/Intermediate - Grades 4, 5

Date Posted:
5/28/2021

Location:
Dodgertown Elementary

Additional Information: [Show/Hide](#)

[Facebook](#) [Twitter](#) [Email To A Friend](#) [Print Version](#)

Attachment(s):
[Teacher_Intermediate.pdf](#)

<p>Teacher, 4th Grade (2021-2022)</p> <p>JobID: 5361 Apply</p> <p>159 + - f f</p> <p>Email To A Friend Print Version</p> <p>Position Type: Elementary School Teaching/Intermediate - Grades 4, 5</p> <p>Date Posted: 6/4/2021</p> <p>Location: Vero Beach Elementary</p> <p>Additional Information: Show/Hide</p> <p>Attachment(s): Teacher_Intermediate.pdf</p>	<p>Teacher, Kindergarten (2021-2022)</p> <p>JobID: 5300 Apply</p> <p>159 + - f f</p> <p>Email To A Friend Print Version</p> <p>Position Type: Elementary School Teaching/Kindergarten</p> <p>Date Posted: 5/28/2021</p> <p>Location: Liberty Magnet</p> <p>Additional Information: Show/Hide</p> <p>Attachment(s): Teacher_Elementary.pdf</p>	<p>Teacher, Kindergarten (2021-2022)</p> <p>JobID: 5359 Apply</p> <p>159 + - f f</p> <p>Email To A Friend Print Version</p> <p>Position Type: Elementary School Teaching/Kindergarten</p> <p>Date Posted: 6/3/2021</p> <p>Location: Pelican Island Elementary</p> <p>Additional Information: Show/Hide</p> <p>Attachment(s): Teacher_Elementary.pdf</p>
---	--	--

JobID: 5115

Apply

169

Email To A Friend

Print Version

Teacher, Physical Education (2021-2022)

Position Type: Elementary School Teaching/Physical Education

Date Posted: 4/30/2021

Location: Sebastian Elementary

Additional Information: [Show/Hide](#)

Attachment(s): [Teacher_Physical Education.pdf](#)

JobID: 5129

Apply

169

Email To A Friend

Print Version

Teacher, 3rd Grade (2021-2022) (HIRE PENDING)

Position Type: Elementary School Teaching/Primary - Grades 1, 2, 3

Date Posted: 4/30/2021

Location: Vero Beach Elementary

Additional Information: [Show/Hide](#)

Attachment(s): [Teacher_Intermediate.pdf](#)

JobID: 5196

Apply

169

Email To A Friend

Print Version

Teacher, 3rd Grade (2021-2022)

Position Type: Elementary School Teaching/Primary - Grades 1, 2, 3

Date Posted: 5/13/2021

Location: Beachland Elementary

Additional Information: [Show/Hide](#)

Attachment(s): [Teacher_Elementary.pdf](#)

Teacher, 1st Grade (2021-2022) (HIRE PENDING)

JobID: 5279 **Apply**

159    
Email To A Friend
Print Version

Position Type:
Elementary School Teaching/Primary - Grades 1, 2, 3

Date Posted:
5/26/2021

Location:
Treasure Coast Elementary

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Elementary.pdf](#)

Teacher, 1st Grade (2021-2022)

JobID: 5275 **Apply**

159    
Email To A Friend
Print Version

Position Type:
Elementary School Teaching/Primary - Grades 1, 2, 3

Date Posted:
5/26/2021

Location:
Rosewood Magnet

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Elementary.pdf](#)

Teacher, 2nd Grade (2021-2022)

JobID: 5276 **Apply**

159    
Email To A Friend
Print Version

Position Type:
Elementary School Teaching/Primary - Grades 1, 2, 3

Date Posted:
5/26/2021

Location:
Rosewood Magnet

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Elementary.pdf](#)

Teacher, ESE (Gifted) (2021-2022)

JobID: 5365 [Apply](#)

Position Type:
Exceptional Student Education

Date Posted:
6/4/2021

Location:
ESE District Wide

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Exceptional_Student_Education.pdf](#)

159 [+](#) [-](#) [f](#)

[Email To A Friend](#)
[Print Version](#)

Teacher, ESE (2021-2022)

JobID: 5365 [Apply](#)

Position Type:
Exceptional Student Education

Date Posted:
6/4/2021

Location:
Gifford Middle

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Exceptional_Student_Education.pdf](#)

159 [+](#) [-](#) [f](#)

[Email To A Friend](#)
[Print Version](#)

Teacher, ESE (Gifted) (2021-2022)

JobID: 5374 [Apply](#)

Position Type:
Exceptional Student Education

Date Posted:
6/4/2021

Location:
ESE District Wide

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Exceptional_Student_Education.pdf](#)

159 [+](#) [-](#) [f](#)

[Email To A Friend](#)
[Print Version](#)

Teacher, ESE (2021-2022)

JobID: 5089 [Apply](#)

Position Type:
Exceptional Student Education

Date Posted:
4/30/2021

Location:
Sebastian River High

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Exceptional Student Education.pdf](#)

159 [+](#) [E](#) [T](#) [F](#)
[Email To A Friend](#)
[Print Version](#)

Teacher, ESE (2021-2022)

JobID: 5084 [Apply](#)

Position Type:
Exceptional Student Education

Date Posted:
4/30/2021

Location:
Sebastian River High

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Exceptional Student Education.pdf](#)

159 [+](#) [E](#) [T](#) [F](#)
[Email To A Friend](#)
[Print Version](#)

Teacher, ESE (Gifted) (2021-2022)

JobID: 5090 [Apply](#)

Position Type:
Exceptional Student Education

Date Posted:
4/30/2021

Location:
Osceola Magnet

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Exceptional Student Education.pdf](#)

159 [+](#) [E](#) [T](#) [F](#)
[Email To A Friend](#)
[Print Version](#)

ESE Intermediate Resource (2021-2022)

JobID: 5382 [Apply](#)

159 [+](#) [E](#) [T](#) [F](#)
Email To A Friend
Print Version

Position Type:
Exceptional Student Education/Teacher, ESE
Date Posted:
6/4/2021
Location:
Citrus Elementary
Additional Information: [Show/Hide](#)

Attachment(s):
[Resource_Specialist.pdf](#)

Teacher, ESE (2021-2022)

JobID: 5136 [Apply](#)

159 [+](#) [E](#) [T](#) [F](#)
Email To A Friend
Print Version

Position Type:
Exceptional Student Education/Teacher, ESE
Date Posted:
4/30/2021
Location:
Rosewood Magnet
Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Exceptional Student Education.pdf](#)

Teacher, ESE (2021-2022) (HIRE PENDING)

JobID: 5132 [Apply](#)

159 [+](#) [E](#) [T](#) [F](#)
Email To A Friend
Print Version

Position Type:
Exceptional Student Education/Teacher, ESE
Date Posted:
4/30/2021
Location:
Vero Beach Elementary
Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Exceptional Student Education.pdf](#)

Teacher, Math (2021-2022)

JobID: 5179 [Apply](#)

Position Type:
High School Teaching

Date Posted:
5/7/2021

Location:
Vero Beach High

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Secondary.pdf](#)

159 [+](#) [E](#) [T](#) [F](#)
[Email To A Friend](#)
[Print Version](#)

Teacher, Social Studies (2021-2022)

JobID: 5102 [Apply](#)

Position Type:
High School Teaching

Date Posted:
4/30/2021

Location:
Sebastian River High

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Secondary.pdf](#)

159 [+](#) [E](#) [T](#) [F](#)
[Email To A Friend](#)
[Print Version](#)

Teacher, Reading (2021-2022)

JobID: 5073 [Apply](#)

Position Type:
High School Teaching

Date Posted:
4/30/2021

Location:
Sebastian River High

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Reading.pdf](#)

159 [+](#) [E](#) [T](#) [F](#)
[Email To A Friend](#)
[Print Version](#)

Teacher, Math (2021-2022)

JobID: 5075 [Apply](#)

Position Type:
High School Teaching
Date Posted:
4/30/2021
Location:
Sebastian River High
Additional Information: [Show/Hide](#)

159 [+](#) [+](#) [+](#) [+](#) [+](#) [+](#)
[Email To A Friend](#)
[Print Version](#)

Attachment(s):
[Teacher_Secondary.pdf](#)

Teacher, Secondary (2021-2022)

JobID: 4913 [Apply](#)

Position Type:
High School Teaching
Date Posted:
2/10/2021
Location:
District Wide
Additional Information: [Show/Hide](#)

159 [+](#) [+](#) [+](#) [+](#) [+](#) [+](#)
[Email To A Friend](#)
[Print Version](#)

Attachment(s):
[Teacher_Secondary.pdf](#)

Teacher, English (2021-2022)

JobID: 5330 [Apply](#)

Position Type:
High School Teaching
Date Posted:
5/28/2021
Location:
Sebastian River High
Additional Information: [Show/Hide](#)

159 [+](#) [+](#) [+](#) [+](#) [+](#) [+](#)
[Email To A Friend](#)
[Print Version](#)

Attachment(s):
[Teacher_Secondary.pdf](#)

Teacher, Critical Thinking (2021-2022)

JobID: 5303

[Apply](#)

Position Type:

High School Teaching

Date Posted:

5/27/2021

Location:

Verio Beach High

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Secondary.pdf](#)

< 159 +   

[Email To A Friend](#)

[Print Version](#)

Teacher, English II, Honors (2021-2022)

JobID: 5370

[Apply](#)

Position Type:

High School Teaching

Date Posted:

6/4/2021

Location:

Sebastian River High

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Secondary.pdf](#)

< 159 +   

[Email To A Friend](#)

[Print Version](#)

Teacher, English (2021-2022)

JobID: 5185

[Apply](#)

Position Type:

High School Teaching/English

Date Posted:

5/13/2021

Location:

Sebastian River High

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Secondary.pdf](#)

< 159 +   

[Email To A Friend](#)

[Print Version](#)

Teacher, Career Technical-Culinary Arts (2021-2022) (HIRE PENDING)

JobID: 5183 [Apply](#)

159 [+](#) [i](#) [f](#)
Email To A Friend
Print Version

Position Type:
High School Teaching/Industrial-Technology Education

Date Posted:
5/7/2021

Location:
Vero Beach High

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Career_Technical.pdf](#)

Teacher, Technology Education - Cyber Security (2021-2022)

JobID: 5191 [Apply](#)

159 [+](#) [i](#) [f](#)
Email To A Friend
Print Version

Position Type:
High School Teaching/Industrial-Technology Education

Date Posted:
5/13/2021

Location:
Sebastian River High

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Career_Technical.pdf](#)

Teacher, Career Technical-Airplane Assembly and Fabrication (2021-2022) (HIRE PENDING)

JobID: 5071 [Apply](#)

159 [+](#) [i](#) [f](#)
Email To A Friend
Print Version

Position Type:
High School Teaching/Industrial-Technology Education

Date Posted:
4/30/2021

Location:
Vero Beach High

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Career_Technical.pdf](#)

Teacher, Math (2021-2022)

JobID: 5076 [Apply](#)

Position Type:
High School Teaching/Mathematics

Date Posted:
4/30/2021

Location:
Sebastian River High

Additional Information: [Show/Hide](#)

159 [+](#) [+](#) [+](#) [+](#) [+](#)
Email To A Friend
Print Version

Attachment(s)
[Teacher_Secondary.pdf](#)

Teacher, Physical Education (2021-2022) (HIRE PENDING)

JobID: 5180 [Apply](#)

Position Type:
High School Teaching/Physical Education

Date Posted:
5/7/2021

Location:
Vero Beach High

Additional Information: [Show/Hide](#)

159 [+](#) [+](#) [+](#) [+](#) [+](#)
Email To A Friend
Print Version

Attachment(s)
[Teacher_Physical Education.pdf](#)

Teacher, Physical Education (2021-2022)

JobID: 5168 [Apply](#)

Position Type:
High School Teaching/Physical Education

Date Posted:
5/6/2021

Location:
Sebastian River High

Additional Information: [Show/Hide](#)

159 [+](#) [+](#) [+](#) [+](#) [+](#)
Email To A Friend
Print Version

Attachment(s)
[Teacher_Physical Education.pdf](#)

Teacher, Math (2021-2022)

JobID: 5368

[Apply](#)

Position Type:
Middle School Teaching

Date Posted:
6/4/2021

Location:
Storm Grove Middle

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Secondary.pdf](#)

< 159 >

[Email To A Friend](#)
[Print Version](#)

Teacher, ELA (2021-2022)

JobID: 5353

[Apply](#)

Position Type:
Middle School Teaching

Date Posted:
6/4/2021

Location:
Oslo Middle

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Secondary.pdf](#)

< 159 >

[Email To A Friend](#)
[Print Version](#)

Teacher, Math (2021-2022)

JobID: 5357

[Apply](#)

Position Type:
Middle School Teaching

Date Posted:
6/4/2021

Location:
Oslo Middle

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Secondary.pdf](#)

< 159 >

[Email To A Friend](#)
[Print Version](#)

Teacher, Reading (2021-2022)

JobID: 5286 [Apply](#)

Position Type:
Middle School Teaching

Date Posted:
5/26/2021

Location:
Oslo Middle

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Reading.pdf](#)

159 [+](#) [+](#) [+](#) [+](#) [+](#) [+](#)
[Email To A Friend](#)
[Print Version](#)

Teacher, Science (2021-2022) (HIRE PENDING)

JobID: 5259 [Apply](#)

Position Type:
Middle School Teaching

Date Posted:
5/21/2021

Location:
Storm Grove Middle

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Secondary.pdf](#)

159 [+](#) [+](#) [+](#) [+](#) [+](#) [+](#)
[Email To A Friend](#)
[Print Version](#)

Teacher, Art (2021-2022)

JobID: 5285 [Apply](#)

Position Type:
Middle School Teaching/Art

Date Posted:
5/26/2021

Location:
Sebastian River Middle

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Art.pdf](#)

159 [+](#) [+](#) [+](#) [+](#) [+](#) [+](#)
[Email To A Friend](#)
[Print Version](#)

Teacher, English (2021-2022)

JobID: 5351

[Apply](#)

Position Type:

Middle School Teaching/Language Arts

Date Posted:

6/4/2021

Location:

Oslo Middle

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Secondary.pdf](#)

159



[Email To A Friend](#)

[Print Version](#)

Teacher, ELA (2021-2022) (HIRE PENDING)

JobID: 5154

[Apply](#)

Position Type:

Middle School Teaching/Language Arts

Date Posted:

4/30/2021

Location:

Storm Grove Middle

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Secondary.pdf](#)

159



[Email To A Friend](#)

[Print Version](#)

Teacher, ELA (2021-2022) (HIRE PENDING)

JobID: 5155

[Apply](#)

Position Type:

Middle School Teaching/Language Arts

Date Posted:

4/30/2021

Location:

Storm Grove Middle

Additional Information: [Show/Hide](#)

Attachment(s):
[Teacher_Secondary.pdf](#)

159



[Email To A Friend](#)

[Print Version](#)



WORKFORCE HOUSING COMMITTEE

AGENDA

April 21, 2021

5:30pm

District Office-TEC

- Call to Order
- Welcome
- Review of group norms
- Approval of January minutes
- Assignment of roles for meeting
 - Facilitator, timekeeper, note-taker
- Discussion about research
- Action steps for next meeting
- Calendar (set date for next meeting)
- Other discussion
- Adjournment





WORKFORCE HOUSING COMMITTEE

AGENDA

January 19, 2021

5:30pm

District Office-TEC

- Call to Order
- Welcome and Introductions
- Establish group norms
- Assignment of roles for meetings
 - Facilitator, timekeeper, note-taker
- Mission of Committee and desired outcomes
- Current & Desired State of Housing
- Action steps for next meeting
- Calendar (set dates for future meetings)
- Other discussion
- Adjournment





LIVE INDIAN RIVER COUNTY

PARTNER WITH SDIRC!

RENT TO OUR DYNAMIC WORKFORCE AND
BE THE CHANGE FOR OUR STUDENTS!



GET IN TOUCH @RECRUITSDIRC

Beth Crisafulli
Director of Recruitment
772-564-3148

beth.crisafulli@indianriverschools.org





May 25, 2021

Dear _____:

We are reaching out to you today because you have been designated as someone that may have some rental properties available either now or in the near future. Did you know that according to RentData.org the average cost of a rental in Indian River County is 90% higher than the national average? SDIRC has a DIRE need for our incoming new teachers for the 2021-2022 school year. Our teachers make amazing tenants for the following reasons...

1. The School District of Indian River County does complete background checks of all employees.
2. Teaching is a career, not a job. All new teachers in SDIRC have a starting salary of \$47,500 and sign a one-year contract so, it is easy to verify employment and income.

We invite you to partner with SDIRC's LIVE INDIAN RIVER COUNTY program. Each new teacher in SDIRC is chosen for their experience and ability to be a role-model and build a positive relationship with a child. When all students thrive and are supported, our community thrives and prospers. Rent to our dynamic workforce and be the change for our students! For more information about partnering with us, please contact Beth Crisafulli, Director of Recruitment.

Sincerely,

Beth Crisafulli
Director of Recruitment and Retention
School District of Indian River County
Workforce Housing Committee Member



Joint Plan Section V – Partial Unitary Status and Continued Plan Supervision

Joint Plan Section V – Partial Unitary Status and Continued Plan Supervision

Required Goal: The School District will continue under this [August 2018] Desegregation Order while the plan developed by the parties for achieving full unitary status is implemented. *Joint Plan Section V Page 6*

Action Steps
<ul style="list-style-type: none"> • Provided the established Equity Committee with a summary of planned district action steps for the time period from April 2021 to June 2021, for which a progress update will be provided in June 2021. • Provided the Equity Committee with monthly data progress updates for the 2018 Joint Plans for the months of April, May, and June 2021. • Ensured that relevant district staff members are in attendance at any scheduled Equity Committee meetings.² • Updated the “Joint Plan – District Progress Update” with artifacts of actions taken for the designated time period and share the updated document with the Equity Committee.
Staff Responsible
D. Moore, Superintendent C. Jacobs, Director of Strategic Initiatives & Systems Compliance B. Davis, Administrative Assistant
Considerations for Monitoring Progress
<ul style="list-style-type: none"> • Has the Equity Committee been provided with information to assess progress related to the Joint Plan?

Action steps also support the following recommendations made by the 2019 Equity Committee:

¹We recommend the NAACP and Board meet quarterly and/or biannually, in addition to annual progress meeting. (Both parties agreed)

²We recommend that the Superintendent emphasize to District Staff that compliance with the Desegregation Order is non-negotiable.

Artifacts of Actions Taken: Agenda of the Joint NAACP and School Board meeting, attendance roster of district staff attending Equity Committee Meeting, and supports provided.

Progress Update

On April 6, 2021, the 2021 Equity Committee was provided with a document outlining the planned action steps to be implemented by the District from April 2021 – June 2021 for various sections of the 2018 Joint Plan. Additionally, during the months of April, May, and June of 2021, Equity Committee members were provided with monthly progress monitoring updates that included data related to the various sections of the Joint Plan. Originally, these monthly updates were sent to the Equity Committee via email. However, in response to feedback provided by the 2021 Equity Committee, the monthly updates are now posted through the BoardDocs Library for the Equity Committee to improve the clarity and organization of the information. Equity Committee meetings were held on 04/22/21, 05/13/21, and 06/17/21. Relevant district staff members attended these meetings, with some staff members providing presentations regarding information requested by the Equity Committee. The current update is the implementation of the last action step listed in this section.

Joint Plan Section V – Partial Unitary Status and Continued Plan Supervision Artifacts





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 6/18/2021

Office/Department(s): Office of the Superintendent

Report generated by: Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance

Action Steps:

Joint Plan Section V – Partial Unitary Status and Continued Plan Supervision

- Provide the established Equity Committee with a summary of planned district action steps for the time period from April 2021 to June 2021, for which a progress update will be provided in June 2021.
- Provide the Equity Committee with monthly data progress updates for the 2018 Joint Plans for the months of April, May, and June 2021.
- Ensure that relevant district staff members are in attendance at any scheduled Equity Committee meetings.²

Explanation of Evidence:

The attached artifacts show evidence of the provision of the planned district action steps document and monthly progress monitoring updates to the 2020-2021 Equity Committee. Additionally, attached are the staff sign-in sheets for the Equity Committee meetings that occurred in April 2021 – June 2021.

Results of Action Taken:

Staff in attendance at the Equity Committee were able to gain an understanding of the information desired by the Equity Committee and subsequently provide the information requested. Additionally, as a result of feedback provided by Equity Committee members, it was determined that posting all information/data provided to the Equity Committee on the BoardDocs platform would improve the clarity and organization of information provided.

Reflection/Next Steps: The District will continue to provide monthly progress monitoring updates to the 2021 Equity Committee during the school year. Additionally, relevant district staff members will be in attendance at the Equity Committee meetings.

