



School District of Indian River County
African American Achievement Plan 2020 -2021
Assurances of Implementation of Action Steps



In August 2020, the School District of Indian River County initiated the implementation of the 2020-2021 African American Achievement Plan. To review and ensure compliance with progress of action steps associated with the African American Achievement Plan, the District provides quarterly updates related to action steps accomplished and quarterly outcomes. Following the first quarter of implementation of the African American Achievement Plan, it became clear that increased time and effort should be invested in action step implementation in comparison with compliance activities. As such, the system associated with submitting evidence of the implementation of action steps was analyzed and revised to maximize the allocation of human capital and resources towards supporting students and staff in eliminating the achievement gap.

The attached documentation provides district level evidence of progress towards accomplishing action steps incorporated into the African American Achievement Plan. Documentation requirements have been designed to honor the full intent of the developed African American Achievement Plan while optimizing the efficiency and effectiveness of outlined actionable steps.

To support ongoing accountability of action step implementation, documentation, and progress the following assurances have been verified by the director of each department:

- Action steps included within the 2020-2021 African American Achievement Plan have been implemented with consistency and purpose to eliminate the achievement gap.
- Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American Achievement Plan.
- Data reviews have been conducted to identify areas of strength and concern and disaggregated data will be provided upon request.
- Progress related to the elimination of the achievement gap has been monitored in an ongoing way and needed modifications have been made as identified.

These assurances have been reviewed and verified on: 5/28/2021 ____RAF____ (initials)

Quarterly Reflection

(Please summarize any reflections based upon action step implementation for the quarter. What are areas of progress or opportunities for growth? What are next steps based upon work accomplished?)

In May 2021, two Town Hall meetings were held. One at Sebastian River High School and the other at Vero Beach High School. The focus of the meetings was to provide an overview to the community on the state of the schools, short and long term strategic action plans to meet the needs of the students and community, facility master plan trends, projections, challenges and to obtain community feedback on solutions.

The next phase will be a review of the community feedback followed by the development of possible solutions and recommendations to the district's demographic, academic and facility challenges. This process will outline the road map for the district to follow to meet the current and future facility and educational needs of the community. The community engagement meetings will be followed by district-wide community boundary planning meetings.



SDIRC Quarterly Action Step Update – Finance

Component: African American Achievement Plan 2020 – 2021



Last Date of Review: 5/28/2021

Action Steps: 1.8

Action Step 1.8

Master Plan Final Report	<p>In May 2021, the District held two Town Hall meetings. One at Sebastian River High School, the second at Vero Beach High School. The focus of the meetings was to present an academic overview of the district short and long-term strategic action items to meet the needs of our students and community, organizational modification to align more closely with the work of each department, recruit retain and incentivize highly qualified staff, promote a physical & psychological safety for students & staff, enhance the use of technology, expand school choice, and presented facility master plan information. The master plan information explained the enrollment and demographics trends of the students, school capacity, live-in and attend-in analysis, and facility condition information for each school. Information was also provided on current school academic programs, and various demographic and physical facilities challenges facing the district. At the end of the presentation, the district established a survey to obtain community feedback on the information and possible solution opportunities. The next step will be the development of recommendation and final master plan options with presentation to the community for additional feedback.</p>
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School District of Indian River County



Spring 2021 Town Hall

May 3, 2021



Overview



- State of the District
- Short-Term Strategic Action
- Long-Term Strategic Action
- District Feedback Survey
- Facilities Planning
- Facilities Planning Survey
- Q & A

School District of Indian River County



School Grade Distribution 2018-2019 (Percentage of Schools)

Indian River County	21%	26%	53%	0%	0%
Martin County	50%	35%	15%	0%	0%



SDIRC State Rankings (2019-2020)

*District's relative ranking in comparison to 67 Florida School Districts
Source: FLDOE, 19-20

