

School District of Indian River County



Joint Plan

District Progress Update – **Action Steps & Artifacts**
January 2021 – March 2021

Joint Plan
District Progress Update – Action Steps & Artifacts
January 2021 – March 2021



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Joint Plan Section I – Establishment of the Equity Committee

Joint Plan Section I – Establishment of the Equity Committee

Required Goal: Create an Equity Committee that reports directly to the School Board and shall be responsible for monitoring and documenting compliance with the [August 2018] Desegregation Order and for making recommendations to the Board. *Joint Plan Section I Page 1*

Action Steps
<ul style="list-style-type: none"> • Advertise a call for applicants to serve as district representatives on the Equity Committee. • Include the selection of Equity Committee district representatives on a Board meeting agenda. • Advertise a call for applicants for Equity Committee Chair. • Include the selection of Equity Committee Chair on the agenda for the first 2021 Equity Committee meeting.
Staff Responsible
D. Moore, Superintendent N. Esplen, Executive Assistant to the School Board
Considerations for Monitoring Progress
<ul style="list-style-type: none"> • Did the District ensure that the needed district representatives were placed to serve on the Equity Committee? • Did the District provide support for the advertisement and selection of the Equity Committee Chair?

Artifacts of Actions Taken: Applications for the Equity Committee district representatives, meeting agenda for the selection of Equity Committee district representatives, advertisement for Equity Committee Chair, meeting agenda for selection of Equity Committee Chair, list of individuals serving on the Equity Committee.

Progress Update

The Equity Committee was established following advertisements for applicants to serve as district representatives and the chair for the 2021 Equity Committee. During the Board Business Meeting that took place on Tuesday, January 26, 2021, the two district representatives for the 2021 Equity Committee were appointed. At the scheduled Equity Meeting that took place on February 16, 2021, the chair for the 2021 Equity Committee was appointed by the four Equity Committee representatives and the 2021 Equity Committee was fully established.

The following individuals comprise the 2021 Equity Committee:

- Mr. Kevin Browning, Chair
- Dr. Carol Bristol, NAACP Representative
- Ms. Carol Pindor, NAACP Representative
- Ms. Attaaba Patterson, School District Representative
- Ms. LaVonne Walker, School District Representative

The next Equity Committee meeting is scheduled for Tuesday, March 2, 2021.



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/17/2021

Office/Department(s): Office of the School Board
Office of the Superintendent
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 I – Establishment of the Equity Committee
Action Steps:

- Advertise a call for applicants to serve as district representatives on the Equity Committee.
- Include the selection of Equity Committee district representatives on a Board meeting agenda.

Explanation of Evidence: The attached evidence shows the date and information advertising a call for applications for district representatives to serve on the Equity Committee. This call for applications was sent through the District “Collaborator”. Additionally, the Superintendent’s Workshop Agenda and Business Meeting agendas for January 26, 2021 in which Equity Committee applications were reviewed and then appointments to the Equity Committee were made are attached.

Results of Action Taken: Two individuals submitted applications to serve as Equity Committee representatives for the District. These applications were provided to Board Members for review and consideration for appointment to the Equity Committee. One new district representative was appointed to the Committee and one of the district representatives who served on 2020 the Equity Committee will continue to serve on the 2021 Equity Committee. The two district representatives serving on the 2021 Equity Committee meeting are Ms. Ataaba Patterson and Ms. LaVonne Walker.

Reflection/Next Steps: The 2021 Equity Meeting representatives will be selecting an individual to serve as the 2021 Equity Committee Chair at an upcoming meeting.

Equity Committee 2021 Volunteer Application

Office of Strategic Planning & Support Services

Category: General Information

Action Date:

Post Date: 01/07/2020

Focus Area: Focus Area 2: Equity, Culture, & Climate

Department: Department of Strategic Initiatives & Systems Compliance

Contact: Jacobs, Christina

Purpose: Provides district employees the opportunity to apply to serve on the Equity Committee. The application deadline is January 18, 2021.

Briefing:

This notice serves as a request for applications for individuals who wish to serve as district representatives on the Equity Committee. Two employees of the District will be selected to serve as representatives. Please use the attached application below to apply to be a representative on the Equity Committee. All applications should be submitted to Nancy Esplen, Executive Assistant to the Board, no later than 1/18/2021.

The Equity Committee is comprised of representatives selected by the School District of Indian River County and Indian River Chapter of the NAACP. The Equity Committee is responsible for providing oversight and evaluating the progress of the District's implementation of the Joint Plan, as well as making recommendations to the Board to support the achievement of Unitary Status related to the [August 2018] desegregation order. For additional information, the Joint Plan can be accessed at the following link: [https://go.boarddocs.com/fl/ircs/Board.nsf/files/BHFRM36E9924/\\$file/IRC-NAACP-Joint-Plan-FINAL-with-signatures.pdf](https://go.boarddocs.com/fl/ircs/Board.nsf/files/BHFRM36E9924/$file/IRC-NAACP-Joint-Plan-FINAL-with-signatures.pdf)

Has Attachments? True

True = Yes; False = No

Link to WB- 239: [Equity Committee 2021 Volunteer Application](#)



**Tuesday, January 26, 2021
Superintendent's Workshop**

**District School Board of Indian River County, FL
6500 - 57th Street
Vero Beach, FL 32967**

Room: Joe N. Idlette, Jr., Teacher Education Center (TEC)

Time: 1:00 p.m.