Joint Plan Update - Planned Action Steps & Monthly Progress Monitoring - April

Moore, David <David.Moore@indianriverschools.org>

Fri 4/2/2021 12:52 PM

To: KEVIN BROWNING <kevinbrowningequity@gmail.com>; Carol Bristol <bristolc@theajci.org>; Carol Pindor <pinfour@comcast.net>; Patterson, Ataaba <Ataaba.Patterson@indianriverschools.org>; Walker, Lavonne <Lavonne.Walker@indianriverschools.org>; bustason@yahoo.com <bustason@yahoo.com>; 'jwarrior_99@yahoo.com' <jwarrior_99@yahoo.com>

Cc: District, School Board Members <Dist.CO.BoardMembers@sdirc.onmicrosoft.com>; Davis, Brenda <Brenda.Davis@indianriverschools.org>

 2 attachments (630 KB)

Joint Plan District Progress Update_April 2021_June 2021_Planned Action Steps_04.02.21.pdf; Equity Committee - Monthly Updates - April 2021_FINAL.pdf;

Good afternoon,

Attached, you will find the District's planned action steps associated with the 2018 Joint Plan for the time period from April 2021 - June 2021. Originally, a 6-month timeframe was going to be used to share these action steps. However, a review of the volume of work and evidence shared from the last three months revealed that sharing work implemented in 6-month increments as compared with 3-month increments leads to a significant volume of work to be reviewed. Given this, a 3-month timeframe will make the information shared more digestible. Just as was done for January through March, in June 2021, an updated document with the evidence of the work that has been implemented, as well as progress monitoring, will be shared.

In addition to the aforementioned document, the Joint Plan Monthly Progress monitoring update for April 2021 is included.

Please let me know if you have any questions.

Thank you,

David K. Moore, Ed.D.

Superintendent

School District of Indian River County

6500 57th Street

Vero Beach, FL 32967

772.564.3150

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message. The School Board of Indian River County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5517.01: Bullying and Harassment for additional information.

Additionally, as I shared with the Committee Chair, a great deal of information has been created and is being provided to the Committee for review. I am concerned that due to the volume of information being requested and provided, that the depth of the conversation regarding the various areas will not be as fruitful as it possibly could be. As a Committee, I would encourage you to prioritize the focus of each meeting in order to conduct a deep analysis of the topics to be discussed in order to provide the most meaningful feedback. I do not want the Committee to feel overwhelmed or rushed in providing recommendations that haven't been fully discussed.

Thank you,

David K. Moore, Ed.D.

Superintendent

School District of Indian River County

6500 57th Street

Vero Beach, FL 32967

772.564.3150

June 2021 Monthly Update to the Equity Committee

Board Agenda and Policies School District of Indian River County Serving ALL Students with Excellence



Search Agenda

A. MEETING OPENING

1. Call Meeting to Order
3. Roll Call

B. APPROVAL OF MEETING MINUTES

1. Approval of May 13, 2021 Meeting Minutes 

C. OLD BUSINESS

1. Hiring Data Previously Requested 

D. DISCUSSION ITEMS

1. UPDATED - Discipline and Referrals 
2. Report Card for Monitoring District Progress - Mrs. Walker 

E. DISTRICT PROVIDED PROGRESS MONITORING

1. Monthly Update June, 2021 
2. Reflections for Continuous Improvement 2020-2021 

F. ADDITIONAL QUESTIONS

G. SCHEDULE NEXT MEETING (S)

1. Next Meeting Date

Agenda Item Details

Meeting Jun 17, 2021 - Equity Committee Meeting

Category DISTRICT PROVIDED PROGRESS MONITORING

Subject Monthly Update June, 2021

Type Data Review, Discussion

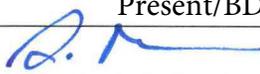
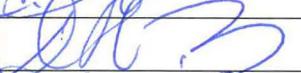
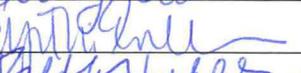
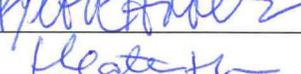
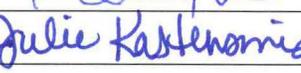
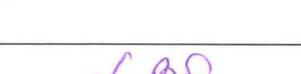
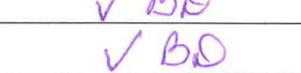
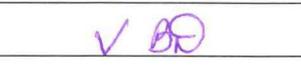
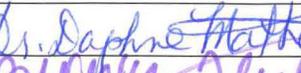
Goals

- Focus Area 5: Organizational & Fiscal Responsibility
- Focus Area 4: Talent Development & Support
- Focus Area 3: Communication & Engagement
- Focus Area 2: Equity, Culture & Climate
- Focus Area 1: Academic Success

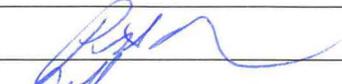
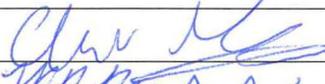
• Equity Committee Monthly Updates June 2021

 Equity Committee - Monthly Updates - June 2021 Final.pdf (231 KB)

Equity Committee Meeting Sign-In Sheet for District Staff – April 22, 2021

	Name:	Physically Present Sign/Initial:	Attending Virtually:
1.	David K. Moore Ed.D.	Present/BD	
2.	Scott Bass		
3.	Pam Dampier		
4.	Ron Fagan		
5.	Cristen Maddux		
6.	Richard Myhre		
7.	Dr. Christina Jacobs		
8.	Dr. Deborah Long		
9.	Dr. Colleen Lord		
10.	Dr. Brian McMahon		
11.	Dr. Sharon Packard		
12.	Dr. Edwina Suit		
13.	Meri-De Mercado		
14.	Kelly Baysura		
15.	Robyn Bethel		
16.	Kim Copeman		
17.	Libby Diehl		
18.	Cynthia Emerson		
19.	Beth Hofer		
20.	Heather Holden		
21.	Julie Kastensmidt		
22.	Michelle Olk		
23.	Eric Seymour	✓ BD	
24.	Greg MacDonald	✓ BD	
25.	Michael Smeltzer	✓ BD	
26.	Jon Teske		
27.	Karen Malits		
28.	Daphne Mathews		
29.	Brooke Flood		
30.	Traci Simonton		
31.	Victoria Burney		

N

32.	Jennifer Idlette		
33.	Robert Michael		
34.	Anne Rieben		
35.	Pete Copeman		
36.	Jeff Carver		
37.	Nick Westenberger		
38.	Sara Milliman		
39.	Chris Hiser		
40.	Brooks Bass		
41.			
42.			
43.			
44.			
45.			

Equity Committee Meeting Sign-In Sheet for District Staff – May 13, 2021

	Name:	Physically Present Sign/Initial:	Attending Virtually:
1.	David K. Moore Ed.D.	✓ BD	
2.	Scott Bass	<i>[Handwritten Signature]</i>	
3.	Pam Dampier	<i>[Handwritten Signature]</i>	
4.	Ron Fagan	<i>[Handwritten Signature]</i>	
5.	Cristen Maddux	<i>[Handwritten Signature]</i>	
6.	Richard Myhre	<i>[Handwritten Signature]</i>	
7.	Dr. Christina Jacobs	<i>[Handwritten Signature]</i>	
8.	Dr. Deborah Long	✓ BD	
9.	Dr. Colleen Lord	<i>[Handwritten Signature]</i>	
10.	Dr. Brian McMahon	<i>[Handwritten Signature]</i>	
11.	Dr. Sharon Packard	<i>[Handwritten Signature]</i>	
12.	Dr. Edwina Suit	—	
13.	Meri-De Mercado	—	
14.	Kelly Baysura	<i>[Handwritten Signature]</i>	
15.	Robyn Bethel	<i>[Handwritten Signature]</i>	
16.	Kim Copeman	—	
17.	Libby Diehl	<i>[Handwritten Signature]</i>	
18.	Cynthia Emerson	<i>[Handwritten Signature]</i>	
19.	Beth Hofer	<i>[Handwritten Signature]</i>	
20.	Heather Holden	—	
21.	Julie Kastensmidt	<i>[Handwritten Signature]</i>	
22.	Michelle Olk	—	
23.	Eric Seymour	✓ BD	
24.	Greg MacDonald	—	
25.	Michael Smeltzer	—	
26.	Jon Teske	—	
27.	Karen Malits	✓ BD	
28.	Daphne Mathews	<i>[Handwritten Signature]</i>	
29.	Brooke Flood	—	
30.	Traci Simonton	—	
31.	Victoria Burney	—	

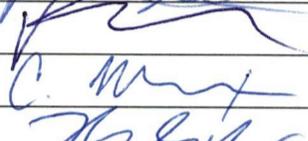
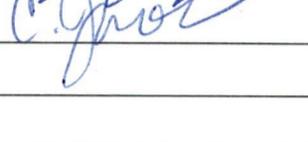
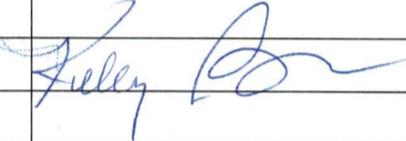
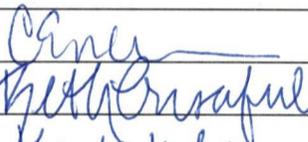
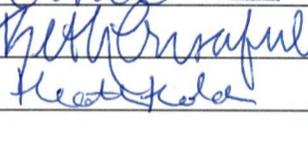
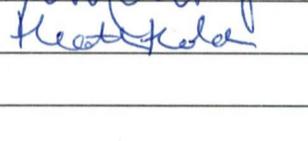
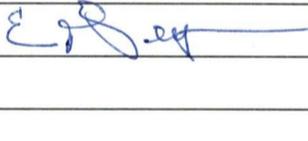
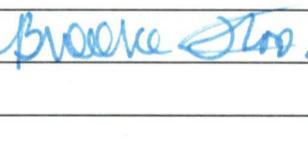
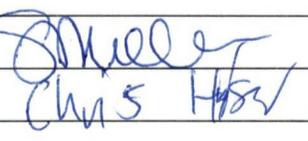
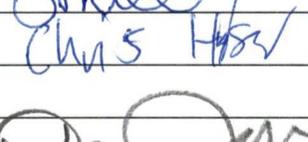
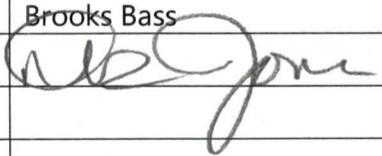
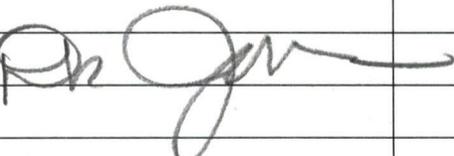
p. 1 of 2

32.	Jennifer Idlette		
33.	Robert Michael	Robert Michael	
34.	Anne Rieben	—	
35.	Pete Copeman	—	
36.	Jeff Carver	Jeff	
37.	Nick Westenberger	—	
38.	Sara Milliman	Sara Milliman	
39.	Chris Hiser	Chris Hiser	
40.	Brooks Bass	—	
41.	Brenda Davis	Brenda Davis	
42.	Dariyall Brown	VB	
43.			
44.			
45.			

Dr. Jones
 Mrs. Barenberg

P.202

Equity Committee Meeting Sign-In Sheet for District Staff – June 17, 2021

	Name:	Physically Present Sign/Initial:	Attending Virtually:
1.	David K. Moore Ed.D.	DKM	
2.	Scott Bass		
3.	Pam Dampier		
4.	Ron Fagan		
5.	Cristen Maddux	C. Maddux	
6.	Richard Myhre		
7.	Dr. Christina Jacobs		
8.	Dr. Deborah Long		
9.	Dr. Colleen Lord		
10.	Dr. Brian McMahon	BMcMahon	
11.	Dr. Edwina Suit		
12.	Meri-De Mercado		
13.	Kelly Baysura		
14.	Robyn Bethel		
15.	Kim Copeman		
16.	Libby Diehl		
17.	Cynthia Emerson		
18.	Beth Hofer		
19.	Heather Holden		
20.	Julie Kastensmidt		
21.	Michelle Olk		
22.	Eric Seymour		
23.	Greg MacDonald		
24.	Michael Smeltzer		
25.	Jon Teske		
26.	Karen Malits		
27.	Rachel Moree		
28.	Brooke Flood		
29.	Traci Simonton		
30.	Victoria Burney		
31.	Jennifer Idlette		
32.	Robert Michael		
33.	Anne Rieben		
34.	Pete Copeman		
35.	Jeff Carver		
36.	Nick Westenberger		
37.	Sara Milliman		
38.	Chris Hiser		
39.	Brooks Bass		
40.			
41.			
42.			

Joint Plan Section VI – African American Student Achievement / Resource Allocation

Joint Plan Section VI – African American Student Achievement / Resource Allocation

Required Goal: The School District’s African American Achievement Plan shall be to eliminate the achievement gap as compared to white students, identify barriers to the academic achievement of African American students, list the strategies, procedures, and programs that will be implemented to improve the academic performance of African American students, and address the disparate discipline of African American students, as well as the placement of African American students in special programs, such as exceptional student education (ESE) and alternative education programs. *Joint Plan Section VI Page 6*

Action Steps
<ul style="list-style-type: none"> Continued the implementation and monitoring of the African American Achievement Plan. Expanded professional development/technical support related to revisions to the “Checklist of Gifted Characteristics” and revised Gifted “Plan B criteria to identified school-based staff.”^{1,2} Required that all out-of-school suspensions be approved by the principal’s supervisor prior to assigning an out-of-school suspension to a student.¹ Conducted Cabinet Level reviews of academic and discipline data, including racial/ethnic disparities in achievement and discipline. Provided additional district problem solving and technical support to schools, as identified as needed through district data reviews, related to identified achievement and discipline disparities.^{1,2} Held African American Student Council meetings at secondary schools to provide tailored leadership experiences and continue to gather feedback related to their perceptions of their school experiences.³
Staff Responsible
<p>S. Bass, Deputy Superintendent P. Dampier, Assistant Superintendent of Strategic Planning & Support Services R. Myhre, Assistant Superintendent of Curriculum & Instruction K. Baysura, Director of Academic Success C. Lord, Director of Educator Quality D. Taylor-Long, Coordinator of Equity, Family, & Community Engagement R. Bethel, Director of Student Services B. McMahon, Coordinator of Accountability & Research D. Mathews, ESE Program Specialist J. Rojas, ESE Program Specialist</p>
Considerations for Monitoring Progress
<ul style="list-style-type: none"> Has the percentage of African American students identified as eligible for gifted services increased over time? What feedback was provided related to the Culturally Responsive Teaching model from United Through Equity? Has the number and percentage of African American students assigned out-of-school suspension decreased over time? Has the risk ratio for out-of-school suspension of African American students decreased over time? Has the achievement gap improved over time?

Action steps also support the following recommendations made by the 2019 Equity Committee:

¹Develop an African American Achievement Plan (Link: [SDIRC 2020-2021 African American Achievement Plan](#)) that reflects measurable goals that mirrors Pinellas County’s Bridge the Gap Plan. It should include:

- Statistics for removals for all black students, as well as, the current statistics for African American ESE removals. Specify in and out of school suspensions, arrests, and any other infractions that result in students being removed from the classroom. Please provide a breakdown by school.
- Input charts that are easily readable for parents. In this chart, show all ethnicities by grade, including all grade levels, by school. Ethnicities should be color coded to help parents/student better identify, understand, and decipher information.

²Provide culturally competent training for all staff (original recommendation made for Joint Plan Section IV)

³Provide details of those special programs and other District efforts being made specifically for African American students to close the Achievement Gap.

Artifacts of Actions Taken: Examples of evidence of implementation of the African American Achievement Plan, Examples of PD materials for Gifted Plan B professional development, example of approval form for out-of-school suspensions, PD materials for Unity Through Equity, rosters of participants in United Through Equity PD, PD feedback for United Through Equity PD, date(s) of information gathering related to district accreditation for equity practices, agendas for Cabinet level review of achievement and discipline data, evidence of technical support and problem solving to schools related to achievement and discipline disparities.

Progress Update

Ongoing implementation and monitoring of the 2020-2021 African American Achievement Plan occurred from April 2021 – June 2021. Evidence of implementation & monitoring can be accessed [here](#). In addition to the originally submitted planned action steps, the District established a Charter School Equity Compliance Committee. This committee visited all five charter schools in the District to review compliance with action steps included in the 2020-2021 African American Achievement Plan. Following these visits, the District provided charter schools with summaries of the review that listed next steps for the charter schools to be in compliance with the African American Achievement Plan.

During Quarter 4, school psychologists provided training to school-based staff on the updated Gifted Characteristics Checklist and revised Plan B criteria for gifted to support increased knowledge and understanding of the identification of diverse gifted students. Additionally, the District continued its practice of requiring supervisor approval prior to assigning out-of-school suspensions. To support continuous improvement related to achievement and discipline, six Cabinet-level reviews of data were conducted. These reviews assisted in the identification and provision of additional problem solving supports to schools, as well as the identification of additional data needs. Lastly, African American Student Councils at secondary schools met to continue to provide this leadership opportunity to African American students.

With regard to progress monitoring data, the following table provides information on the percentage of each racial subgroup identified as eligible for gifted education. A minimal increase in the percentage of African American students identified as gifted has been observed since the 2017-2018 academic year, and African American-White, Non-Hispanic disparities in gifted identification are present. Given the recent revisions to the Checklist of Gifted Characteristics and Plan B criteria for gifted eligibility, the indicator of gifted eligibility identification by race should be closely monitored to identify the impact of these changes.

For the following tables: Data is representative of K-12, non-charter and charter schools in the SDIRC.

Percentage of Each Racial Subgroup Eligible for Gifted Education - Districtwide Retrieved 06/29/21, Source: Focus School Software				
Racial Subgroup	17-18	18-19	19-20	20-21
African American	0.98%	1.17%	1.11%	1.05%
White, Non-Hispanic	6.41%	6.50%	6.27%	6.16%

The following table provides information on the percentage of students within each racial subgroup who have been identified as eligible for Exceptional Student Education due to the need for services for a disability. Currently, 23% of African American students are identified with a disability, while 15% of White, Non-Hispanic students are identified with a disability, revealing higher identification rates for Exceptional Student Education for African American students. The percentage of students in each subgroup identified with a disability has increased by one percentage point since March 2021 for both African American and White, Non-Hispanic students.

Percentage of Each Racial Subgroup Identified for Exceptional Student Education (ESE) Retrieved 06/01/21, Source: Focus School Software				
Race/Ethnicity	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)	Quarter 4 (20-21)
African American	22%	22%	22%	23%

White, Non-Hispanic	14%	14%	14%	15%
---------------------	-----	-----	-----	-----

The discipline data provided below includes information on Office Discipline Referrals (ODRs), In-School-Suspensions (ISS), Out-of-School Suspensions (OSS), and racial representation of students placed at the District’s alternative disciplinary school. During the current academic year, significant decreases in the assignment of OSS have been observed districtwide as compared with the previous academic year. However, the risk ratio for Office Discipline Referrals reveals the presence of African American-White disparities in ODRs. African American-White disparities in classroom removals (ISS and OSS) have narrowed from a classroom removal risk ratio of 4.0 in 2018-2019 (most recently available baseline data; serves as baseline 19-20) to a classroom removal risk ratio of 2.06 in 2020-2021. Disproportionate racial representation continues to be observed at the Alternative Center for Education, with 70% of the 33 students currently placed at the school being African American.

Disparities in Office Discipline Referrals – African American-White (Risk Ratio)* Retrieved 06/30/21, Source: Focus School Software				
	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)	Quarter 4 (20-21)
African American – White	2.78	2.13	1.88	2.62

* Risk ratio data should be interpreted with caution given that students were enrolled in varied instructional settings during the 2020-2021 academic year.

Disparities in Classroom Removals – African American-White (Risk Ratio)* Retrieved 06/30/21, Source: Focus School Software				
	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)	Quarter 4 (20-21)
African American – White	2.88	2.39	2.38	2.06

*Risk ratio data should be interpreted with caution given that students were enrolled in varied instructional settings during the 2020-2021 academic year.

Racial/Ethnic Representation in the Alternative Disciplinary School (Alternative School for Education) Retrieved 06/01/21, Source: Focus School Software				
Race/Ethnicity	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)	Quarter 4 (20-21)
African American	33%	51%	77%	70%
White, Non-Hispanic	48%	38%	19%	**

**To protect the privacy of individual students, data are not reported when the total number of students is fewer than 10.

The tables below provide information regarding student performance in the areas of Reading, Mathematics, English Language Arts, Science & Biology, and Civics and US History. A review of this data shows that from Quarter 1 to Quarter 4 of the current academic year, improvements in academic performance on the progress monitoring measures for African American students have been observed. While improvements have been noted for African American students over the course of the year, these improvements have not consistently resulted in the narrowing of the achievement gap between African American and White, Non-Hispanic students. For some areas, the achievement gap has narrowed (i.e., Science & Biology, Civics & US History), in Reading the gap has remained the same, and for other areas (i.e., English Language Arts, Mathematics, and Combined Mathematics) the gap has increased. It should be noted that the achievement data should be interpreted with caution due to the varying instructional models offered during the current academic year and disruptions in learning due to COVID-19.