Indicator	Ranking*
Early Learning Program	40
English Language Arts (ELA) Achievement	38
Mathematics Achievement	40
Middle School Accelerated Performance	56
High School Accelerated Performance	21
African American-White Achievement Gap ELA	45
Economically Disadvantaged (ED)-Non-ED Achievement Gap ELA	48



17,570 Students



27 Schools



Expanded School Choice Options



**Annual Budget
(all funds)
\$310,994,371**



Average Teacher Salary



White, Non-Hispanic - 54%
Black, Non-Hispanic - 18%
Hispanic - 22%
English Language Learners - 5%
Economically-Disadvantaged - 60%
Students with Disabilities - 16%
Source: FDOE EdStats, Survey 2, 2020-2021

- Increased from 3 schools of choice (19-20) to 20 schools of choice (20-21)
- All bus stops can be used to access transport to schools of choice



Average Teacher Salary

2018-2019 - \$48,358
(below average state teacher salary)
Source: FDOE, Survey 3, 19-20.

Current - \$54,700
(Result of teacher pay increase)
Source: SDIRC Office of Finance

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



SDIRC *Transformational Impacts*



All students are accepted and included within our school communities.

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

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

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

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



Immediate Needs of the District

District Re-Design

- Streamlined, reorganized, & created needed District Offices & Departments to maximize system efficiencies.
- Realigned the Office of Curriculum & Instruction to ensure the Office is solely responsible for teaching & learning.

Strategic Action

- Created a new District Strategic Plan.
- Created & implemented a data-driven model for budgeting & resource allocation.
- Overhauled the District's systems and processes for continuous improvement.

Communication & Transparency

- Gathered stakeholder feedback to assist in identifying systemic needs & priorities.
- Established ongoing approaches for increased communication with school community stakeholders.



Safe & Supportive School Communities

Recruit, retain, and incentivize high-quality teachers & staff to create the highest skilled workforce on the Treasure Coast.

Create 21st Century Learning Environments through the infusion of modern technology.

Expand supports to promote physical & psychological safety for students & staff.



Recruit, Retain, &

Incentivize High-Quality

Teachers & Staff

Increased Emphasis on Recruitment & Retention

Established a Department of Recruitment & Retention & developed a comprehensive approach to recruitment & retention.

Increased Teacher Salaries

Increased teacher salaries resulting in the highest paid teachers on the Treasure Coast.

Provided Instructional Coaching & Leadership Academies

Supported the ongoing growth of teachers & leaders through the provision of a range of professional supports.



21st Century

Learning

Environments

Enhanced Use of Technology

Increased the use of technology for family outreach and to improve student engagement in learning.

Expanded School Choice

Increased school choice options, while providing increased access to transportation to schools of choice.

Implemented Project A2 & Improved Extended Learning

Provided increased interventions, including remote learning opportunities to address disruptions in learning.



Psychological &

Physical

Safety

Increased Social Emotional Supports

Ensured the provision of a school counselor at every elementary school.

Created 3 Instructional Models with Modified Health Measures

Provided choice in instructional model enrollment amidst COVID-19.

Established Clear Structures for Student Advocacy

Established a Director of Advocacy and elevated student voice through student leadership opportunities.

Support - Connection - Inclusion



For All Members of Our School Communities



- Responding effectively to the diverse educational needs of all students.
- Valuing the unique strengths and backgrounds of all individuals.
- Ensuring all students, staff, and families feel connected, respected, and included as part of a school community.
- Creating educational spaces that engage students in high-quality learning opportunities.
- Cultivating the social and emotional competencies needed to thrive and adapt to different settings.

District Stakeholder Feedback - Questionnaire



Rate your level of support with the following statements using the following scale:

1= Strongly Disagree - 5= Strongly Agree

- 1. The schools my student(s) attend provide a warm and welcoming educational environment for my student(s).**
- 2. My student(s) are receiving a high-quality education.**
- 3. My student(s) are learning the social and emotional skills needed to be successful in the future.**
- 4. I would be comfortable with face coverings being optional, except on school transportation, beginning in August of 2021.**

SDIRC Long-Term Facilities Planning





Purpose of a Facilities Master Plan

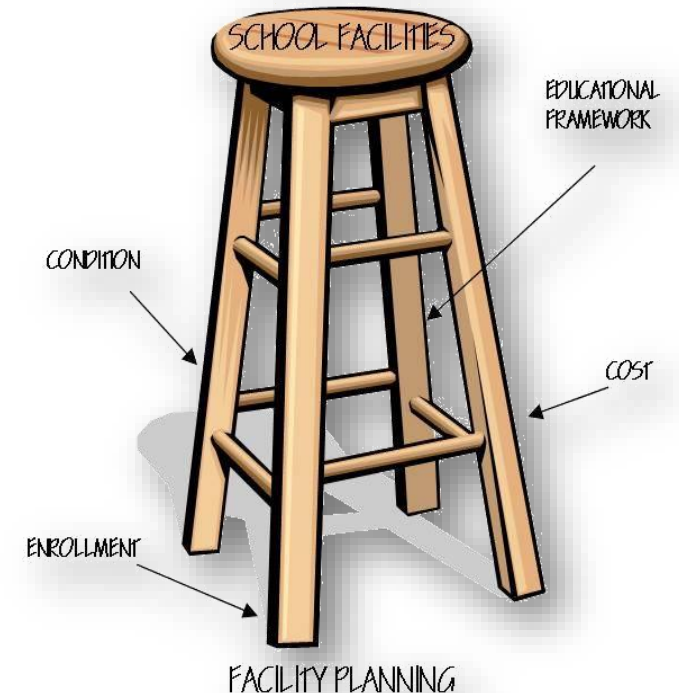
The purpose of a facilities master plan is to create a road map for both short and long-term capital and maintenance needs of a District's educational and support facilities.

Approach to Facilities Master Planning

We often use the analogy of a four-legged stool in which the seat represents the facilities, and that seat is supported by four legs of equal importance.

- **Educational Framework:** Curriculum, Programs, Delivery Models, and Policy
- **Demographics:** Enrollment and the data that impact enrollment
- **Condition:** Physical Condition and Educational Adequacy
- **Funding:** Ability to fund and sources of funding

Add the element of stakeholder involvement that reflects the culture and values of the District and that sets the foundation for a successful planning process.