For the following tables: Data is representative of K-12, non-charter schools in the SDIRC.

i-Ready Diagnostic Performance – Reading Percentage of Students Performing On or Above Grade Level Retrieved 06/01/21, Source: Performance Matters				
--	--	--	--	--

Racial Subgroup	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)	Quarter 4 (20-21)
African American	25%	39%	NA – Diagnostic not administered during Quarter 3	48%
White, Non-Hispanic	44%	60%		67%

*i-Ready Diagnostic Results Provided for Students Enrolled in the Brick & Mortar Setting Quarter 1-4; i-Ready Standard View.

i-Ready Diagnostic Performance – Mathematics Percentage of Students Performing On or Above Grade Level Retrieved 06/01/21, Source: Performance Matters				
Racial Subgroup	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)	Quarter 4 (20-21)
African American	28%	29%	NA – Diagnostic not administered during Quarter 3	39%
White, Non-Hispanic	37%	53%		61%

*i-Ready Diagnostic Results Provided for Students Enrolled in the Brick & Mortar Setting Quarter 1-4; i-Ready Standard View.

For the following tables: 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.

Unit Assessments – English Language Arts Percentage of Students Performing at 55%+ Retrieved 06/01/21, Source: Performance Matters				
Racial Subgroup	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)	Quarter 4 (20-21)
African American	20%	28%	31%	32%
White, Non-Hispanic	45%	53%	57%	59%

Unit Assessments – Combined Math (Math, Algebra 1 & Geometry) Percentage of Students Performing at 55%+ Retrieved 06/01/21, Source: Performance Matters				
Racial Subgroup	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)	Quarter 4 (20-21)
African American	30%	27%	35%	35%
White, Non-Hispanic	41%	47%	49%	50%

Unit Assessments – Science & Biology Percentage of Students Performing at 55%+ Retrieved 06/01/21, Source: Performance Matters				
Racial Subgroup	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)	Quarter 4 (20-21)
African American	20%	26%	34%	37%
White, Non-Hispanic	38%	43%	48%	50%

Unit Assessments – Civics & US History Percentage of Students Performing at 55%+ Retrieved 06/01/21, Source: Performance Matters				
Racial Subgroup	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)	Quarter 4 (20-21)
African American	9%	13%	18%	22%
White, Non-Hispanic	15%	18%	21%	22%

Joint Plan Section VI – African American Student Achievement / Resource Allocation Artifacts





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 5/24/2021

Office/Department(s): Office of Strategic Planning and Support Services/ Department of Assessment, Homeschool and Virtual Education

Report generated by: Heather Holden

Action Step (please include the description provided in the District Progress Update Joint Plan): Charter School Equity Compliance Committee visited all five charter schools to evaluate their Q3 Quarterly Update evidence.

Explanation of Evidence: The artifacts attached are the quarter three checklist summaries of the visits.

Results of Action Taken: Charter schools received the summaries with the next steps listed for them to be in compliance.

Reflection/Next Steps: Charter schools will be contacted again in August and visited in the first quarter to check for compliance of next steps.

School District of Indian River County
African American Achievement Plan Artifact Review



Date of Review: 4/29/2021

School: Sebastian Charter Junior High School

Review Conducted by: Holden, Long, Cummings, Jones

Review Conducted with: Bill Dodds

Action Step	Evidence of Implementation	Description of Artifact Reviewed
1.5	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA	SCJHS has School of Excellence Status and does not write a SIP plan
1.15	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Review data at monthly faculty meetings, have a daily WIN period for re-teaching in addition to after school tutoring times.
1.17, 1.6	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Partial evidence- SCJHS shared about their weekly tutoring in all core subjects and after school clubs, they are not currently keeping specific data about African American students attending. SCJHS does have attendance sheets of all students at these events. Ms. Jones shared some ideas on how to collect this data. *** next steps: collect specific data on AA student after school participation
1.18, 1.22, 2.6	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA	SCJHS currently does not have any students behind in credits
1.12, 1.16, 1.19, 1.31, 1.37	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA	SCJHS shared that students who need assistance – bimonthly data discussions with teacher, assigned to a success class if needed. **next steps – document these meeting dates and class transfers for African American Students for the Quarterly updates (these sections are blank on the Q3 update)

1.38	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA	No new data from Q3 SCJHS uses NWEA based on the Florida Standards at the beginning of the year, November, and in March ***next steps – find ways to integrate documenting informal data into regular data chats so students don't fall behind in the gaps between Aug/ Nov / March
1.3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA	Nothing specific done school wide
1.6	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA	Does have school wide attendance sheets for after school tutoring **Next Steps: SCJHS will begin to keep a date specific tally of African American student attendance to include in the Quarterly updates
1.30	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Partial evidence - Shared student of the month data, they do not have any other current recognitions
1.36	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Shared data / student list in advanced classes, students get extra support in extra WIN period, after school tutoring
2.5	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	1 student OSS during Q3, student now has a mentor from SRHS
2.9	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Partial Evidence - 1 student now has a mentor from SRHS

Action Step	Evidence of Implementation	Description of Artifact Reviewed
4.31	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA	SCJHS currently has no support staff looking to transition to teaching

Additional Comments/Feedback: Tosha Jones is going to share her African American Student Council survey with SCJHS in order to help them establish a council. SJCHS will work on improving data collection for quarterly updates. SCJHS requested help with finding new hires via access to posting jobs on SDIRC Frontline. They already use Frontline, recruit at IRSC and Bethune Cookman and have reached out to the local NAACP for assistance. Holden suggested Dodds reach out to IRCHS about the lottery process for students as they are able to accept African American students prior to the lottery being held due to the Federal desegregation order. (As of 5/11, this had been done). SCJHS has been utilizing contacts at the GYAC and NAACP for student recruitment.

School District of Indian River County
African American Achievement Plan Artifact Review



Date of Review: 4/29/2021

School: North County Charter School

Review Conducted by: Holden, Long, Cummings

Review Conducted with: Jessica Keaton

Action Step	Evidence of Implementation	Description of Artifact Reviewed
1.4	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Use of MTSS, resource teacher that pushes in to classes
1.5	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA	NCCS has School of Excellence status and does not complete a SIP
1.25	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	NCCS does not currently have any gifted screenings
2.6	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	NCCS had meetings in January and February incorporating culturally responsive practices and research based instructional practices for support. Monitoring / support is provided from grade level teams
1.12, 1.16, 1.37	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	NCCS showed information from their weekly team meetings and targeted intervention for students with regression.
1.38	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	NCCS provided date from the most recent data chat
1.3	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	NCCS does an excellent job of tracking data Of classroom observations of African American lessons occurring – and not just throughout African American History month Use of Florida Ready Curriculum, Stem Scopes, Social Studies weekly, does daily walkthroughs to document

1.6	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	NCCS offers after school learning opportunities to all students, even if they can't pay, with transportation provided Examples: FSA boot camp for grades 3,4,5 where they pull the BQ students
1.11	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA	NCCS does not have a student committee.
1.30	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	NCCS does not have school wide recognitions, however Dr. Keaton sends postcards to students throughout the year and documents to ensure she reaches every student by May.
2.5	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	NCCS had one suspension
2.9	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA	NCCS has no peer mentorships
4.31	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA	No current staff identified as all current staff are certified
<p>Additional Comments/Feedback: For Teacher Hires: NCCS does not currently have any African American Teachers. NCCS has used Linked in, Facebook, etc. to try to get recruits when needed and gets very few applicants. NCCS MAY need one teacher for next school year. NCCS requests access to post jobs on SDIRC Frontline to help attract more applicants.</p> <p>For student enrollment: NCCS is within the percentage required for students.</p>		

School District of Indian River County
African American Achievement Plan Artifact Review



Date of Review: 5/11/2021

School: Indian River Charter High School

Review Conducted by: Holden, Long, Jones

Review Conducted with: Cynthia Aversa, Jeremy Mezzina

Action Step	Evidence of Implementation	Description of Artifact Reviewed
1.5	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA	IRCHS is a Florida School of Excellence and does not have to write a SIP
1.15	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	African American Students work with certified teachers in small groups to work on foundational skills, use of home base and tutoring after school for English and math
1.17	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Have ELO's via peer tutorials. Staff has learning pods that are directed by PLC's in response to ESE low performing students
1.18, 1.22, 2.6	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Weekly tier 1 meetings with guidance, ese, social worker, SRO, and admin to discuss students who need support. AP keeps in contact with those families. Home pods also teach tolerance / character counts
1.12, 1.16, 1.19, 1.31, 1.37	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Admin contacts all students who test below grade level to share remedial support options (small group, whole group, 1 on 1)
1.38	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Shared data and reviewed items above used for remediation
1.20, 1.23	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	All students on track for graduation
1.3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA	Partially evident- Use of integrated curriculum by time periods that includes African American history **Next steps: IRCHS discussed their curriculum days where students share out this learning, please add these dates to future quarterly reports Keep dates of walkthroughs of
1.6	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Black student coalition – held movie nights, after school events, have minutes of meetings
1.30	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA	No current recognition in plan Next steps: include choice week and recognition of A and AB honor roll in future updates
1.36	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	High percentage of students in advanced coursework and dual enrollment
2.5	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA	IRCHS does not use OSS
2.9	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	4 students are involved in a mentorship
4.31	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> NA	No staff are identified to transition to teacher certification

Additional Comments: Dr. Long shared that she would include the IRCHS Black student coalition in her student voice program going forward.

Continue use of Indeed to recruit teachers with a focus on African American applicants.

SDIRC shared the FOCUS report where IRCHS can pull 8th grade minority student contact information for recruitment. IRCHS did not use this for next year, may use it in the future. Continue to focus on recruitment of African American Students.

School District of Indian River County
African American Achievement Plan Artifact Review



Date of Review: 5/11/2021

School: Imagine South Vero

Review Conducted by: Holden, Long, Jones

Review Conducted with: Chris Rock, Lauren Poirier

Action Step	Evidence of Implementation	Description of Artifact Reviewed
1.4	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Use of Star for diagnostics, quarterly data chats, Renaissance, Freckle, AR ISV shared their data with us from their most recent data chats
1.5	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	ISV discussed school improvement goals in relation to the quarterly data
1.25	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA	ISV does not currently have any gifted screenings, they have gifted consult only for students on campus
2.6	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	ISV shared data from their problem solving team meetings
1.12, 1.16, 1.37	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	ISV showed information from their weekly team meetings and targeted intervention for students with regression.
1.38	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	This year ISV is using a coteaching mode to pull kids for targeted instruction, next year they are hiring a data intervention coach to assist.
1.3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA	ISV shared about their weekly portfolio units of study – wit and wisdom – that integrates social students into all areas and specifically includes African American teachings

		<p>**next steps: Q3 action step did not include specific dates, ISV will include dates in future submissions SDIRC also clarified these do not have to be tied to teacher evaluation walk throughs – they can be informal to check for African American History teachings</p>
1.6	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA	<p>ISV Q3 stated they did not currently offer any ELO's ***Next steps – ISV will include dates from boot camps and social clubs. Also ISV has PRIDE – a school wide intervention time for all students (but held during the school day to ensure all students have access) ISV will include PRIDE information in the next update.</p>
1.11	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA	<p>ISV did have PE coaches meet with students to talk about sports opportunities. They did not start an African American Student Council. Tosha Jones shared several tips on how she developed her council at GMS. ** Next steps: begin the African American Student Council in the secondary school</p>

Action Step	Evidence of Implementation	Description of Artifact Reviewed
1.30	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	ISV shared their data on recognition ceremonies
2.5	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA	NO OSS were reported for Q3 ISV uses Restorative Practices, have a restorative coach to assist with discipline
2.9	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA	ISV does not have a mentor program this year due to COVID ***Next steps: new CDC guidelines permitting, ISV will restore the mentor program next school year
4.31	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA	No current staff identified as all current staff are certified

Additional Comments/Feedback: For Teacher Hires: ISV will be hiring approximately 4 teachers for next year and will work to hire African American teachers. Current use of Indeed for hiring. In the past the Principal has traveled for job fairs but was unable to do so this year due to COVID. ISV did not participate in any virtual fairs this spring. ISV has had several African American teachers leave to work for SDIRC and would like to possibly survey them as to why they left ISV.

For student enrollment: ISV will work to recruit more African American students by holding student orientations, by engaging their current African American parents and students to recruit friends, and by providing information at South County Park and other community areas about ISV.

School District of Indian River County
African American Achievement Plan Artifact Review



Date of Review: 5/14/2021

School: St. Peter's Academy

Review Conducted by: Holden, Long

Review Conducted with: Karen Williams

Action Step	Evidence of Implementation	Description of Artifact Reviewed
1.4	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Use of iReady and CBM for progress monitoring, shared data charts
1.5	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	SPA shared SIP plan
1.25	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA	SPA does not currently have any gifted screenings
2.6	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	SPA held trainings on cultural norms, had Haitian and Spanish speaking parents come share with faculty about what is culturally acceptable with staff. Staff is also continuously trained with CHAMPS this year (new to SPA)
1.12, 1.16, 1.37	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	SPA showed data that they use bi weekly to evaluated students using either iReady or classroom data. Showed data charts for low performing students pulled in small group setting and retested weekly for 5 weeks.
1.38	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Shared data from MTSS agendas
1.3	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	SPA uses Everfi class lessons to integrate African American history into daily lessons.
1.6	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	SPA has an after school bus for after school tutoring and they also hold Saturday school for grades 4& 5
1.11	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	SPA has a student committee and has 5 th grade students mentor younger students.

1.30	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	SPA has held honors ceremonies as well as attendance parties that included an ice cream social that parents could attend (outside). They also have a student of the month for all grade levels that is based on character traits displayed, not academics.
2.5	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA	NO OSS were reported for Q3. SPA uses the district code of conduct.
2.9	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	SPA has 5 th graders mentor younger students
4.31	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	3 current staff identified to transition to certified teachers.

Additional comments / feedback: SDIRC has seen evidence that some teachers need additional culturally responsive practices training. There is also a concern that much of the data about African American teachings and culturally responsive practices are specific to the 4th / 5th grade teacher. What can SPA do to ensure those items are occurring k-6? SPA will begin to include 6th grade in the Quarterly updates even though the elementary update template says k-5. SPA will develop a plan to try to recruit white students as they are significantly over the percentage of minorities compared to the county statistics, which is also not in compliance with the desegregation order. Equity committee is concerned that the Principal did not participate in the review. To make school wide change commitment should work from the top down.



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 5/24/2021

Office/Department(s): Department of Strategic Initiatives and Systems Compliance- Exceptional Student Education

Report generated by: Jessica Rojas, Ed.S

Action Step (please include the description provided in the District Progress Update Joint Plan):

Expand professional development/technical support related to revisions to the “Checklist of Gifted Characteristics” and revised Gifted “Plan B criteria to identified school-based staff.”

Explanation of Evidence:

In order to expand professional development and technical support, Program Specialist for the Gifted Program provided explicit training to the Resource Specialists and School Psychologists. The school psychologists have provided training on the updated Checklist of Gifted Characteristics and revised Plan B Criteria to pertinent staff at individual school sites.

Results of Action Taken:

School psychologists provided site-based training to pertinent school-based staff which has built capacity in knowledge of the updated Gifted Characteristics Checklists and revised Plan B Criteria for school-based staff. Based on regular review, the updated Gifted Characteristics and revised Plan B criteria are being implemented, districtwide. We expect to see an increase in Plan B Gifted Eligibility over time as a result of the revisions of eligibility and the characteristics checklist.

Reflection/Next Steps: District level ESE staff will continue to monitor implementation and use of the revised Gifted Characteristics Checklist and Plan B Eligibility Criteria and provide additional training to school site staff as needed. Additionally, district level ESE staff will continue to monitor eligibility numbers; if numbers increase over time, this would suggest that the revisions are yielding positive outcomes.

Plan B Eligibility, Gifted Enrichment, Gifted Characteristics Checklist, and Pre-Referral Checklist Training Logs Action Steps 1.27, 3.3, 3.4 & 3.5

Dates of Professional Development Offered to District Level ESE Staff

School Psychologists: 4/20/21: 2-4 PM

Resource Specialists: 4/15/21- 2-3PM

EVIDENCE OF SITE BASED TRAINING HELD BY SCHOOL PSYCHOLOGISTS

Gifted Plan B Eligibility, Gifted Enrichment services, Pre-referral Checklist, and Culturally Responsive Practice Training

School: ACE

Date: 3/9/2021 Quarter: 3 2020-2021 SY

Current Number of Students Identified as Gifted: 0

Current Number of Students being evaluated for Gifted: 0

Paul A. Boissonneault

Participants:

Role:

<u>Kate Joseph</u>	<u>teacher</u>
<u>Angel Tory</u>	<u>Teacher</u>
<u>Alwyn Gaines</u>	<u>Teacher</u>
<u>Kristi Bradley</u>	<u>Teacher Assistant</u>
<u>Windfred Smith</u>	<u>Teacher</u>
<u>Daf</u>	<u>Principal</u>
_____	_____
_____	_____

Gifted Plan B Eligibility, Gifted Enrichment services, Pre-referral Checklist, and Culturally Res
Practice Training

School: SRHS

Date: 3/16/2021 Quarter: 3 2020-2021 SY

Current Number of Students Identified as Gifted: 55

Current Number of Students being evaluated for Gifted: 0

Paul A. Boissonneault

Participants:

Trangue Valencia
Wendy Palmer
Killip
ANorman
Machin Coma
Jaime Sturgeon
Lynn Billips

Role:

School Counselor
School Counselor
School Counselor
ES& Resource Spec
School Counselor
IEP Coordinator
School Counselor



Office of Strategic Planning & Support Services

Pamela Dampier, Assistant Superintendent

Department of Exceptional Student Education

Daphne Matthews, Interim Director of Exceptional Student Education

3.4.2021

Weekly Technical Assistance

Participants: Jessica Rojas, Thomas Stull, Rachele Tolliver, Kathryn Wolf, Daphne Mathews

Desired outcome: Update LEA's with additional compliance guidance and IEP meeting procedures

Topics	Person responsible	Time Frame
Welcome		2:00-3:00
FSAA Cognia Teacher survey	Tolliver	
Evaluations	Rojas/McGough	
Matriculation Review Due Dates and Shared Document	Tolliver	
Consultative services and scheduling	Tolliver	
Upcoming FIN Inclusive scheduling	Tolliver	
3.10.21		
ESY Packet review	Tolliver	

Staff training at LMS regarding traits of giftedness Provided by Traci McGough:

2/24/21-2:00-2:30

Antosh, Courtney

Barnes, Debra

Barrett, Kenneth

Bias, Autumn

Borruso, Kathryn

Bragman, Christina

Cendejas, Alejandra

Daulby, William

Decaro, Jacki

DigbyBryant, Leanne

Drisdorn, Vanessa

Durham, Cheryl

Esposito, Tabettha

Evans, Valerie

Gamez, Viviana

Getchell, Amy

Gilbert, Cynthia

Harris, Takeisha

Hessberger, Tara

Hicks, Angela

Hoag, Elizabeth

Jenkins, Carisa

Johnson, Tiffany

Liberman, Bethann
 Luna, Socorro
 Morrow, Kimberly
 Okeefe, Michelle
 Prince, Jeanne
 Riley, Crystal
 Seaman, Cortney
 Sindone, Kari
 Stallings, Jessica
 St Petery, Sherry
 Tomas, Jennifer
 Walleshauser, Joann
 Weragoda, Bethan
 Young, Brittany

School District of Indian River County **Participant Attendance Roster-District**

School-Based Activity Title: Gifted/Enrichment Presenter/Facilitator: Michelle Sacy Total In-Service Hours: _____

Course Description: +culturally diverse students

Date(s): 3/17/21 Location: FES Component: _____

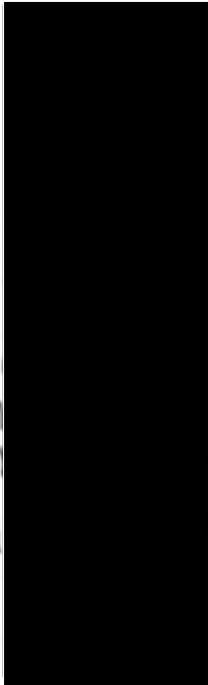
Primary Purpose	Learning Method	Implementation Method	Evaluation Method-Student	Evaluation Method-Teacher
<input type="checkbox"/> Add-On Endorsement	<input checked="" type="checkbox"/> Workshop	<input type="checkbox"/> Structured Mentor/Coaching Program	<input type="checkbox"/> Results District / Standardized Student Test	<input type="checkbox"/> Changes in class
<input type="checkbox"/> Alternative Certification	<input type="checkbox"/> Electronic Interactive	<input type="checkbox"/> Results from Action Research	<input type="checkbox"/> Results School constructed Student Tests	<input type="checkbox"/> Changes in inst leadership prac
<input type="checkbox"/> FL Ed Cert Renewal	<input type="checkbox"/> Electronic, Non-interactive	<input type="checkbox"/> Collaborative Planning	<input type="checkbox"/> Portfolios of Student Work	<input type="checkbox"/> Changes in stu practices
<input type="checkbox"/> Other Prof Cert/Lic Renewal	<input type="checkbox"/> Study Group	<input type="checkbox"/> Participant Product	<input type="checkbox"/> Checklists of Student Performance	<input type="checkbox"/> Other changes i
<input type="checkbox"/> Professional Skill Building	<input type="checkbox"/> Action Research	<input type="checkbox"/> Study Group Participation	<input type="checkbox"/> Charts/Graphs of Student Progress	<input type="checkbox"/> Did not evaluate
	<input type="checkbox"/> Independent Study	<input type="checkbox"/> Electronic Non-Interactive	<input type="checkbox"/> Other Performance Assessment	

Employee ID	Printed Name	Work Site	** Initial under each date of attendance				
	Sara Sparks	FES	3/17/21				
	Aaron Newkirk	"					
	Tammy Erikson	"					
	Eric Strickland	FES					
	Alexis Williams	FES					
	Helen Reed	FES					
	Sandy Howe	FES					
	Christina Tilley	FES					
	Alejandra Zendejas	FES					
	Amanda Libby	FES					
	Jennifer Jones	FES					
	Traci Esby	FES					
	Carolina C. Rojas	FES					

Presenter/Facilitator Signature: _____ **Signature verifies successful activity completion which inc

School-Based Activity Title:		Presenter/Facilitator:		Total In-Service
Course Description:				
Date(s):				
Start Time:		End Time:		Location:
Component:				
Primary Purpose	Learning Method	Implementation Method	Evaluation Method Student	Evaluation
<input type="checkbox"/> Add-On Endorsement <input type="checkbox"/> Alternative Certification <input type="checkbox"/> FL Ed Cert Renewal <input type="checkbox"/> Other Prof Cert/Lic Renewal <input type="checkbox"/> Professional Skill Building	<input checked="" type="checkbox"/> Workshop <input type="checkbox"/> Electronic Interactive <input type="checkbox"/> Electronic, Non-interactive <input type="checkbox"/> Study Group <input type="checkbox"/> Action Research <input type="checkbox"/> Independent Study	<input type="checkbox"/> Structured Mentor/Coaching Program <input type="checkbox"/> Results from Action Research <input type="checkbox"/> Collaborative Planning <input type="checkbox"/> Participant Product <input type="checkbox"/> Study Group Participation <input type="checkbox"/> Electronic-Interactive <input type="checkbox"/> Electronic Non-Interactive	<input type="checkbox"/> Results District / Standardized Student Test <input type="checkbox"/> Results School constructed Student Tests <input type="checkbox"/> Portfolios of Student Work <input type="checkbox"/> Checklists of Student Performance <input type="checkbox"/> Charts/Graphs of Student Progress <input type="checkbox"/> Other Performance Assessment	<input type="checkbox"/> Changes in <input type="checkbox"/> Changes in leadership ; <input type="checkbox"/> Changes in practices <input type="checkbox"/> Other chang <input type="checkbox"/> Did not eval
Employee ID#	Printed Name	Work Site	** Initial under each date of attendance	
	Nancy De La Hoz	FES	S/	
	Sara Hurling	FES	SH	
	Carla Cundiff	FES	BC	
	Tania Ruiz-Freytes	FES	TR	
	Nicole Diaz	FES	ND	
	Dianna Farmer	FES	DF	
	Jessica Mawery	FES	JM	
	Haley Swartz	FES	HS	
	Baily Zugay	FES	BZ	
	Brittany Palamann	FES	BP	
	Denise Wickman	FES	DW	
	Benjamin Holtz	FES	BH	
	Meaghan Morales	FES	MM	
Presenter/Facilitator Signature: _____			**Signature verifies successful activity completion which and participant participation	

School-Based Activity Title:		Presenter/Facilitator:		Total In-Service Hrs		
Course Description:						
Date(s):			Location:		Component:	
Start Time:		End Time:				
Primary Purpose	Learning Method	Implementation Method	Evaluation Method-Student	Evaluation Method		
<input type="checkbox"/> Add-On Endorsement	<input checked="" type="checkbox"/> Workshop	<input type="checkbox"/> Structured Mentor/Coaching Program	<input type="checkbox"/> Results District / Standardized Student Test	<input type="checkbox"/> Changes in di		
<input type="checkbox"/> Alternative Certification	<input type="checkbox"/> Electronic Interactive	<input type="checkbox"/> Results from Action Research	<input type="checkbox"/> Results School constructed Student Tests	<input type="checkbox"/> Changes in in leadership pra		
<input type="checkbox"/> FL Ed Cert Renewal	<input type="checkbox"/> Electronic, Non-Interactive	<input type="checkbox"/> Collaborative Planning	<input type="checkbox"/> Portfolios of Student Work	<input type="checkbox"/> Changes in st practices		
<input type="checkbox"/> Other Prof Cert/Lic Renewal	<input type="checkbox"/> Study Group	<input type="checkbox"/> Participant Product	<input type="checkbox"/> Checklists of Student Performance	<input type="checkbox"/> Other changes		
<input type="checkbox"/> Professional Skill Building	<input type="checkbox"/> Action Research	<input type="checkbox"/> Study Group Participation	<input type="checkbox"/> Charts/Graphs of Student Progress	<input type="checkbox"/> Did not evaluat		
	<input type="checkbox"/> Independent Study	<input type="checkbox"/> Electronic-Interactive	<input type="checkbox"/> Other Performance Assessment			
<input type="checkbox"/> Electronic Non-Interactive						
Employee ID#	Printed Name	Work Site	** Initial under each date of attendance			
	Megan Becker	FES	TLB			
	Ariela Gomez	FES	AG			
	Liliana P. Magana	FES	LM			
	Yesenia Solivan	FES	YS			
	Silvia Alvarez	FES	SA			
	Alicandra Alejandro Solivan	FES	AS			



Rachel Rocha	FES	3/17/21	RR
Tina Nolde	FES	YN	
Eva Carreño	FES	3/17/21	
Michele Horton	FES	(H)	
Morgan Lachman	FES	3/17/21	M
Lillian Gour	FES	YL	3/17/21
Chelsea Daniele	FES	CJ	3/17/21
Erica Herrera-Wilkson	FES	Exp	3/17/21
Rosa Solis	FES	RS	3-17-21
Jennifer Shedrick	FES	gs	3/17/21
Claire Storts	FES	CS	3/17/21

Gifted Eligibility PD

Names

Thomas Sarnoski

Emily Kipp

Nicole Myers

Elizabeth Hopgood

Christopher Dugan

Stacy Kastner

Allison Brandis

Elizabeth Healey

April Glaser

Dawn Wagner

Kayla Conrad

Brittany Eatman

Kristen Bruckner

Kathy Cathcart

Kathryn Woodall

(OCEOLA MAGNET SCHOOL)

Marianne Thomas

Therese Victoria

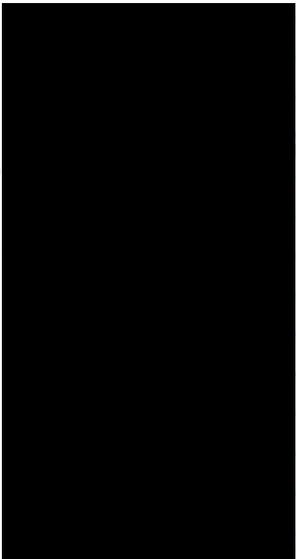
Bethany Wood

Yolanda Lucas

Diane Parentela

Natalie Ern

Heather Young



(OCEOLA MAGNET SCHOOL CONT.)



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 06/18/2021

Office/Department(s): Office of Strategic Planning & Support Services

Report generated by: Dr. Brian McMahon, Coordinator of Accountability & Research

Action Step (please include the description provided in the District Progress Update Joint Plan): Joint Plan Section VI – African American Student Achievement / Resource Allocation

- Conduct Cabinet Level reviews of academic and discipline data, including racial/ethnic disparities in achievement and discipline.

Explanation of Evidence: The attached evidence includes Cabinet Data Review agendas for reviews that took place from April – June of 2021. Various progress monitoring data points are analyzed during these sessions, and information reviewed and discussed is used to identify needed district-level and school-levels changes or supports.

Results of Action Taken: Additional data dashboards were developed and some existing dashboards were revised based upon identified needs. Also, additional problem solving supports were provided to schools based upon information gathered through the reviews.

Reflection/Next Steps: Currently, a comprehensive annual review of available outcomes is being conducted to support revisions to the District Strategic Plan and African American Achievement Plan.



DATA BRIEFING - AGENDA

Date: 4.15.21

Facilitator: Dr. Brian McMahon

Staff in Attendance

- Dr. David K. Moore, Superintendent | Scott Bass, Deputy Superintendent |
- Pamela Dampier, Asst Sup | Ronald Fagan, CFO | Cristen Maddux, PIO |
- Richard Myhre, Asst Sup | Dr. Christina Jacobs, Director | Dr. Brian McMahon

Duration	Item	Staff Responsible
2 min	Review of Action Steps from last Data Briefing	McMahon
5 min	Attendance, Behavior, Risk Ratio, Usage Data	McMahon
10 min	Graduation Data Discussion	McMahon
10 min	Joint Plan/Equity Dashboard	McMahon
3 min	Review of Next Steps	Cabinet

4/1/21 Action Steps:

1. Add Graduation Percentage to Graduation Monitoring Dashboard – Complete
2. Follow up with Schools on updates to Graduation – Complete
3. Continue to build Equity Dashboard



DATA BRIEFING - AGENDA

Date: 4.1.21

Facilitator: Dr. Brian McMahon

Staff in Attendance

- Dr. David K. Moore, Superintendent | Scott Bass, Deputy Superintendent |
- Pamela Dampier, Asst Sup | Ronald Fagan, CFO | Cristen Maddux, PIO |
- Richard Myhre, Asst Sup | Dr. Christina Jacobs, Director | Dr. Brian McMahon

Duration	Item	Staff Responsible
2 min	Review of Action Steps from last Data Briefing	McMahon
5 min	Attendance, Behavior, Risk Ratio, Usage Data	McMahon
10 min	New Course Grades Dashboard	McMahon
10 min	Joint Plan/Equity Dashboard	McMahon
3 min	Review of Next Steps	Cabinet

3/18/21 Action Steps:

1. Develop Equity Dashboard – In Progress



DATA BRIEFING - AGENDA

Date: 5.18.21

Facilitator: Dr. Brian McMahon

Staff in Attendance

- Dr. David K. Moore, Superintendent | Scott Bass, Deputy Superintendent |
- Pamela Dampier, Asst Sup | Ronald Fagan, CFO | Cristen Maddux, PIO |
- Richard Myhre, Asst Sup | Dr. Christina Jacobs, Director | Dr. Brian McMahon

Duration	Item	Staff Responsible
2 min	Review of Action Steps from last Data Briefing	McMahon
5 min	Attendance, Behavior, Risk Ratio, Usage Data	McMahon
2 min	Percent Tested	McMahon
3 min	School Types Discussion	McMahon
5 min	Senior Exit Interview Dashboard	McMahon
10 min	iReady Spring Diagnostic	McMahon
3 min	Review of Next Steps	Cabinet

4/29/21 Action Steps:

1. Add a School by Question Average page on the Climate Survey dashboard (complete)



DATA BRIEFING - AGENDA

Date: 4.29.21

Facilitator: Dr. Brian McMahon

Staff in Attendance

- Dr. David K. Moore, Superintendent | Scott Bass, Deputy Superintendent |
- Pamela Dampier, Asst Sup | Ronald Fagan, CFO | Cristen Maddux, PIO |
- Richard Myhre, Asst Sup | Dr. Christina Jacobs, Director | Dr. Brian McMahon

Duration	Item	Staff Responsible
2 min	Review of Action Steps from last Data Briefing	McMahon
5 min	Attendance, Behavior, Risk Ratio, Usage Data	McMahon
5 min	Review of Equity Data and Joint Plan Dashboard	McMahon
20 min	Climate Survey Results	McMahon
3 min	Review of Next Steps	Cabinet

4/15/21 Action Steps:

1. Add to Joint Plan –
 - a. for Graduation, add cohort and count data – complete
 - b. for Achievement Gap, add both performance and achievement gap – in progress
 - c. For Academics, add subject filter – in progress



DATA BRIEFING - AGENDA

Date: 6.16.21

Facilitator: Dr. Brian McMahon

Staff in Attendance

- Dr. David K. Moore, Superintendent | Scott Bass, Deputy Superintendent |
- Pamela Dampier, Asst Sup | Ronald Fagan, CFO | Cristen Maddux, PIO |
- Richard Myhre, Asst Sup | Dr. Christina Jacobs, Director | Eric Seymour, Asst Sup |
- Dr. Brian McMahon

Item	Staff Responsible
Review of Action Steps from last Data Briefing	McMahon
End of Year Usage Data	McMahon
Grade 3 FSA ELA Dashboard	McMahon
Strategic Plan Update	McMahon
Review of Next Steps	Cabinet

5/27/21 Action Steps:

1. Build 21-22 Scheduling App – include PY data with honors flag (both PY and CY) – In Process
2. Qualitative Analysis of Discipline Data – “minor” behavior codes – In Process



DATA BRIEFING - AGENDA

Date: 5.27.21

Facilitator: Dr. Brian McMahon

Staff in Attendance

- Dr. David K. Moore, Superintendent | Scott Bass, Deputy Superintendent |
- Pamela Dampier, Asst Sup | Ronald Fagan, CFO | Cristen Maddux, PIO |
- Richard Myhre, Asst Sup | Dr. Christina Jacobs, Director | Eric Seymour, Asst Sup |
- Dr. Brian McMahon

Duration	Item	Staff Responsible
2 min	Review of Action Steps from last Data Briefing	McMahon
5 min	Behavior, Risk Ratio, Usage Data	McMahon
2 min	Percent Tested Update	McMahon
5 min	Senior Exit Interview Dashboard Update	McMahon
3 min	Review of Next Steps	Cabinet

5/18/21 Action Steps:

1. Add technical school designation for Senior Exit Interview, add demographic slicers, add post-secondary plans by race/eth, add percent receiving scholarship and amount.



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 6/30/2021

Office/Department(s): Office of Strategic Planning & Support Services
Department of Accountability & Research

Report generated by: Dr. Brian McMahon, Coordinator of Accountability & Research

Action Step (please include the description provided in the District Progress Update Joint Plan): Joint Plan Section VI – African American Student Achievement/Resource Allocation Action Steps:

- Provide additional district problem solving and technical support to schools, as identified as needed through district data reviews, related to identified achievement and discipline disparities.

Explanation of Evidence: The attached evidence provides agendas, minutes, and action steps taken from four regular problem-solving teams facilitated by the Department of Accountability & Research. The four teams highlighted focus on attendance; graduation; discipline for ESE students; and Advanced Placement, International Baccalaureate, and Dual Enrollment performance.

Results of Action Taken: During this period of time, the four teams highlighted met 5 times. Due to state testing and conflicts with schedules, some scheduled meetings were cancelled. The meetings primarily used data presented in Power BI dashboards to drive problem solving which enables users to see aggregated results as well as filter across multiple fields, race/ethnicity included. Within each team meeting, action steps are identified and followed up. Examples include notifying principals when ESE students are approaching the 10-day maximum suspension limit, changes and additions to how data is presented such as the creation of a “Habitually Truant” indicator, and increased district support in locating non-communicative students on the virtual instructional model.

Reflection/Next Steps: Based upon the information gathered, it was clear these problem-solving meetings were beneficial for all parties. The focus on data-based problem-solving involving district- and school-based leadership increased communication, focused attention on data-based barriers, and allowed for the redeployment of available resources in needed areas.

GRADUATION MONITORING



Department of

Accountability & Research

Problem Solving

MEETING AGENDA

April 1, 2021

Staff in Attendance:

Nina Payne, Graduation Coach

Dr. David Erickson, Assistant Principal

Christopher Cummings, Principal

April Perez, Curriculum Specialist

Dr. Brian McMahon, Coordinator of Accountability & Research

Chris Rahal, Graduation Coach

Rob Riskin, Assistant Principal

Kelly Baysura, Director of Academic Success

Becky Teske, Specialist of Everything

Agenda:

- Power BI Graduation Monitoring
 - Is it being used?
 - Does it match your records?
 - Is there anything you need from it?
- Data
 - What are our largest barriers to graduating?
 - What do we need from the next 8 weeks?
 - What plans do we have for summer?
- Other items to note

Minutes:

To ensure maximum usage of the Power BI Dashboard, accuracy of data was explored. For example, PBI shows 31 needing math at VBHS and 21 at SRHS. School records show 16 at VBHS and 19 at SRHS.

Action Step: Schools will email records for Dr. McMahon to evaluate discrepancies

**Update 4/5 – all records have been sent and evaluated. Most of the discrepancy is due to ESE students that have not yet received test waivers. The remaining discrepancy has to do with recent concordant scores that have not been entered.

Current barriers schools are experiencing: difficulty with tracking down virtual students, additional communication needed regarding testing and graduation requirements (i.e. tests are not waived this year, students still need passing scores, etc.), continued issues with truancy

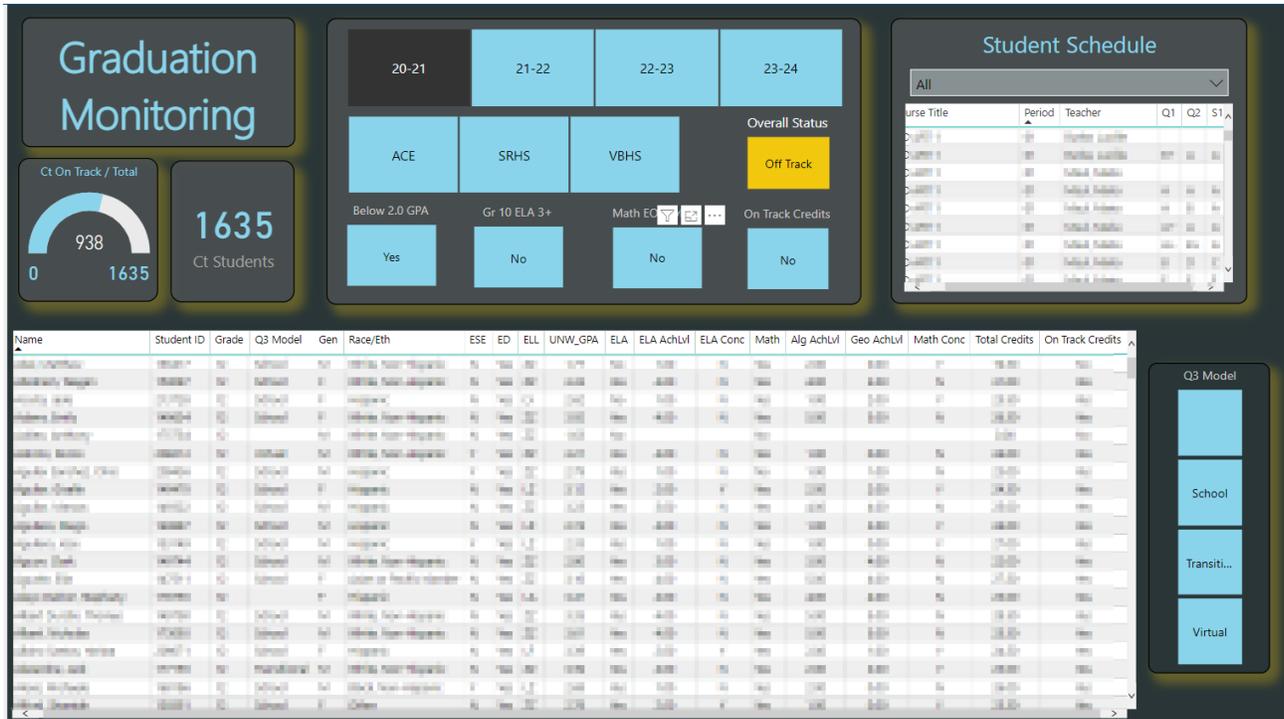
On-track for credits was explained in detail. Students should have after first semester of grade nine 3 credits earned, grade ten 9 credits, grade eleven 15 credits, and grade twelve 21 credits.

It was discussed that Power BI should be the go-to for graduation data (ultimately FOCUS is the defining platform, but as far as progress monitoring, Power BI should be utilized weekly). It's being used at cabinet and schools should also use the same system so that a common language and understanding is established.