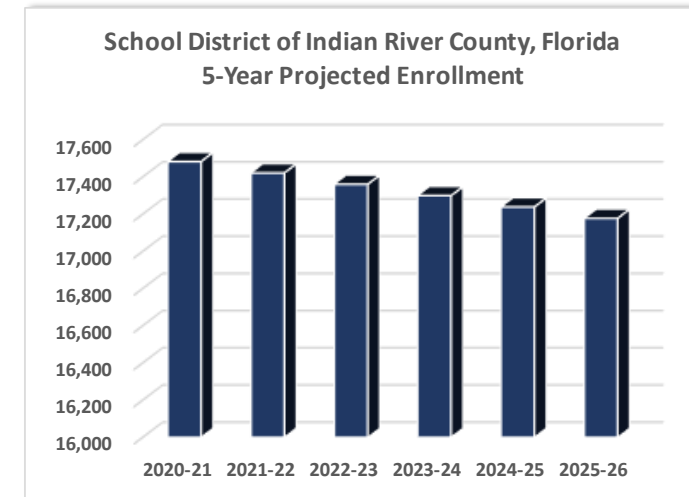
ENROLLMENT + DEMOGRAPHICS



Projected Enrollment

1.7%  **5Yr Continued Projected Decline**

 **Reversing Trends from
Elementary Enrollment Increase to Secondary Increase**



Year	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
2020-21	1,227	1,200	1,242	1,372	1,247	1,313	1,361	1,421	1,420	1,594	1,421	1,384	1,282	17,482
2021-22	1,225	1,173	1,220	1,353	1,215	1,294	1,351	1,429	1,429	1,613	1,422	1,404	1,292	17,421
2022-23	1,222	1,147	1,199	1,335	1,182	1,275	1,342	1,437	1,439	1,633	1,424	1,424	1,302	17,360
2023-24	1,220	1,120	1,177	1,316	1,150	1,256	1,333	1,445	1,448	1,653	1,425	1,444	1,312	17,299
2024-25	1,218	1,093	1,155	1,297	1,118	1,238	1,323	1,454	1,458	1,673	1,426	1,464	1,322	17,238
2025-26	1,215	1,067	1,133	1,279	1,085	1,219	1,314	1,462	1,467	1,693	1,427	1,485	1,332	17,177

Indicates Trends of Higher Enrollment

Indicates Trends of Lower Enrollment

Source: SDIRC

ENROLLMENT + CAPACITY



	Sq. Footage	SDIRC Capacity Permanent	Sq. Ft. Per Student	2020-21 Enrollment	Utilization (SDIRC)
ELEMENTARY SCHOOLS					
Beachland Elementary	106,671	580	184	518	89%
Citrus Elementary	101,483	746	136	689	92%
Dodgertown Elementary	117,689	530	222	415	78%
Fellsmere Elementary	106,965	733	146	542	74%
Glendale Elementary	75,958	644	118	516	80%
Indian River Academy	65,757	568	116	432	76%
Liberty Magnet	105,793	536	197	523	98%
Osceola Magnet	81,818	536	153	526	98%
Pelican Elementary	73,562	555	133	327	59%
Rosewood Magnet	84,042	536	157	525	98%
Sebastian Elementary	85,696	616	139	328	53%
Tresure Coast Elementary	111,100	781	142	678	87%
Vero Beach Elementary	110,460	724	153	537	74%
Sub Total		8,085		6,556	81%
MIDDLE SCHOOLS					
Gifford Middle	135,033	934	145	656	70%
Oslo Middle	152,045	907	168	907	100%
Sebastian River Middle	153,587	1,101	139	867	79%
Storm Grove Middle	167,794	1,244	135	1,052	85%
Sub Total		4,186		3,482	83%
HIGH SCHOOLS					
Sebastian River High	355,741	1,896	188	1,896	100%
Vero Beach High	366,713	2,900	126	2,930	101%
Vero Beach Freshman Center	137,472				
Sub Total		4,796		4,826	101%

ENROLLMENT + DEMOGRAPHICS



School District of Indian River County

Student Residence vs. Enrollment, SY1920, Grades PK-5



Grades PK-5 Residence vs. Enrollment Location		Enrolled In																			
		Beachland	Citrus	Dodgertown	Fellsmere	Glendale	Imagine	Indian River Academy	Liberty	North County Charter	Osceola	Pelican Island	Rosewood	Sebastian	St. Peter's Academy	Treasure Coast	Vero Beach	Wabasso	Reside In	Transfer Out	Transfer Out %
Reside In	Beachland	289	14	20	-	4	9	6	5	13	35	2	24	4	20	-	7	-	452	163	36%
	Citrus	22	526	3	2	50	204	13	6	8	158	3	110	-	9	2	36	1	1,153	627	54%
	Dodgertown	84	30	299	2	91	97	2	55	62	55	20	138	8	55	15	33	2	1,048	749	71%
	Fellsmere	-	-	2	553	2	3	-	31	28	-	18	-	7	-	9	-	2	655	102	16%
	Glendale	12	21	5	-	322	89	4	2	7	63	3	126	2	10	2	25	-	693	371	54%
	Indian River Academy	20	45	8	-	22	65	400	-	10	122	1	45	1	7	-	34	3	783	383	49%
	Out of District	4	13	3	-	7	19	16	-	2	11	4	1	4	2	2	8	-	96	-	-
	Pelican Island	7	1	20	4	7	1	1	133	55	2	220	2	12	5	40	4	-	514	294	57%
	Sebastian	13	9	49	3	7	5	-	128	80	6	43	7	360	9	35	8	1	763	403	53%
	Treasure Coast	6	-	9	30	5	21	-	182	101	6	43	17	13	1	575	8	2	1,019	444	44%
	Vero Beach	30	48	14	-	40	59	26	1	16	78	-	73	-	13	1	453	-	852	399	47%
	Enrolled	487	707	432	594	557	572	468	543	382	536	357	543	411	131	681	616	11	8,028		
	Reside & Enrolled	289	526	299	553	322	-	400	-	-	-	220	-	360	-	575	453	-			
	Transfer In	198	181	133	41	235	-	68	-	-	-	137	-	51	-	106	163	-			
	Transfer In %	41%	26%	31%	7%	42%	-	15%	-	-	-	38%	-	12%	-	16%	26%	-			