Action Steps

- Schools will email Dr. McMahon data discrepancies (complete)
- Dr. McMahon will look at prior years to determine how many students benefitted from PERT (and not SAT) to help forecast future declines (theory being PERT is easier and for next year, additional support may be needed to assist students in passing more difficult SAT/ACT/FSA)
- Dr. McMahon will reach out to Cristen Maddux for district support for communication

Sample Power BI report used in problem solving:



GRADUATION MONITORING



Department of

Accountability & Research

Problem Solving

MEETING AGENDA

May 6, 2021

Staff in Attendance:

Nina Payne, Graduation Coach

Rob Riskin, Assistant Principal

Kelly Baysura, Director of Academic Success

Becky Teske, Specialist of Everything

Dr. Brian McMahon, Coordinator of Accountability & Research

Chris Rahal, Graduation Coach

Madison Cama, School Counselor

April Perez, Curriculum Specialist

Agenda:

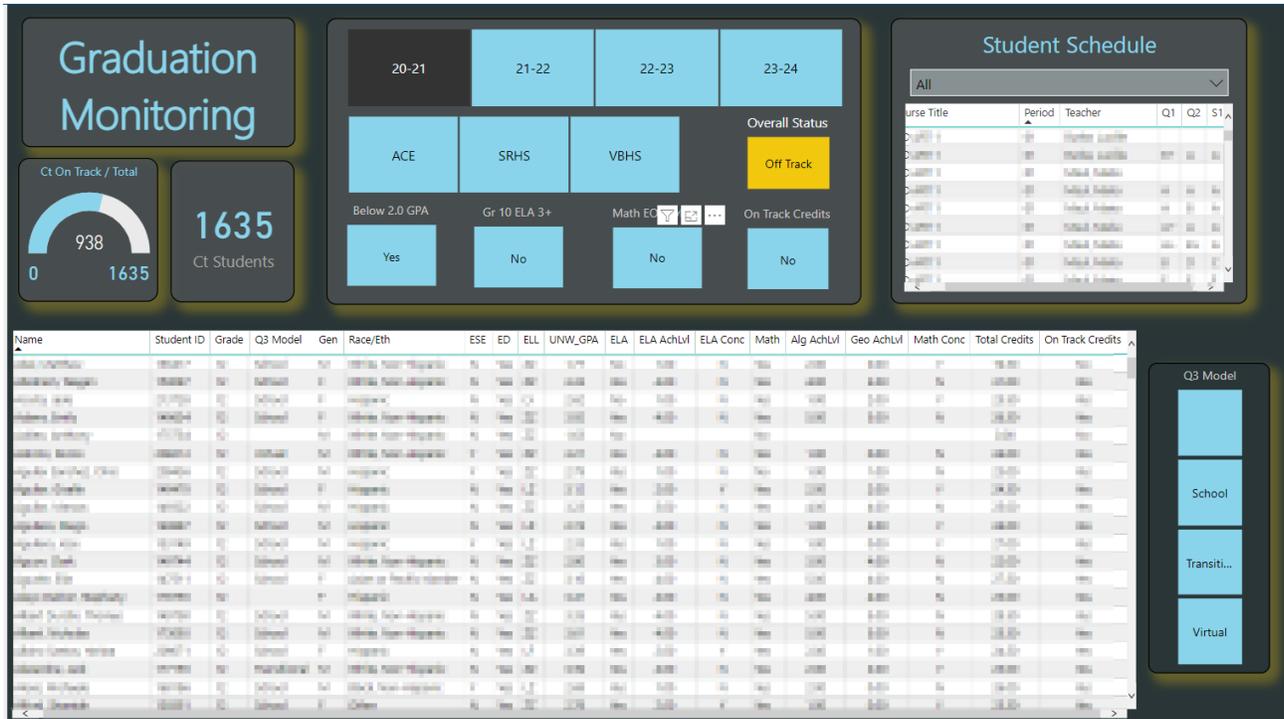
- Review of Prior Meeting Action Steps
 - Data Discrepancies – ESE – Complete
 - PERT Use – In Progress
 - District Support for Communication
- Power BI Graduation Monitoring
 - Updates in light of Emergency Order
 - Where should we be looking
- Data
 - Updates from both schools
 - Review of GPA and Credits
- Other items to note

Minutes:

- Discussed updates to Power BI, instructed to focus on GPA and credits. The District is not adjusting the ELA/Math 3+ primarily because the 3 year cohort file should be out and we will add the graduation dashboard from last spring to calculate an actual grad rate.
- SRHS discussed their significant barrier of getting virtual kids active.
- SRHS discussed several initiatives they are implementing to recover courses/gpa.
- Next meeting will be moved to 6/1 due to scheduling conflict.

Action Steps:

Sample Power BI report used in problem solving:



ATTENDANCE

Department of

Accountability & Research

Problem Solving

MEETING AGENDA

May 6, 2021

Staff in Attendance:

Donna Hedgecock, School Social Worker

Rachel Williams, School Social Worker

Dr. Tracy Crawford, School Social Worker

Pilar Greto, School Social Worker

Dr. Sharon Packard, Coordinator of Mental Health and Social Services

Dr. Brian McMahon, Coordinator of Accountability & Research

Agenda:

- Overall Purpose of Meeting
 - Systematic, Systemic, and Sustainable
 - Review of Data, Identification of Barriers, Solution-oriented
 - Additional avenue of support
 - Solution-focused rather than Problem-Admiring
 - Monthly meeting
- Data Review
 - Power BI – What works, what doesn't, what do you need?
 - What are your largest barriers and successes?
- Other items to note
- Next Meeting

Minutes:

- Reviewed purpose of meetings
- Suggestions for PBI:
 - Add Q4 Instructional Model slicer, add to student table the four quarter models, show ADA by quarter
 - Add a total number of contacts made, attendance by map, and perhaps an alert in FOCUS
- Habitual Truancy was discussed, a new dashboard will house this data and will need to be built.
- Discussion regarding easier avenues for parents to excuse absences (tabled for next meeting)

Action Steps:

- Add Q4 Instructional model slicer and the four instructional models to student table (complete)
- Add ADA by quarter (complete)
- Add total contacts made (in progress)
- Attendance Map (in progress)
- Habitually Truant dashboard (in progress)

ADVANCED ACADEMICS: AP, IB, AND DUAL ENROLLMENT

Department of

Accountability & Research

Problem Solving

MEETING AGENDA

April 26, 2021

Staff in Attendance:

Kere Minton, AP Coordinator

Dr. David Erickson, Assistant Principal

Vanessa Gonzales, Assistant Principal

Shawn O'Keefe, Principal

Kelly Baysura, Director of Academic Success

Jamie Sturgeon, IB Coordinator

Rob Riskin, Assistant Principal

Kevin Van Brimmer, Assistant Principal

Christopher Cummings, Principal

Dr. Brian McMahon, Co. of Accountability & Research

Agenda:

- Overall Purpose of Meeting
 - Systematic, Systemic, and Sustainable
 - Review of Data, Identification of Barriers, Solution-oriented
 - Additional avenue of support
 - Solution-focused rather than Problem-Admiring
 - Monthly meeting – Possibility for each school to individually meet in addition
- Data Review
 - What are your largest barriers?
 - What are your largest successes?
- Other items to note
- Next Meeting

Minutes:

- Common Barriers:
 - Tutoring and Support
 - Maths and Sciences – Long term concern with “pipelines” and short term with support and “need” for paid tutoring
 - No shows on exams – with COVID not as big of a problem, but something to consider next year.
 - Dual Enrollment – transportation to college.
- Positives:
 - SRHS moving AP Lang and World History to grade 10
 - Success rates are high for both schools
 - Possibility of 8 periods adding to ability to support students

Action Steps

- Mr. Sturgeon will provide data on global pass rates and IB Diplomas earned
- Both schools will look at enrollments for next year and note any additional barriers encountered

10 OR MORE CLASSROOM REMOVALS



Exceptional Student Education

Accountability & Research

Problem Solving

MEETING AGENDA

May 11, 2021

Staff in Attendance:

Tom Stull, Program Specialist

Jessica Rojas, Program Specialist

Kat Wolf, Program Specialist

Dr. Daphne Matthews, Interim Director of ESE

Dr. Brian McMahon, Coordinator of Accountability & Research

Agenda:

- Review Previous Month's Minutes
- Power BI Discipline App Data Review
- Identification of students with 4+ days of classroom removal and Action Plan
- Review of Next steps

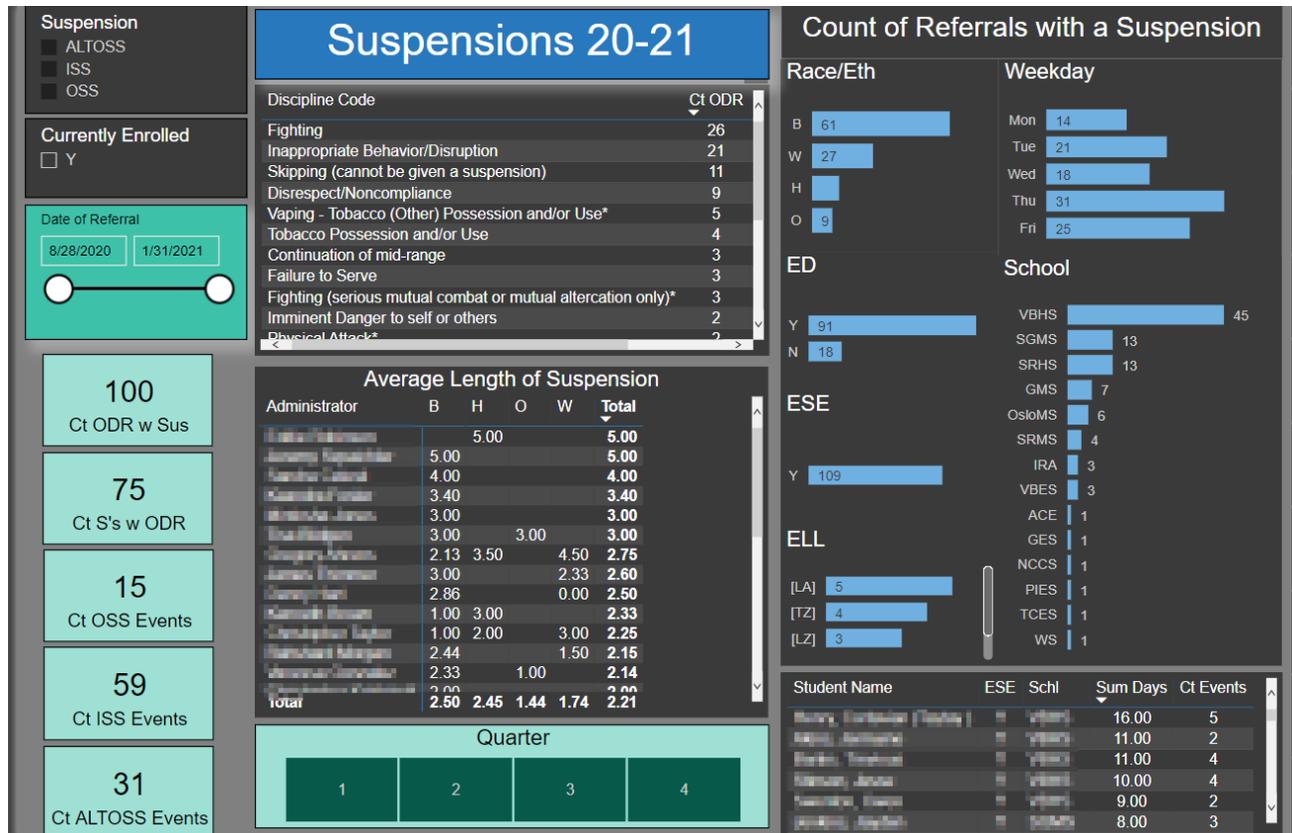
Minutes:

- Reviewed overall Risk Ratios for all students and ESE students.
- 5 students with 9+ days need follow up to principals.
- 2 students at GMS with 10 days ALTOSS, but did not adjust attendance. Need follow up with GMS.

Action Steps

- Brian will coordinate an agenda/protocol for Summer qualitative analysis on behaviors that result in ODR.
- Brian will follow up with administration

Sample Power BI report used in problem solving:





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 6/1/2021

Office/Department(s): Office of Strategic Planning & Support Services (submitting documentation provided by secondary schools).
Department of Strategic Initiatives & Systems Compliance

Report generated by: Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance

Action Step (please include the description provided in the District Progress Update Joint Plan): Joint Plan Section VI – African American Student Achievement/Resource Allocation Action Steps:

- Hold African American Student Council meetings at high schools to continue to gather feedback related to their perceptions of their school experiences.

Explanation of Evidence: The attached shows evidence (i.e., meeting agendas and meeting dates) of secondary schools that have held African American Student Council meetings from April - May of the 2020-2021 academic year. It is important to note that middle school, in addition to high schools listed in this action step, have been holding meetings with the African American Student Council. These meetings provide a leadership opportunity for African American secondary students. During these meetings, students are asked to provide feedback related to topics that impact their school experiences, as well as engage in planning for school events. The gathering of feedback from African American students on a consistent basis provides vital information in the identification of barriers that may or may not be unique to each school and contribute to inequitable school experiences and disparities in educational outcomes.

Results of Action Taken: Feedback was gathered from students participating in the council meetings.

Reflection/Next Steps: During the upcoming year, one of the staff sponsors of a school's African American Student Council has requested to have a collaborative planning meeting of all of the staff sponsors. This meeting is being planned for the beginning of the upcoming academic year.

African American Student Council

Meeting Minutes

April 2021

Meeting Time: 9:10 A.M. – 9:45 A.M.

Attendees:

Daryiall Brown – Principal

Sharette Ferguson – Sponsor

██████████ ██████████ ██████████
██████████ ██████████ ██████████

Meeting called to order- 9:10 A.M.

Read minutes from March 2021

Adoption of the Minutes: ██████████ 2nd – ██████████

- **Grades**

Spoke with students briefly about maintaining grades

Mr. Brown explained to students that they are not to have any D's or F's

Grades are essential towards earning credits. Students have the

Resources they need: two supports in classrooms, no homework and

Behavior and academic guidance. Students are to demonstrate leadership

Qualities.

Move to Begin New Business: Mr. Brown 2nd – ██████████

New Business

- ***PBIS***
Students had no issues regarding the positive reward system
- ***Leadership Responsibilities***
Students were reminded about being leaders on campus

Mr. Brown and Mrs. Ferguson spoke with students about being accountable for their own actions. Mr. Brown informed the group about upcoming celebrations and events. Mr. Brown also spoke about student scheduling and our blended learning model.

- **Discussion: FSA Bootcamp, Prep and Testing**
Students were very happy with the preparation that the ACE provided for FSA testing. They reported that they felt confident and that they will do well going forward with the assessments.

- ***Shares/Concerns***

Transition (Mr. Brown discussed again with the students that were Present the process for transition:

Mental Fortitude and the Four Criteria used to decide whether a student is Ready for transition. Meetings are taking place at this time and parents are being contacted if transition is warranted.

Preparedness (Mr. Brown spoke with students about being prepared To return to their home school and to taking advantage of the opportunities That are being offered to them while on the A.C.E. campus

Moved to adjourn meeting: Mr. Brown 2nd – Mrs. Ferguson

Meeting adjourned at 9:45 A.M.

African American Student Council

Meeting Minutes

May 2021

Meeting Time: 8:05 A.M. – 8:50 A.M.

Attendees:

Sharette Ferguson – Sponsor

██████████ ██████████ ██████████
██████████

Meeting called to order- 8:05 A.M.

Read minutes from April 2021

Adoption of the Minutes: ██████████ 2nd – ██████████

Move to Begin New Business: Mrs. Ferguson 2nd – ██████████

New Business

- **PBIS**

Students discussed issues regarding the positive reward system

Overall students were happy with PBIS. They feel like it was not frequent enough and would like more offerings: Drinks, ice pops, ice cream and more activities on Friday's.

- **Reflections**

Students discussed their likes and dislikes and suggestions for the upcoming year

-Students were very happy with the level of concern and care shown to them by teachers

- Students feel that the campus is too small and congested

- Students feel like they are being offered lesser lunch selections

- Students suggested a later start time

- Students were concerned with the cleanliness of the school

- [REDACTED]

As an outgoing student, [REDACTED] shared words of wisdom with his fellow school mates that will be returning next year. He offered them the benefits of his experiences and the strategies he used in order to stay focused and achieve transition.

- **End-of-Year Survey**

Students completed the survey

- **Shares/Concerns**

Mrs. Ferguson gave the students parting words and thanks for participating.

Moved to adjourn meeting: [REDACTED] 2nd – [REDACTED]

Meeting adjourned at 8:50 A.M.

VBHS AFRICAN AMERICAN STUDENT COUNCIL MEETING AGENDA

May 18, 2021

Call to Order *START - 2 : 15 - END - 3: 15*

Approval of Agenda *Vote on Approval of Agenda – Approved unanimously*

Roll Call *Secretary – [REDACTED], [REDACTED]*
[REDACTED].

Approval of Minutes *President – Approved unanimously*

Old Business

New Business

New member orientation

New Logo

New member representative election

VBHS AFRICAN AMERICAN STUDENT COUNCIL MEETING AGENDA

April 13, 2021

Call to Order *START 2 : 15 - END :*

Approval of Agenda *Vote on Approval of Agenda (Agenda should be presented to all members before the meeting)*

Roll Call *Secretary – (Record Names)*

Approval of Minutes *President – (President Brings to Vote)*

Old Business

 Academic Committee

 New members

 Final things to be done to the council before end of the school year.

 Future of the council

New Business

 Equity meeting July 23rd

 Mixer organizing and details.

 Logo design

African American Student Council

4/29/2021

8:30am

- FSA Testing: Incentives?
- Social/Emotional aspects of being a student here at SGMS?
- Moving onto the next grade? How do you feel?
- Final meeting in May (What you would like AASC to look like next year, Clubs: Getting involved, other clubs they would be interested in, Sports: How do we get more students involved)

MINUTES – 4/29/21 AFRICAN AMERICAN STUDENT COUNCIL

1. We discussed the FSA incentive that if students take all state assessments on the designated days, students will receive a special wristband and be able to dress down the last 4 early release days of the school year. Students were very excited about the idea.
2. Students talked about their transition to high school and the next grade level. All students were very excited to make the transition. The 8th graders moving to 9th grade felt some nervousness but were overall excited. They discussed being part of the band, playing sports, and being a part of the performing arts program. The new 7th and 8th graders were very excited to transition. They talked about playing sports, belonging to clubs, and getting good grades.
3. Ended the discussion, with some thoughts for the next meeting:
 - a. What changes, if any, do we need to make for next year's African American Student Council?
 - b. How can we get more African American students involved in extracurricular activities, such as clubs and sports?
 - c. What types of clubs do you think would be interesting to offer?



African American Student Advisory Council

April 30, 2021

[Redacted content]

Mr. Racine _____

Guest _____

Guest _____

Joint Plan Section VII – Student Assignments

Joint Plan Section VII – Student Assignments

Required Goal: Each year, the percentage of African American students assigned to individual schools should be consistent with the percentage of African American students represented in the School District. The School District will continue the practice of curricular and programmatic choice in assigning students who may reside outside an attendance area of school on a space available basis. *Joint Plan Section VII Page 7*

Action Steps
<ul style="list-style-type: none"> • Finalized the second round of school choice application and selection process.^{1,4} • Publicized school choice programming and application through multiple approaches.² • Gathered stakeholder feedback for the Master Plan based upon the draft “State of the Schools” report.³
Staff Responsible
R. Fagan, Chief Financial Officer P. Dampier, Assistant Superintendent of Strategic Planning & Support Services R. Bethel, Director of Student Services J. Kastensmidt, Program Specialist for Support Services C. Batory, Student Assignment Coordinator C. Emerson, Director of Instructional Innovation C. Maddux, Public Information Officer
Considerations for Monitoring Progress
<ul style="list-style-type: none"> • What trends in parent/family feedback related to school choice were identified? • Has the percentage of African American students accessing school choice programming increased over time? • Has stakeholder feedback related to the Master Plan been requested and generated?

Action steps also support the following recommendations made by the 2019 Equity Committee:

¹A study to research why some schools are more racially identifiable than others.

- Ask parents that chose school choice to give feedback on reason for not attending their zoned school.

²Provide documentation of strategies and plans implemented to achieve compliance with student assignment.

³A study to research why some schools are more racially identifiable than others.

- The District should consider doing a rezoning study because Storm Grove Middle has 1073 students, Oslo Middle – 926, Gifford Middle – 651, and Sebastian River Middle – 900. How will those schools be impacted by Somerset’s opening? By school choice?

⁴Provide documentation that will assist Committee in determining if student enrollment is affected by students not having access to transportation to their school of choice (original recommendation made for Section VIII of the Joint Plan).

Artifacts of Actions Taken: Data related to additional school choice seats offered, publicity related to school choice programming, log of School Messenger calls to families, flyer and help documents, summary/examples of stakeholder feedback related to the Master Plan.

Progress Update

Following the first round of school choice and magnet application lotteries, an additional five lotteries were held by the District to further increase access to school choice and magnet program offerings. During the first round of applications, 140 applications for African American students were submitted with 100% of African American students being offered a choice or magnet seat. Subsequent application rounds resulted in an additional 115 applications for African American students for choice or magnet schools. Of the total of 255 African American students who applied for enrollment in a school of choice or magnet school for the 2021-2022 academic year, 215 were offered a seat. As of June 6, 2021, 84% of African American students have been offered a seat at a school of choice or magnet program, as compared to 66% of White, Non-Hispanic students who applied and were offered a seat.

On 05/02/21 and 05/03/21, the District held Town Hall meetings to share information with community members regarding the Master Plan, as well as to present a survey opportunity to provide feedback on strategies to consider for implementation as part of the Master Plan. Overall, survey feedback revealed moderate levels of support for various strategies for improving balance in student enrollment. Respondents provided the strongest support for creating balance in school utilization through the implementation of elementary school choice programming. Additionally, respondents provided the greatest support related to improving the condition of existing facilities by developing a plan to replace or rebuild schools in the poorest condition, while also creating a plan to fund improvements districtwide.

The table below provides information regarding the representation of African American and White, Non-Hispanic students in school within the District. Presently, schools showing the most significant overrepresentation of African American students are the Alternative Center for Education, Dodgertown Elementary School, and St. Peter’s Academy (charter school). African American (and White, Non-Hispanic) students are significantly underrepresented at Fellsmere Elementary School, which has a large population of Hispanic students. Additionally, African American students are significantly underrepresented at Imagine Schools at South Vero (charter school), Indian River Charter High School, and Sebastian Charter Junior High. It is important to note that the District does not oversee student enrollment at charter schools in the District.

Racial Representation of Students by School 2020-2021 Academic Year Retrieved 06/29/21, Source: Focus School Software		
School	African American	White, Non-Hispanic
District	18%	51%
Alternative Center for Education	70%	18%
Beachland Elementary School	16%	54%
Citrus Elementary School	20%	43%
Dodgertown Elementary School	52%	17%
Fellsmere Elementary School	3%	8%
Gifford Middle School	36%	40%
Glendale Elementary School	16%	58%
Imagine Schools at South Vero*	5%	81%
Indian River Academy	24%	36%
Indian River Charter High School*	4%	73%
Liberty Magnet School	15%	60%
North County Charter School*	12%	67%
Osceola Magnet School	17%	59%
Oslo Middle School	24%	43%
Pelican Island Elementary	21%	60%
Rosewood Magnet School	20%	64%
Sebastian Charter Junior High*	7%	68%
Sebastian Elementary School of the Arts	30%	49%
Sebastian River High School	11%	49%
Sebastian River Middle School	13%	43%
St. Peter’s Academy*	48%	3%
Storm Grove Middle School	12%	59%
Treasure Coast Elementary School	12%	66%
Vero Beach Elementary School	30%	38%
Vero Beach High School	20%	52%
Wabasso School	24%	50%

*The District does not oversee the enrollment of students at charter schools.

Joint Plan Section VII – Student Assignments Artifacts





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 6/4/2021

Office/Department(s): Office of Strategic Planning & Support Services

Report generated by: Julie Kastensmidt

Action Step (please include the description provided in the District Progress Update Joint Plan): Section VII - Student Assignment: Publicize school choice application through multiple approaches.

Explanation of Evidence: The evidence attached contains the following: The number of students accepted to a school of choice for the 2021 – 2022 school year broken down by race, and the number of pending acceptances for a school of choice for the 2021 – 2022 school year broken down by race.

Results of Action Taken: As a result of publicizing the Choice and Magnet application and running five additional lotteries, 215 African American students who applied to a Choice or Magnet program were offered a seat. As of June 6, 2021, 84% of African American students have been offered a seat at a school of their choice compared to 66% of white students.

Reflection/Next Steps: The first Wednesday of every month, applications are reviewed and available seats are filled.

Choice Enrollment Numbers 6/4/21

ACCEPTED							
	Total Accepted	Amer. Ind/ Alaska Native	Asian	Black/African Amer.	Native Hawaiian/ Pacific Is.	White	Hispanic/ Latino
Elementary	524	3	17	112	3	302	87
		1%	3%	21%	1%	58%	17%
Secondary	201	1	7	45	1	119	28
		0%	3%	22%	0%	59%	14%
Total	725	4	24	157	4	421	115
		1%	3%	22%	1%	58%	16%

PENDING ACCEPTED							
	Total Waitlisted	Amer. Ind/ Alaska Native	Asian	Black/African Amer.	Native Hawaiian/ Pacific Is.	White	Hispanic/ Latino
Elementary	103	0	4	41	0	43	15
		0%	4%	40%	0%	42%	15%
Secondary	62	0	1	17	0	30	14
		0%	2%	27%	0%	48%	23%
Total	165	0	5	58	0	73	29
		0%	3%	35%	0%	44%	18%

WAITLISTED							
	Total Waitlisted	Amer. Ind/ Alaska Native	Asian	Black/African Amer.	Native Hawaiian/ Pacific Is.	White	Hispanic/ Latino
Elementary	361	2	15	40	4	247	53
		1%	4%	11%	1%	68%	15%
Secondary	3	0	0	0	0	2	1
		0%	0%	0%	0%	67%	33%
Total	364	2	15	40	4	249	54
		1%	4%	11%	1%	68%	15%



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 6/30/2021

Office/Department(s): Office of Finance

Report generated by: Ronald Fagan, CFO

Action Step (please include the description provided in the District Progress Update Joint Plan): Joint Plan Section VII – Student Assignments
Action Steps:

- Gather stakeholder feedback for the Master Plan based upon the draft “State of the Schools” report.³

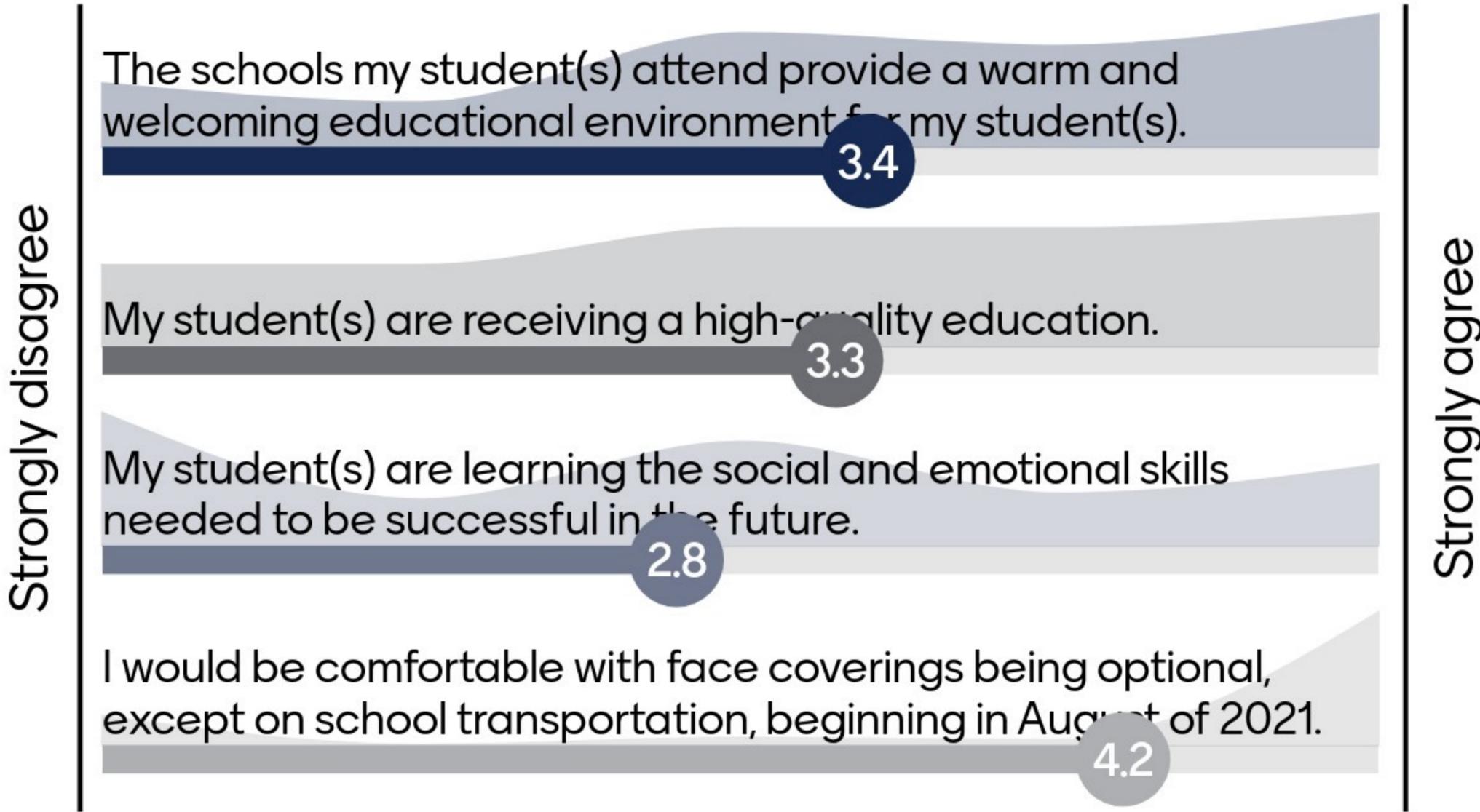
Explanation of Evidence: On 05/02/21 and 05/03/21, the District held Town Hall meetings to share information with community members regarding the Master Plan, as well as to present a survey opportunity to provide feedback on strategies to consider for implementation as part of the Master Plan. Survey feedback was gathered and the attached evidence provides information summarizing survey results.

Results of Action Taken: Examples of feedback gathered showed:

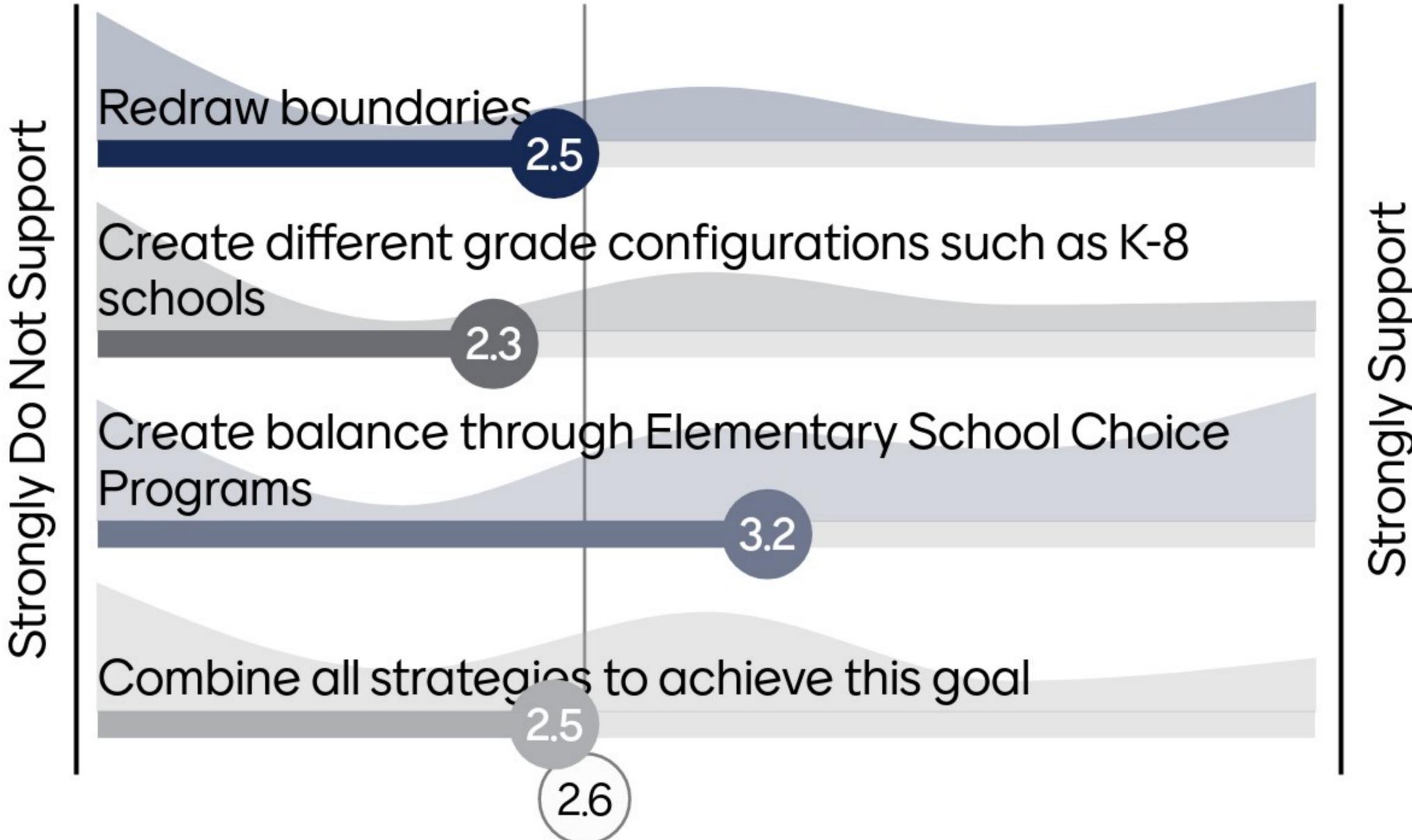
- Respondents to provide the strongest support for creating balance in school utilization through elementary school choice programming.
- Respondents to provide the greatest support related to improving the condition of facilities by creating a plan to replace/rebuild schools in the poorest condition while also creating a plan to fund improvements district wide.

Reflection/Next Steps: Feedback will be used in the development of the Master Plan.

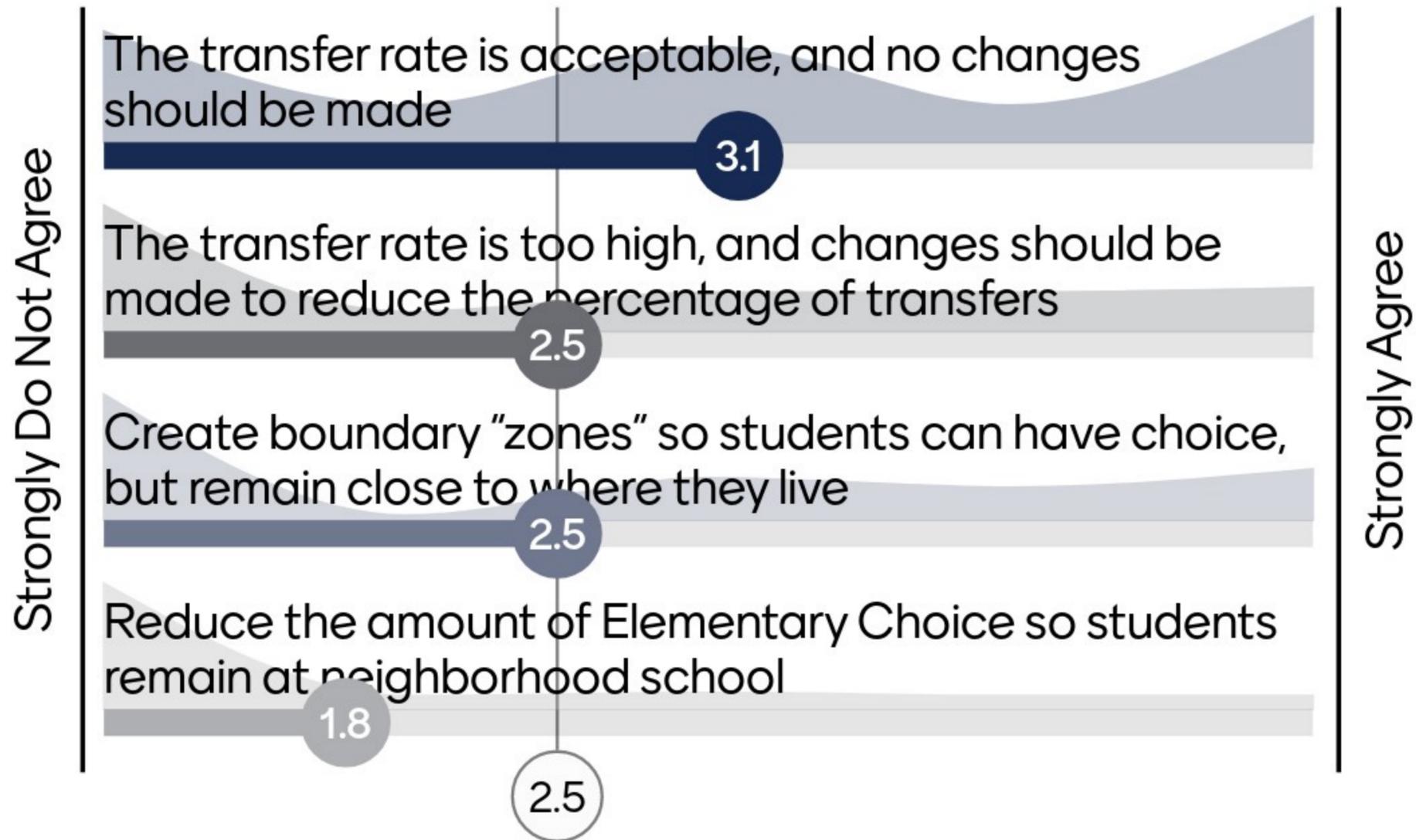
Rate your level of support with the following statements using the following scale:



Rate your level of support with the following strategies about how to balance utilization at elementary schools?



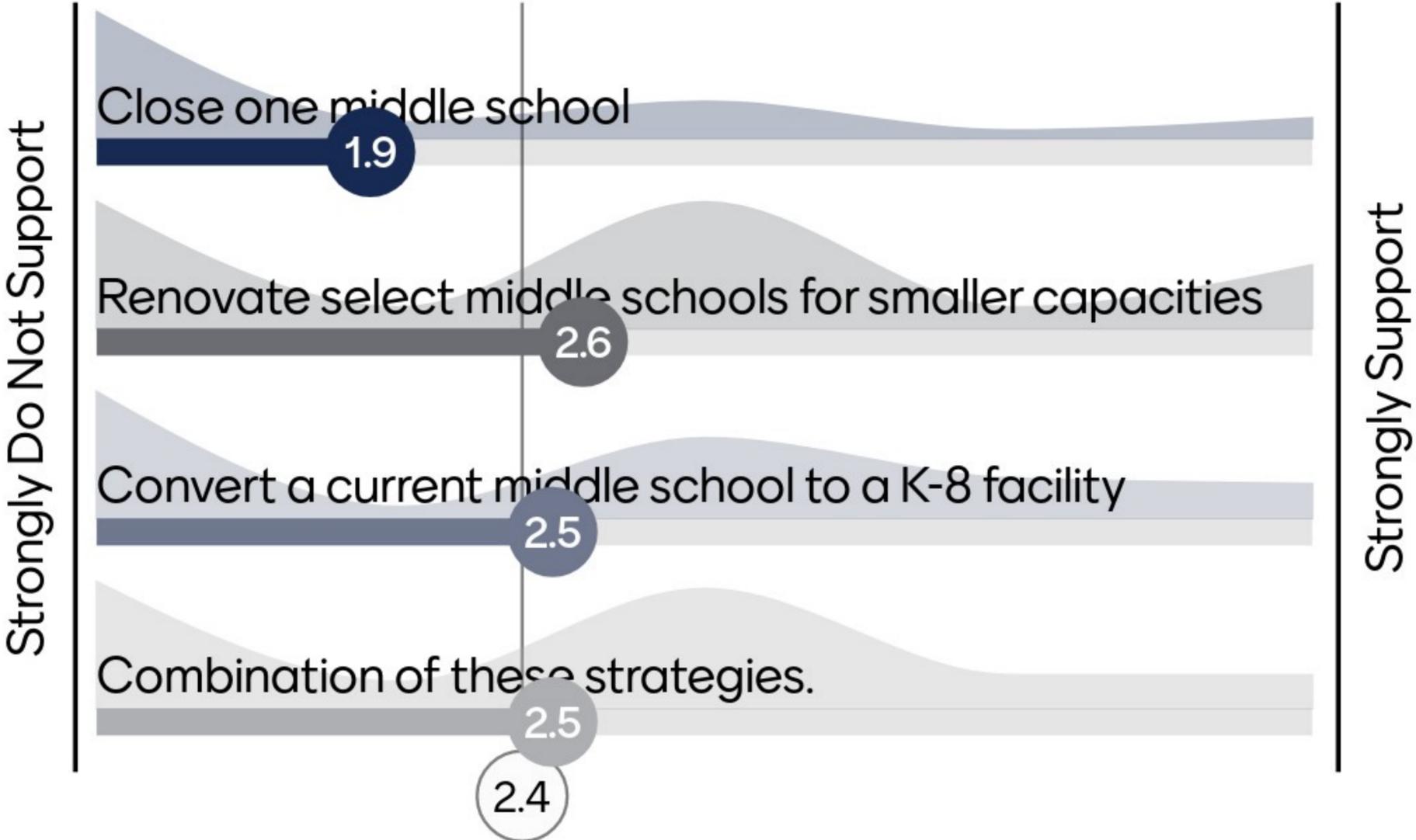
49% of elementary (ES) students transfer out of their home boundary. Choose your level of agreement with the following about transfer rates at ES.