ENROLLMENT + DEMOGRAPHICS



School District of Indian River County

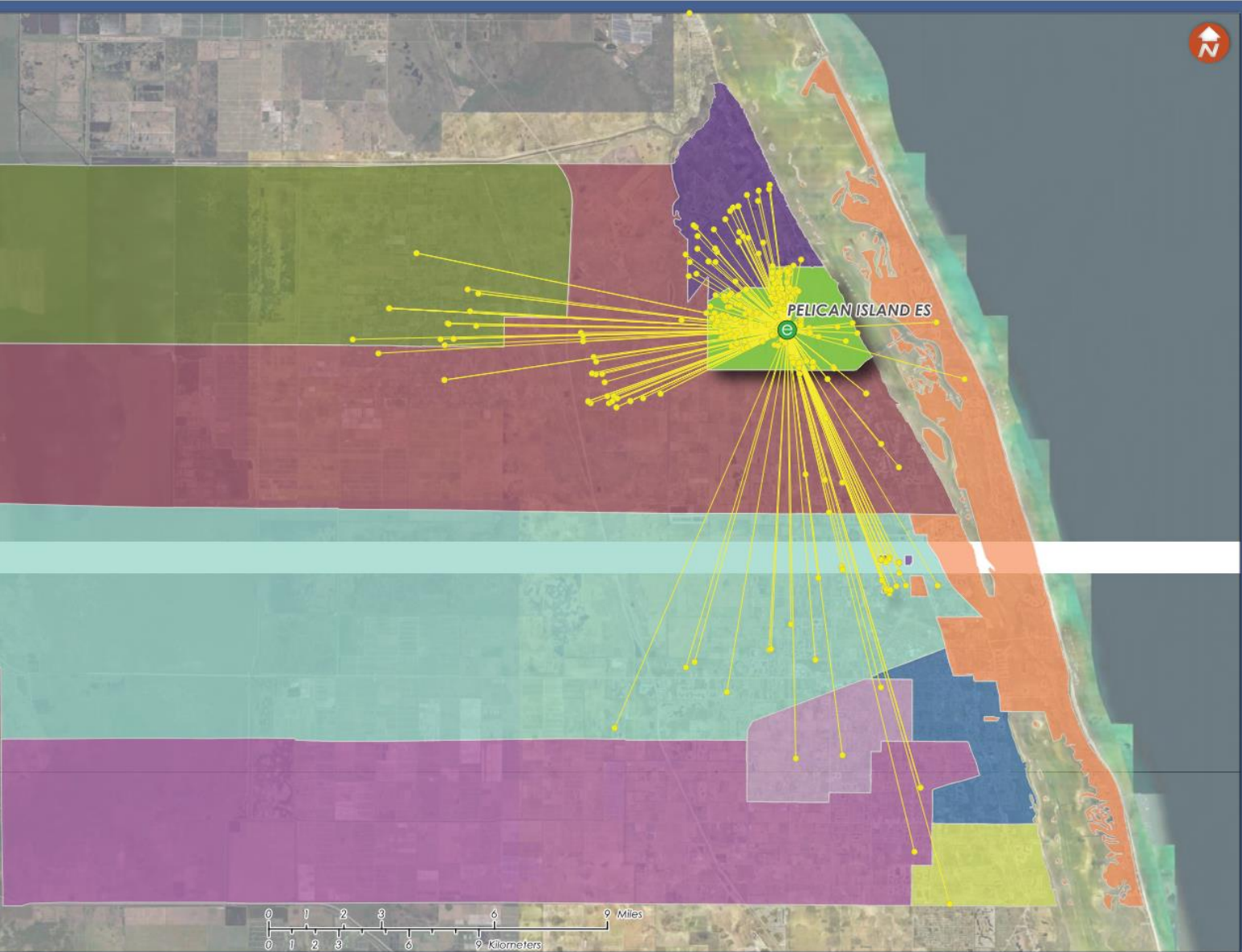


Pelican Island Elementary Students and Attendance Boundary



- Student
 - ⓔ Elementary school
- Attendance Boundary**
- Beachland Elementary
 - Citrus Elementary
 - Dodgertown Elementary
 - Fellsmere Elementary
 - Glendale Elementary
 - Indian River Academy
 - Pelican Island Elementary
 - Sebastian Elementary
 - Treasure Coast Elementary
 - Vero Beach Elementary

Attendance Metrics	Pelican Island
Avg. Enrolled Distance (mi)	3.5
Enrolled	357
Reside In Boundary	514
Reside & Enrolled	220
Transfer In	137
Transfer In %	38%
Transfer Out	294
Transfer Out %	57%



FACILITY DATA

Physical Condition Summary

Condition Index

- Percentage of renovation vs. replacement of a facility.
- The higher the number, the poorer the condition of the facility.



School Type	SDIRC Facilities	Year/Years Built	Original Age	Weighted Condition Index
HS	Alternative Education	2004-2005-2013-2018	16	35%
ES	Beachland Elementary	1987-2017	32	40%
ES	Citrus Elementary	1967-2016	53	44%
ES	Dodgertown Elementary	1967-1998	53	49%
Alt	ESE Building	1951-1992	69	48%
ES	Fellsmere Elementary	1982-2014	38	41%
HS	Freshman Learning Center	1951-1956-1978	69	48%
MS	Gifford Middle School	1951-1954-1994	69	50%
ES	Glendale Elementary	1987	33	52%
ES	Indian River Academy	1987	33	46%
ES	Liberty Magnet	2005	15	35%
ES	Osceola Magnet	1982-2004	38	52%
MS	Oslo Middle School	1984	36	45%
ES	Pelican Island Elementary	1981	39	52%
ES	Rosewood Magnet	1957	63	51%
ES	Sebastian Elementary	1984	36	42%
MS	Sebastian Rv. Middle	1977	43	46%
HS	Sebastian Rv. High School	1993-2012	27	49%
MS	Storm Grove Middle	2009	11	37%
ES	Treasure Coast Elementary	2002-2014	18	39%
ES	Vero Beach Elementary	2012	8	35%
HS	Vero Beach High School	1964-2007-2008	56	45%
HS	Wabasso School	1924-1964-2010	96	57%



GOOD

FAIR

MODERATE

POOR

PROGRAM INFLUENCE

Elementary Choice

Offering schools of choice on a district-wide perspective can present a challenge for facilities for several reasons:

- 1. Offering appropriate educational spaces that support the program offering;
- 2. Creating an articulation of program and capacity for academic continuity;
- 3. Balancing ‘neighborhood’ opportunities with program accessibility;
- 4. Reliance on transportation impacts sustainability of choice programs.