Middle School Surplus

If there was a plan to balance and increase utilization at elementary schools by creating some K-8 facilities, the District would have to decrease current number of middle school seats.

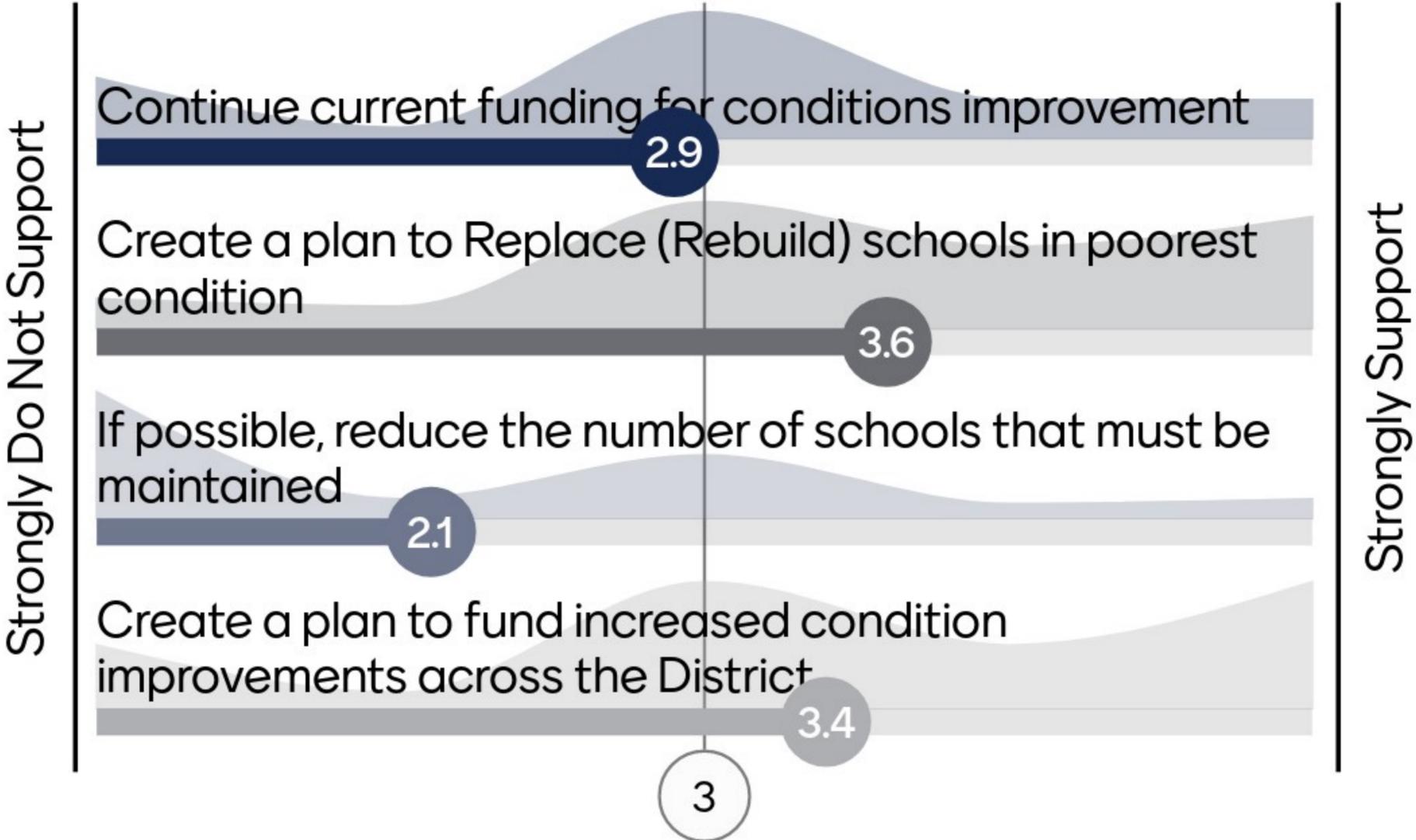
Rate your level of support with the following strategies about how to reduce the current number of middle school seats in the District?



Facility Condition

The average age of schools in SDIRC is 40 years old and the current amount of condition deficiencies is approximately \$280 million dollars, this does NOT include educational improvements to current spaces.

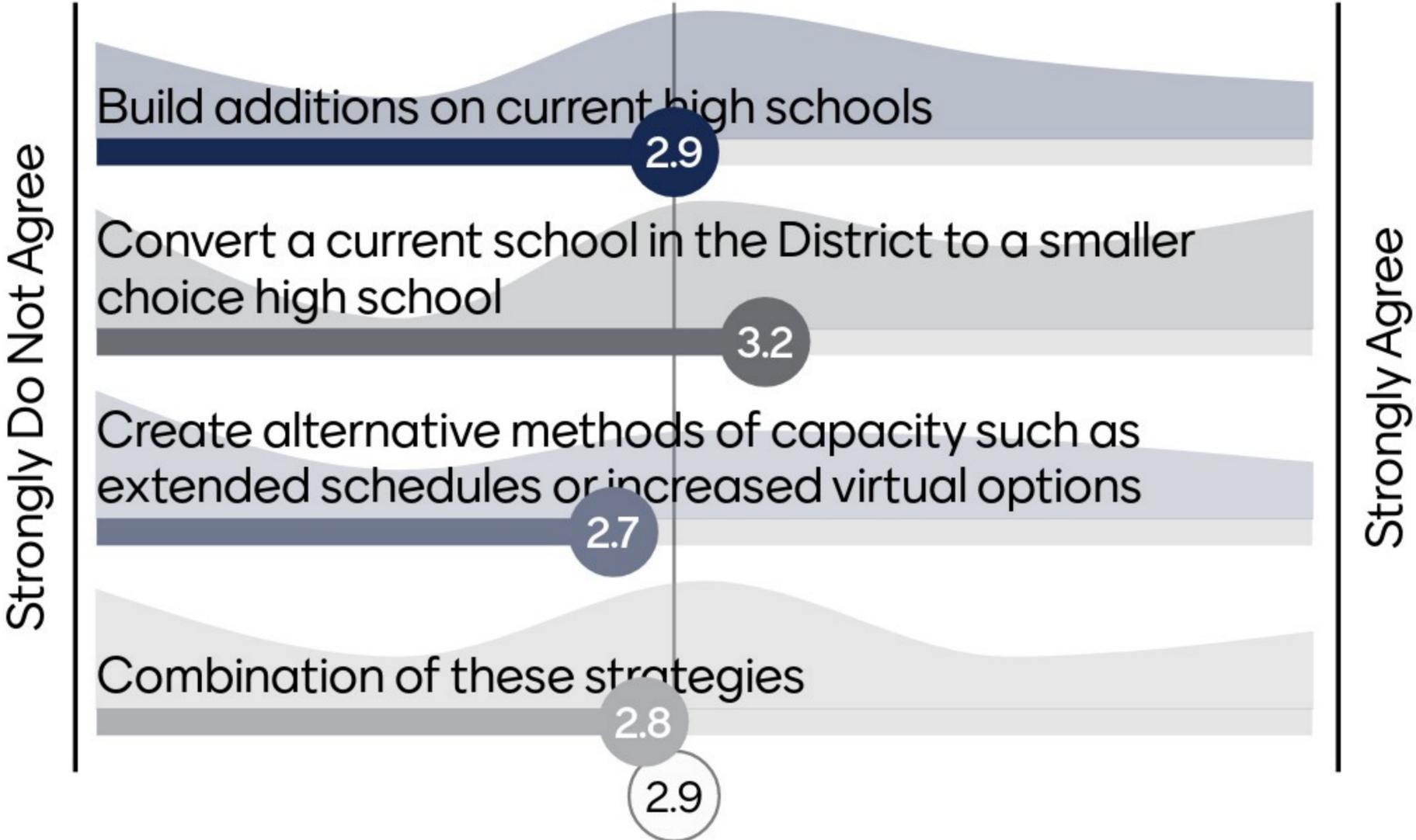
Rate your level of support with the following strategies about how to improve the condition of facilities in the District?



High School Utilization

The current utilization at the high schools is at 100% capacity, enrollment projections predict that this will increase the utilization of high schools in the next 5 years.

Please rate your level of support with the following statements about how to relieve high school utilization in the future?



Joint Plan Section VIII – Transportation

Joint Plan Section VIII – Transportation

Required Goal: The School District will continue to operate under the requirements of the 1967 Order with respect to transportation, which mandate (1) no student shall be segregated or discriminated against on account of race or color in any service, activity, or program, including transportation, and that (2) where transportation is generally provided, buses must be routed to the maximum extent feasible in light of the geographic distribution of students, so as to serve students assigned in accordance with the provisions of this plan. *Joint Plan Section VIII Page 7*

Action Steps
<ul style="list-style-type: none"> • Continued to provide school transportation depot stops district wide to schools of choice. • Implemented planning for the rollout of the ZPass system for the 2021-2022 school year to increase communication with parents regarding school transportation.
Staff Responsible
S. Bass, Deputy Superintendent J. Idlette, Director of Transportation P. Dampier, Assistant Superintendent of Strategic Planning & Support Services Julie Kastensmidt, Program Specialist for Strategic Initiatives
Considerations for Monitoring Progress
<ul style="list-style-type: none"> • How many depot stops are being offered districtwide to support access to school choice? • What percentage of students utilizing school transportation depot stops are African American? • Has technical support/embedded professional development been provided to school transportation professionals to support the provision of positive student experiences related to school transportation?

Artifacts of Actions Taken: Data for percentage of African American students utilizing school depot stops, documentation of technical support/embedded professional development for school transportation, information about the ZPass system for transportation.

Progress Update

The District continued to offer school depot stops to support access to choice schools. Districtwide approximately 8% of students enrolled in a school of choice have been accessing bus depot stops to be transported to school. African American students represent 31% of all students being transported for school choice. This percentage (i.e., 31%) is above the representation of African American students (i.e., 18%) in the overall student population. The needed planning for the implementation of the ZPass system occurred during the Spring of the 2021-2022 academic year. The ZPass system will provide parents and students alerts related to school transportation. The professional development that was originally scheduled for the end of the Spring Semester for transportation professionals is being rescheduled for the upcoming academic year.

Joint Plan Section VIII – Transportation Artifacts





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 6/4/2021

Office/Department(s): Office of Human Capital and Operations

Report generated by: Jennifer Idlette, Director of Transportation

Action Steps 1 & 2: Joint Plan Section VIII Transportation

- Continue to provide school transportation depot stops district wide to schools of choice.
- Continue to provide ongoing technical support/embedded professional development to school transportation professionals to provide positive, safe, and supportive school climates to students while using school transportation.
- Implement the rollout of the ZPass system by Zonar for the 2021-2022 school year to increase communication with parents regarding school transportation.

Explanation of Evidence:

School Transportation Depot Stops continue to be provided so that every child in SDIRC has the opportunity to choose a school based on his/her interests as well as family preference. If a parent wishes to have his/her child attend a school of choice, transportation is provided through our Depot Stop Program. The parent must take the child to the closest bus stop for the choice school and the student will be transported from that Depot Stop to the choice school and back. Please see attached School Choice Expo flyer which explains the program. The ZPass system will be implemented for the 2021-2022 school year (<https://www.zpassplus.com/>). Transparency for school bus transportation! Parents/students will be able to set notification alerts via text as bus approaches stop location. Swipe on and off at each location using school ID. Please see attached flyers.

Results of Action Taken:

All bus stop locations will continue to serve as depot stops for choice schools. As of March 1, 2021, African American students represent 30.6% of all students transported for choice school or 2.58% of the 8.41% of all choice enrolled students utilizing depot stops. This data will continue to be updated as students enroll in school choice schools. The ZPass Program has been approved and will be implemented for the 2021-2022 school year.

Reflection/Next Steps: There will be continued monitoring of choice enrollment data and the Director of Transportation will continue to be open to feedback from all stakeholders to improve the system if needed for the following school year. The ZPass system will be implemented for the 2021-2022 school year and feedback will be solicited from students and parents. All participants will receive a break-away lanyard along with their ID card which can also be used to scan library books and other tasks at the school level.



School Choice Expo

Transportation Information

School District of Indian River County Transportation Department

We are excited to support families with school bus transportation to & from your school of choice!

**Once notified of acceptance to your school of choice,
simply follow the steps below!**

**Call (772) 978-8801 and press #2 for the Routing Dept.
or
stop by our office located @ 5235 41st Street**

*the closest stop location for your school of choice will be provided. Stops are not guaranteed to be within walking distance; which may require parent's assistance. K and 1st grade parents **must** provide supervision at stop location during AM & PM

Safety First Is Safety Always!

Z PassTM

Student Ridership Visibility

RECORD

Time, date and location of entrance & exit

INCREASE

Child safety in case of emergency

ANSWER

Questions instantly and accurately

AUTOMATE

Medicaid reimbursement reporting



Smarter Student Transportation

Z Pass improves the safety and efficiency of pupil transportation with a patented RFID data collection process that provides instant ridership information to decision makers. With Z Pass, schools know the time, date and location of each entry and exit from the bus for real-time child search, child check and Medicaid reporting.

Ridership Tracking

Each student is issued a unique Z Pass RFID card. Upon entering or exiting the bus, the time, date and location is captured, securely transmitted and accessible via Zonar's Ground Traffic Control and the Z Pass+ parent portal.

Z Pass helps reduce parent inquiries, increase safety and streamline Medicaid reimbursements.

Features and Capabilities

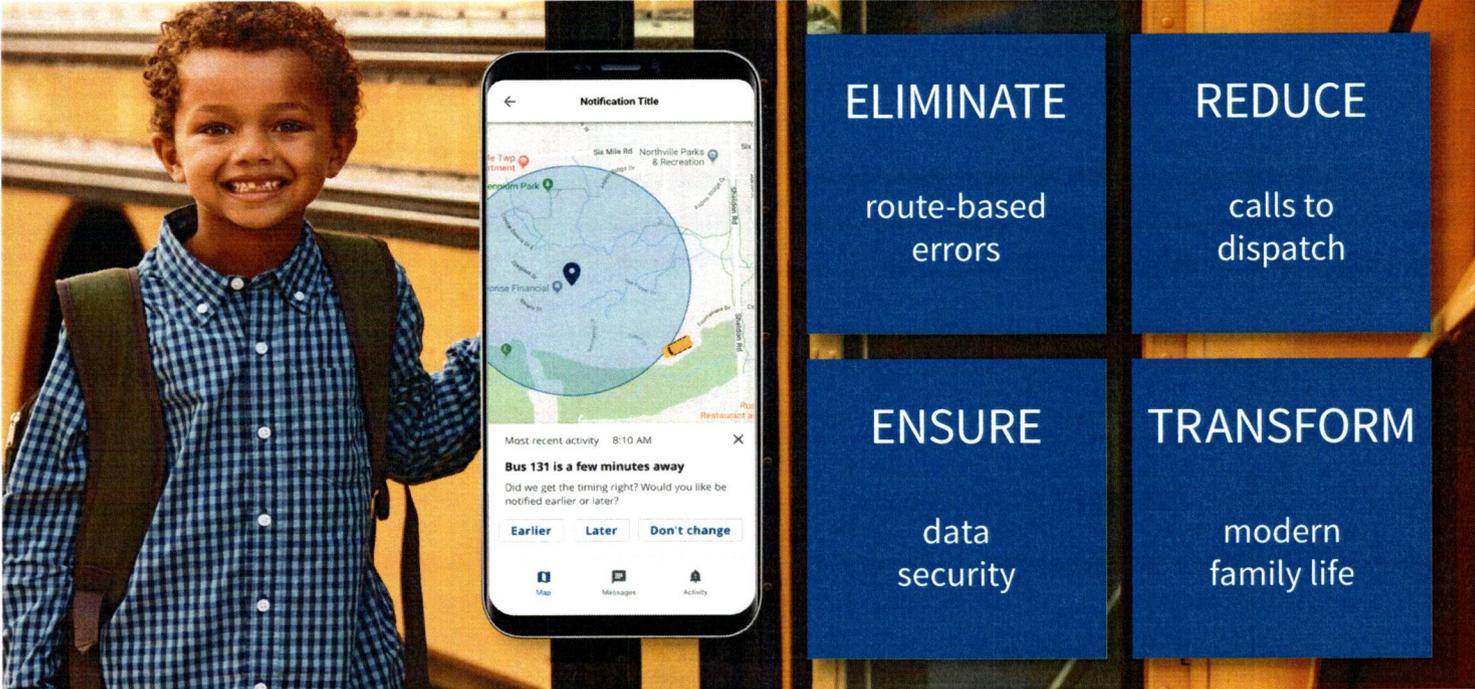
- RFID reader
- Passive RFID cards
- Z Pass+ parental portal
- Immediate data transmission
- Simple mounting system
- Low-power sleep mode
- Web-based reporting
- Special needs reimbursement
- 4.2" W x 4.2" L x 1.2" H
- Edison Award Winner



www.zonarsystems.com | 18200 Cascade Ave S. Seattle, WA 98188 | 206-878-2459



Give parents peace of mind.



Open new lines of communication.

School districts and parents care about student safety, just from slightly different perspectives. Zonar MyView brings peace of mind to both. Parents can use the MyView mobile app to see where their child’s school bus is located and customize proximity-based alerts. And districts can use MyView’s back-end dispatcher portal to communicate bus changes, delays or breakdowns directly to parents’ phones. Even bus substitutions automatically update in the parent app, creating a seamless workflow and less headache. Easier communication, peace of mind for everyone. All without needing a routing provider.

Lighten parents’ daily load.

Providing parents an easy-to-use mobile app to check on their child’s school bus whenever they need means one less thing for them to worry about. Routing provided apps’ estimated times of arrival are often inaccurate. MyView uses GPS data provided by the Zonar V4 telematics control unit (TCU) to track and display that bus’s location on an aerial map, powered by Google—all in near real time. Parents can create proximity-based alerts to plan complex home life accordingly.

Key features

- View a real-time, map-based bus locator
- Answer parent questions with Support Assistant
- Guarantee parent and student information privacy
- Create custom zones for each stop and facility
- Send SMS messages
- Integrate with Zonar V4™ GPS tracking
- Available on smartphones, tablets and computers
- Obtain GPS, telematics and routing data analytics for transportation efficacy

Customize to fit complex schedules.

Parents can custom-build zones within MyView, and time their morning and afternoon schedules more efficiently by setting up SMS alerts for when the bus is approaching. This is especially helpful for not getting stuck waiting outside in bad weather.

They can also add multiple zones for different drop-off destinations such as daycare or sporting fields. If managing multiple zones within MyView, they can associate each zone to relevant buses, eliminating unnecessary alerts.

Reduce parent calls to the district.

Most calls to a district's dispatch come from parents. Where's the bus? Is it running late? Did we miss it? Districts can use the MyView back-end portal to set up zones around schools and seamlessly manage bus substitutions. Parents can look up the bus and receive an alert through their MyView app when the bus arrives or departs the facility, is running late, breaks down or needs to be substituted.

Dispatchers can also send messages to all parents, or certain ones associated with a specific bus or student. Either way, parents can then follow the appropriate bus or route number instead of calling the district.

Help parents with MyView.

Fewer parents will call for bus locations. For those who call for help with MyView, use MyView Support Assistant to view their account and answer common questions. See basic information such as:

- their username, email address, device ID and signup date
- students they follow
- push notification settings
- zones and notification history

Plus, if necessary, school administration can delete a parent account at any time.

Implement with ease and reliability.

Route-based applications require a third-party routing provider to set up and can be difficult to forecast. As a result, most routing systems are often inaccurate and make ETA notifications frustrating for people trying to plan around the bus. Problems with information and communication send parents straight to the phone to call the district.

MyView includes Rapid Response Rate, increasing the ping rate to every 10 seconds. The faster the ping rate, the more up-to-date information parents and districts receive.

MyView is easier to implement and more accurate because it uses proximity-based information pulled directly from each bus's V4 TCU. Plus, the MyView portal provide districts with app usage analytics and trends so they can evaluate its effectiveness and adjust accordingly.

Keep data and information airtight.

Security is priority one, especially where student information is concerned. To set up MyView, parents are required to go through a multi-step process. The school district sends them an access code to enter. Parents who don't know the code need to call the district. Parents must also enter their child's unique district ID.

All parent information is locked down and password protected within the app to prevent unauthorized people from opening the app and viewing the child's bus information.