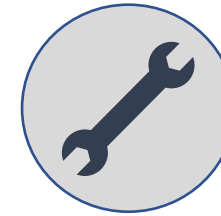
Schools	Program
Beachland Elementary	STEAM School of Enrichment
Citrus Elementary	School of Community Citizenship
Dodgertown Elementary	STEAM Tech
Fellsmere Elementary	Dual Language
Glendale Elementary	School of Science and Engineering
Indian River Academy	Aerospace & Robotics
Liberty Magnet	International Baccalaureate
Osceola Magnet	Mathematics & Engineering
Pelican Island Elementary	Environmental Science
Rosewood Magnet	STEAM & CORE Knowledge
Sebastian Elementary	School of the Arts
Treasure Coast Elementary	Marine Science
Vero Beach Elementary	Project Based Learning

Future Facilities Challenges



Demographics & Enrollment

- Indicators of slightly declining enrollment
 - Decreased percentage of school age population
 - Stable but lower birth rates
 - Smaller enrollments replacing larger enrollments in the next five years
- Immediate pressures of middle and high school enrollment will change based on elementary enrollment
- Utilization of facilities is unbalanced
- Middle School capacity is much higher than enrollment needs



Condition- Physical and Educational

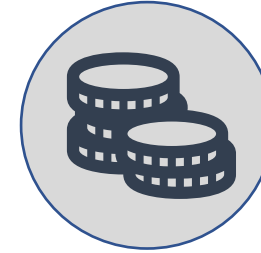
- Current funding levels will not maintain current condition of facilities
- Educational spaces will be challenged to meet future program needs

Future Facilities Challenges



Educational Framework

- Impacts of district-wide elementary school choice
 - Why are boundaries important when there is school choice?
- Elementary district wide magnet programs
 - Choice vs. Magnet
- High School Program Delivery
- Future learning models, post-COVID
- Middle School delivery models
 - Middle School teaming model
 - Impacts capacity and utilization



Financial

- Investment into existing facility systems maintenance and renovations
- Transportation costs of district-wide elementary choice
- Future replacement of schools

Long-Term Facilities Planning - Questionnaire

Question #1

Rate your level of support with the following strategies about how to balance utilization at elementary schools?

1= Strongly Do Not Support - 5= Strongly Support

- Redraw boundaries
- Create different grade configurations such as K-8 schools
- Create balance through Elementary School Choice Programs
- Consolidate schools
- Combine all strategies to achieve this goal

Question #2

49% of Elementary students transfer outside their home boundary. Please rate your level of agreement with each of the following statements about transfer rates at elementary schools?

1= Strongly Do Not Agree - 5= Strongly Agree

- The transfer rate is acceptable, and no changes should be made
- The transfer rate is too high, and changes should be made to reduce the percentage of transfers
- Create boundary “zones” so students can have choice, but remain close to where they live
- Reduce the amount of Elementary Choice so students remain at neighborhood school

Question #3

How should the District explore innovative learning models?

Rate your level of support with the following strategies?

1= Strongly Do Not Support - 5= Strongly Support

- Create K-8 schools
- Create K-6 schools
- Create “boutique” small high school
- High school courses at Treasure Coast Technical College
- Create middle schools with smaller capacities
- Expand virtual course offerings, less reliance on facilities

Question #4

The average age of schools in SDIRC is 40 years old and will require ongoing and increased level of funding for improvements.

Rate your level of support with the following strategies about how to improve the condition of facilities in the District?

1= Strongly Do Not Support - 5= Strongly Support

- No change to current funding for conditions improvement
- Create a plan to replace (rebuild) schools in poorest condition
- If possible, reduce the number of schools
- Create a plan to increase funding for condition and educational improvements across the District

Next Steps



Survey link:

<https://www.menti.com/6gnor6rxsc>

1. Complete the questions on the survey.
2. Report survey results back to the community.
3. Utilize community feedback to identify priorities and formulate options/scenarios for future improvements.

Questions & Answers



#COMMUNITYSTRONG



#SDIRCSTRONGERTOGETHER