For more information, visit www.zonarsystems.com/MyView

Joint Plan Section IX – Extracurricular

Joint Plan Section IX – Extracurricular

Required Goal: The School District will continue to operate under the requirements of the 1967 Order with respect to extracurricular activities, which mandates that no student shall be segregated or discriminated against on account of race or color in any service, activity or program, including athletics or other extracurricular activity, and all such programs conducted by the School District shall be conducted without regard to race or color. *Joint Plan Section IX Page 8*

Action Steps
<ul style="list-style-type: none"> • Continued the development of a resource to be made available via various forms of media to communicate the range of extracurricular activities available to students.¹ • Held African American Student Council meetings at high schools to continue to gather feedback related to their perceptions of their school experiences.² • Held culminating meeting with the Superintendent’s Student Advisory Council, summarizing student feedback and actions in response to student feedback implemented during the current academic year.² • Implemented the Good Cause Committee to establish Eligibility Standards for Extracurricular Activities when students face undue hardship(s).² • Initiated the development of the Park Partners Program which is a new public-to-public partnership with Indian River County Parks and Recreation that will provide more opportunities to practice and compete at a regulated venue for students participating in lacrosse, baseball, soccer, and swimming.² • Implemented the Champions List Program which lists all extra-curricular activities at each school site on individual school and district websites as well as provides handouts at each school and community partners.²
Staff Responsible
<p>S. Bass, Deputy Superintendent P. Dampier, Assistant Superintendent of Strategic Planning & Support Services E. Seymour, Director of Advocacy, Athletics, & Student Activities C. Jacobs, Director of Strategic Initiatives & Systems Compliance C. Maddux, Public Information Officer J. Kastensmidt, Program Specialist for Support Services E. Diehl, Data Analyst & Project Manager</p>
Considerations for Monitoring Progress
<ul style="list-style-type: none"> • What is the overall percentage of African American students participating in school-sponsored extracurricular activities? Has this percentage increased over time? • Are there specific extracurricular activities for which racial/ethnic disparities in participation can be identified?

Action steps also support the following recommendations made by the 2019 Equity Committee:

¹Ask extracurricular clubs to provide their requirements to participate.

²Establish resources and policies for equity with those activities.

Artifacts of Actions Taken: Draft of resource outlining extracurricular activities, summary of needs analysis related to extracurricular activities, meeting dates and agendas for African American Student Councils, presentation summarizing student feedback from the Superintendent’s Student Advisory Council, composition of Good Cause Committee and meeting agendas, information regarding the Park Partners Program, and Champions List resources.

Progress Update

Continued development of a resource to provide information on the range of extracurricular activities occurred. African American Student Councils, that were established at all secondary schools, continued to meet during Quarter 4 of the 2020-2021 academic year. A new action implemented this year involved holding a culminating meeting for members of the Superintendent’s Student Advisory Council. During this meeting, the feedback that students participating on the Council provided was presented in a summarized fashion and was connected to action steps the District took or plans to take in response to the feedback. The Good Cause Committee that was previously established met to identify eligibility

standards. Two new initiatives, including the Park Partners Program and the Champions List, were initiated to expand opportunities for extracurricular activities and increase communication about extracurricular activities.

The table below provides data gathered in the Spring of 2021 related to student participation in extracurricular activities. The representation of African American students in extracurricular activities is comparable to the overall representation of African American students (i.e., 18%) in the District, while the representation of White, Non-Hispanic students is slightly above their overall representation (i.e., 51%) in the District.

Representation of Students Participating in Extracurricular Activities by Race – K - 12		
Districtwide, Non-Charter Schools		
Retrieved April 2021, Source: SDIRC Non-Charter Schools		
Race	Number	Percentage
African American	1348	18%
White, Non-Hispanic	4160	55%
All Students	7539	

Joint Plan Section IX – Extracurricular Artifacts





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 6/7/2021

Office/Department(s): Office of Communications
Office of Student Affairs, Advocacy, and Access

Report generated by: Cristen Maddux, Public Information Officer

Action Step (please include the description provided in the District Progress Update Joint Plan): Joint Plan Section IX – Extracurricular Action Steps:

- Initiate the development of a resource to be made available via various forms of media to communicate the range of extracurricular activities available to students.

Explanation of Evidence: Reviewed results of community survey to determine specific improvements we could make in the Office of Communications. This survey determined the delivery the type of communication that was most efficient for our families.

Results of Action Taken: Reaching out to our community members has already made our connection stronger than before. We have had the opportunity to speak with people within local organizations regarding this initiative and have received positive feedback regarding the implementation of this initiative from those who have joined the “Community Connection.” Beginning this month, we will begin to communication with our Community Connection distribution group with a bi-weekly newsletter containing information that is shared electronically on social media platforms and on our website. Upon receipt of the information, members of Community Connection may request that information be provided in a medium that best serves our students and families in their organizations.

Reflection/Next Steps: The Office of Communications will continue to collect extracurricular activities and their past demographic breakdown as schools design their extracurricular plans for the 2021-2022 school year. When all information is collected, we will create a digital resource to highlight the extracurricular and athletic activities offered at each school. Regarding Community Connection, upon review of the responses to our community survey, we realized that we

have a broad range of desired methods and mediums of communications. By implementing Community Connection, we are ensuring that we are providing information in a way that is best suited for our students and families.



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 6/4/2021

Office/Department(s): Office of Human Capital and Operations

Report generated by: Eric Seymour, Director of Advocacy, Athletics, and Extracurricular Activities

Action Steps:

Joint Plan Section IX Extracurricular

- Continue the development of a resource to be made available via various forms of media to communicate the range of extracurricular activities available to students.¹
- Hold African American Student Council meetings at high schools to continue to gather feedback related to their perceptions of their school experiences.²
- Hold culminating meeting with the Superintendent's Student Advisory Council, summarizing student feedback and actions in response to student feedback implemented during the current academic year.²
- Implement the Good Cause Committee to establish Eligibility Standards for Extracurricular Activities when students face undue hardship(s).²
- Implement the Park Partners Program which is a new public-to-public partnership with Indian River County Parks and Recreation that will provide more opportunities to practice and compete at a regulated venue for students participating in lacrosse, baseball, soccer, and swimming.²
- Implement the Champions List Program which lists all extra-curricular activities at each school site on individual school and district websites as well as provides handouts at each school and community partners.²

Explanation of Evidence:

Attached are monthly updates from the Director of Advocacy, Athletics, and Extracurricular Activities showing progress monitoring of extra-curricular activities available to students at the high-school level. The Good Cause Committee has been established and has met to establish eligibility standards. This will define eligibility standards for extracurricular activities. Having structured standards will also provide equity across all campuses. Meeting dates for VBHS and SRHS's African American Student Council meetings are also listed. Barriers are provided as well as possible solutions. Each school site as well as the district website advertises extra-curricular activities either through social-media, newsletters, and/or school websites. To increase the communication and level of transparency, the Champions List Program has been created. Each school will list all extra-curricular activities on each school's website as well as have a printed handout available at the front desk of the school. The Park Partners Program is a cooperative project between SDIRC and IRC. This is in the developmental phase but will provide increased opportunities for students to play select sports.

**Results of Action
Taken:**

Continued progress monitoring of all activities will continue to ensure equitable access. The SDIRC Athletic Handbook has been finalized and has been distributed to all Athletic Directors. This handbook defines overall expectations of coaches including mandatory professional development which will include Diversity Training. The manual is available on the District Manuals site. Continued advertising of all extra-curricular activities as well as athletics will be made a priority and the creation of the Champions List at each school is underway for school year 2021-2022. The Park Partners Program is in its developmental phase. Currently SDIRC and IRC are in negotiations on contract language.

Reflection/Next Steps: For the 2021-2022 school year, each secondary school will be creating its own Athletic Handbook which will include expectations of all coaches, a list of all sports, and eligibility requirements for all students. The Good Cause Committee is up and running and will be in place for the 2021-2022 school year should a case need to be discussed. Each school site will also have their own Champions List available for all stakeholders for fall 2021.



Park Partners

A new public-to-public partnership with Indian River County Parks and Recreation District-wide that will provide more opportunities to practice and compete at a regulated venue for students participating in lacrosse, baseball, soccer, and swimming.

The CHAMPIONS list

Each school will list extra-curricular activities on its website and make handouts available on campuses as well as at the local community partnership programs.

Good Cause Committee

Formed to establish Eligibility Standards for Extracurricular Activities when students face undue hardship(s).



Develop a process to identify the current needs and supports for equitable participation in extracurricular activities (e.g., cheerleading, lacrosse, soccer).

Evidence of Progress Monitoring:

- Results of student committee meetings to share opportunities to diversify extracurricular activities (schools).

SRHS AASC MEETING SCHEDULE

Mar 4, 2021	11:20-11:50am	RM W-106	
April 1, 2021	11:20-11:50am	RM W-106	
May 6, 2021	11:20-11:50am	RM W-106	

VBHS AASC MEETING SCHEDULE

Feb 16, 2021	2:15-3:15pm	Conference Rm	
Mar 2, 2021	2:15-3:15pm	Conference Rm	

Key Topics:

Funding for Middle School Lacrosse and the postponement of two Middle School Lacrosse programs due to COVID.

January 7, 2021

The SDIRC Middle & High School Handbook was finalized and uploaded to the District website.

- Sections relative to this topic; Professional Development for Coaches, Gender Equity, & Eligibility of Athletes (Good Cause).

January 22, 2021

Barrier: Several High School students mentioned that there was less opportunity for a student to make a High School Lacrosse team if he or she did not have the proper training and finances to participate while in Middle School.

Solution: After several discussions with Middle School Athletic Directors, it was

apparent that two of the four Middle Schools would not host Lacrosse this school year. Prior to the start of the regular season schedule, a "Middle School Lacrosse Program" through the Recreation Department and under FHSAA guidelines was formed allowing under privileged students to represent each school that could not establish a team.

February 1, 2021

Good Cause Committee Policy Established

- Good Cause Procedures, Athletics – Eligibility standards for extracurricular activities.



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 6/1/2021

Office/Department(s): Office of Strategic Planning & Support Services
Department of Strategic Initiatives & Systems Compliance

Report generated by: Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance

Action Step (please include the description provided in the District Progress Update Joint Plan): Joint Plan Section IX – Extracurricular Action Steps:

- Held culminating meeting with the Superintendent’s Student Advisory Council, summarizing student feedback and actions in response to student feedback implemented during the current academic year.²

Explanation of Evidence: The attached evidence includes the presentation that was provided to the Superintendent’s Student Advisory Council at their culminating meeting for the year that took place on April 6, 2021. This presentation summarized feedback collected from the students on various topics over the course of the year. Additionally, as part of the presentation the Superintendent’s Cabinet members shared action steps that had been taken or that were planned in response to the feedback that the students provided.

Results of Action Taken: Following the presentation to the students, the students were offered the opportunity to ask questions and provide additional feedback to the Superintendent and his team.

Reflection/Next Steps: The students participating in the Superintendent’s Student Advisory Council responded positively to seeing how the feedback they provided was used. Creating the opportunity to explicitly connect student feedback received to the ongoing work of the District is important in creating educational environments in which students feel valued and respected.

Superintendent's Student Advisory Council

April 6, 2021



SCHOOL DISTRICT OF
INDIAN RIVER COUNTY



Today's Agenda

- Welcome & Introductions
- Review of Feedback
- Lunch
- Action Taken – Each Office
- Sharing of New Key Initiatives – Each Office
- Reflections
- Closing Remarks



WELCOME & INTRODUCTIONS

Review of Feedback





SESSION 1 HIGHLIGHTS

- **Restart clubs and sports**
- **More support needed with getting progress and grades in Edgenuity**
- **Would like the chance to learn from mistakes**
- **Need for improving guidance related to college**
- **Lessons on filling out applications and help figuring out possible career interests**





SESSION 2 HIGHLIGHTS

- Communication needs to be increased on the wide range of extracurricular activities available
- Instead of getting disciplined immediately, students should get to talk with an adult about their actions
- Shorten In School Suspension or Out of School Suspension because the student falls behind on classwork
- Improve curriculum by making it more interactive and hands on
- Add some type of life skills/real world classes
- Curriculum is rushed – learning the book, not the class





SESSION 3 HIGHLIGHTS – EXTRACURRICULAR ACTIVITIES

Barriers



Possible Solutions

No Experience with a Sport
 Poor Communication
 Cost
 About Opportunities
 Lack of Confidence

- Student Made Posters or Event Boards with dates and information
- Offer clinics prior to tryouts to teach fundamentals of the sport
- Get community sponsors
- Students set up information tables
- Offer conditioning before tryouts
- Offer payment plans
- Hire Passionate and Qualified Coaches
- Call parents and advise on school opportunities
- Grade / GPA Activity Scholarship
- Expand Club Offerings
- Ask teachers to share information

Lunch



Review of Action Taken & New Key Initiatives for the 2021 – 2022 School Year





Office of Curriculum & Instruction

Action Taken

Following student feedback for the need to improve instructional delivery for Options 2 and 3 during Session 1, C&I:

- Provided extensive support to teachers and schools to ensure the quality of the learning experience was improved throughout the year
- Provided explicit support for Edgenuity issues
- Created Instructional Advocates at each school to support quarantines

Following student feedback on the need to improve the style of instruction in brick and mortar classes and the need for more relevant topics of study during Session 2, C&I:

- Delivered professional development to teachers and schools on utilizing block scheduling time better
- Supported teachers in the development of small group and differentiated instruction to meet the individual needs of students
- Provided support in the development of school based extended learning opportunities

NEW Key Initiatives for 2021 - 2022 School Year

Dream STEAM

- Students will apply content learning in real-world, relevant, and meaningful ways through a problem-based learning approach while creating and designing new products or experiences to solve relevant, real-world problems.

Rock the Block

- Create well-crafted student schedules that promote rigorous and individualized instructional opportunities for all learners in SDIRC's secondary schools

College & Career Catapult

- Maximize access and opportunity for college and career acceleration with the goal of assuring 90% of SDIRC students complete a CCA course by graduation, thus, catapulting them into their future





Office of Human Capital & Operations



Action Taken

Park Partners

- A new public-to-public partnership with Indian River County Parks and Recreation District-wide that will provide more opportunities to practice and compete at a regulated venue for students participating in lacrosse, baseball, soccer, and swimming.

The CHAMPIONS list

- Each school will list extra-curricular activities on its website and make handouts available on campuses as well as at the local community partnership programs.

Good Cause Committee

- Formed to establish Eligibility Standards for Extracurricular Activities when students face undue hardship(s).

NEW Key Initiatives for 2021 – 2022 School Year

teachIR Academy

- In partnership with Indian River State College (IRSC), the School District of Indian River County is offering a dual enrollment program for students starting fall of 2021 to earn their Associates of Arts in Education.
- Courses will include Student Success, Intro to Teaching, and more.
- Students in the teachIR Academy will receive a SDIRC Contract of Instructional Employment upon completion of program.



FFEA (Florida Future Educators of America) CHAPTERS in SDIRC

- To inspire the love for teaching in SDIRC, each middle and high school will offer FFEA chapter membership to students starting fall 2021.
- Students will have the opportunity to listen to guest speakers, visit master classrooms, take field trips, and more.
- An FFEA Scholarship Program will be available to graduating seniors at VBHS and SRHS.





Office of Communications

Action Taken

Following feedback for the need to improve communication on extracurricular opportunities available to students:

- Collaborating with the Director of Advocacy, Athletics, & Student Activities to create a resource, available digitally on our website or as a hard copy, which includes all clubs and sports offered at each campus location.
- The information will include dates for tryouts, requirements for participation and other general information about the sport or club.

NEW Key Initiatives for 2021 - 2022 School Year

Communication Coalition

- A group of social media and website administrators at each school facilitated by the Office of Communications. The "Communication Coalition" will receive weekly newsletters and have quarterly meetings to discuss events and activities to highlight and ensure consistent messaging on all district communication platforms.

SDIRC Campus Life

- A pilot program for elementary, middle, and high school students who learn about the importance of internet and social media safety while sharing a glimpse into the "campus life" from a student's point of view. "Campus Life" will be a student led SDIRC social media platform supervised by an adult on campus and facilitated by the Office of Communications.

Community Connection

- An email distribution group consisting of focal organizations and individuals who serve our community. This group will receive weekly newsletters from the Office of Communications with info that is also shared on our SDIRC website and social media. Members of "Community Connection" can request the information that best services their stakeholders in the preferred medium. This group will ensure we are using multiple methods of communication to reach ALL community members and SDIRC families.

Get Moore Connected

- Monthly livestreamed informational programming hosted by the Public Information Officer, highlighting SDIRC initiatives, programs, and guests. "Get Moore Connected" will engage the community with high interest topics, need-to-know information, and include commercials from Board Members and district departments.





Office of Strategic Planning & Support Services

Action Taken

Following student feedback on the need for improving guidance related to college...

- Met with the principal and lead guidance counselor from SRHS and VBHS to plan a combined College Expo
- Held 3 College & Career Readiness Expos
- Conducted an after-action review with school teams and scheduled dates earlier in the school year for 2021 - 2022.

STRONGER TOGETHER
SDIRC

Explore the pathway to your future...

December 10, 2020
Vero Beach High School

January 7, 2021
Gifford Youth Achievement Center

February 4, 2021
Sebastian River High School

THE SCHOOL DISTRICT OF INDIAN RIVER COUNTY
COLLEGE & CAREER READINESS EXPO
6:00 p.m. - 7:30 p.m.

Join us at any of the three events to receive information and resources to prepare for success in life after high school.

FAFSA Bright Futures Armed Forces Application Process Scholarships

All three events will be collaboratively facilitated by both high schools.



Office of Strategic Planning & Support Services

Action Taken

Following student feedback on the need for changes in how we handle discipline...

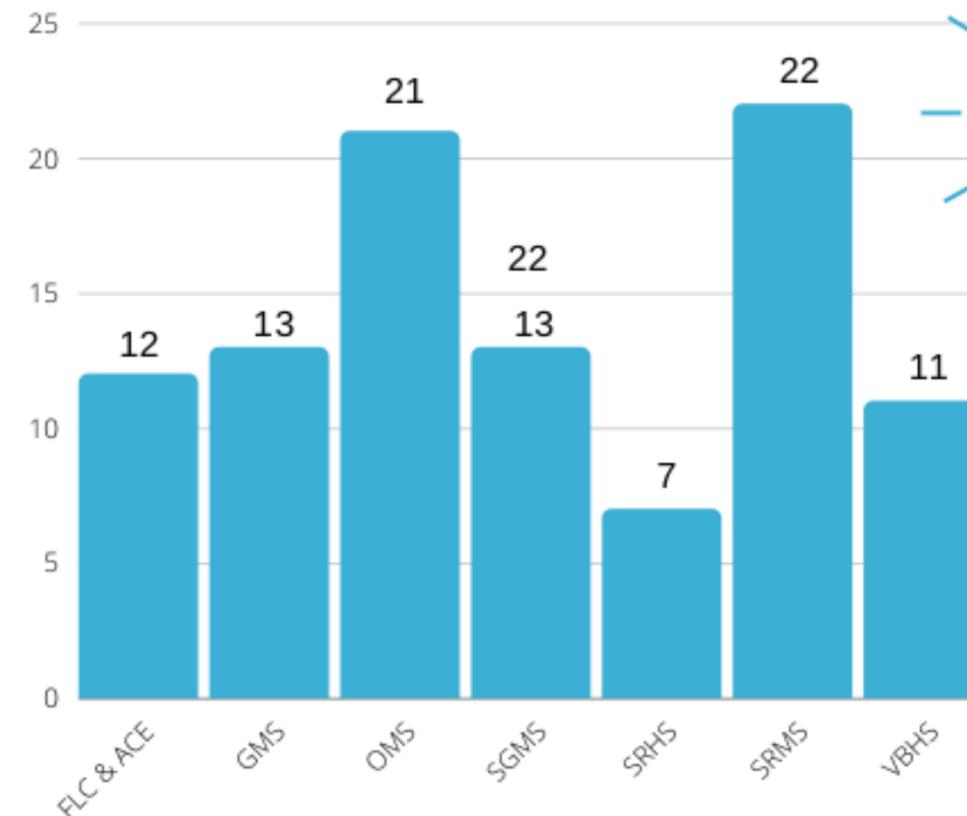
Met with student focus groups at each secondary school – Feedback from 99 students

Added to the 2021 – 2022 Code of Student Conduct:

- Student Centered Problem-Solving and Student Success Plan
- Procedural steps outlining the discipline referral process which includes the student having the opportunity to present his/her side of the matter.

STRONGER TOGETHER SDIRC CODE OF STUDENT CONDUCT

STUDENT FOCUS GROUPS



NEW Key Initiatives for 2021 – 2022 School Year

PATH Program (Preparing & Advising To Higher-education)

- College Advising Program for both High Schools that includes a PATH Advisor for each school
- New Online Program to help students with identifying their talents, discover colleges that fit their interests, and needs, and assist in the college application process

ASPIRE (Alternative School-based Program to Inspire Renewed Excellence)

- A Positive Alternative to In-School Suspension
- A multi-disciplinary approach that provides behavioral support while students maintain their current academic progress
- Provide students with social, emotional and behavioral strategies for success

Expansion of IR Virtual School – Unlock the Possibilities

- Enhanced opportunities for students with the addition of unique course offerings



Reflection & Feedback



Closing Remarks





A SPECIAL THANK YOU AND CONGRATULATIONS TO OUR SENIORS