If a person decides to appeal any decision made by the Board with respect to any matter considered at these meetings, he will need to ensure that a verbatim record is made which includes the testimony and evidence upon which the appeal is to be made.

Governor DeSantis' Executive Order 20-69 expired November 1, 2020. As a result of the public health emergency that exists in the State of Florida arising out of the coronavirus; and in light of the guidelines established by the Centers for Disease Control and the local/state Department of Health for the protection of all members of the community; and in order to continue to perform essential functions in a manner consistent with law and School Board policy, all persons are invited to participate in the following meetings by watching the meetings live-streamed at <https://www.youtube.com/schooldistrictofindianrivercounty>. For those without internet access, you may come to the meeting location to attend the meetings in person. The meeting room will be set up in compliance with the CDC recommendations that space will be provided based upon social distancing. Additional areas outside the meeting room will be available to watch the meetings on video screens. All individuals attending the meetings in person are encouraged to wear face coverings.

1. MEETING OPENING

A. Call Workshop to Order

2. PURPOSE OF THE WORKSHOP

A. Purpose of the Workshop

3. PRESENTATIONS

A. Review of The Jimmy Graves Sports Complex Land Donation - Mr. Fagan

B. School Calendar Review - Mr. Myhre

C. Review of Palm Garden Nursing Clinical Agreement - Mr. Myhre

D. Overview of 4th Joint Plan Status Report - Dr. Moore

E. SDIRC Equity Member Application Review - Dr. Moore

F. Review of Equity Committee Chairperson Applications - Dr. Moore

G. UPDATED - Review of the Proposed District Foundation Policy - Dr. Moore

4. ADJOURNMENT

A. Adjournment

5. DISCLOSURE

A. Legal Disclosures

6. ADDITIONAL MATERIAL

A. Additional Material from Meeting



Tuesday, January 26, 2021 Business Meeting Agenda

**District School Board of Indian River County, Florida
6500 57th Street
Vero Beach, FL 32967**

If a person decides to appeal any decision made by the Board with respect to any matter considered at these meetings, he will need to ensure that a verbatim record is made which includes the testimony and evidence upon which the appeal is to be made.

INVOCATION: Shortly before the opening gavel that officially begins a School Board meeting, the Chairman will introduce the Invocation Speaker. No person in attendance is or shall be required to participate in this observance and the personal decision of each person regarding participation will have no impact on his or her right to actively participate in the School Board's business meeting.

**Time: Immediately following the Review of the Joint Plan Meeting
Room: Joe N. Idlette, Jr. Teacher Education Center (TEC)**

Governor DeSantis' Executive Order 20-69 expired November 1, 2020. As a result of the public health emergency that exists in the State of Florida arising out of the coronavirus; and in light of the guidelines established by the Centers for Disease Control and the local/state Department of Health for the protection of all members of the community; and in order to continue to perform essential functions in a manner consistent with law and School Board policy, all persons are invited to participate in the following meetings by watching the meetings live-streamed at <https://www.youtube.com/schooldistrictofindianrivercounty>. For those without internet access, you may come to the meeting location to attend the meetings in person. The meeting room will be set up in compliance with the CDC recommendations that space will be provided based upon social distancing. Additional areas outside the meeting room will be available to watch the meetings on video screens. All individuals attending the meetings in person are encouraged to wear face coverings.

1. MEETING OPENING

- A. Call Meeting to Order
- B. Pledge of Allegiance to the Flag
- C. Adoption of Orders of the Day

2. PRESENTATIONS

- A. Shining Star Award
- B. SRO Appreciation Presentation
- C. Casual for a Cause - Salvation Army

3. CITIZEN INPUT

- A. Guidelines for Citizen Input
- B. Citizen Input Form

C. Speakers

4. CONSENT AGENDA

A. Approval of Consent Agenda Items

5. CONSENT AGENDA - Superintendent

A. Approval of the 2021-01-12 School Board Member Discussion Session Minutes

B. Approval of the 2021-01-12 Business Meeting Minutes

6. CONSENT AGENDA - Curriculum & Instruction

A. Approval of Agreement with Palm Garden Assisted Living

7. CONSENT AGENDA - Finance/Purchasing/Technology/Risk Management

A. Approval of a Donation/Grant - 01/26/21

B. Approval of Financial Statements for the month ending November 30, 2020

C. Approval of Budget Amendments #3 for the period ending November 30, 2020

D. Approval to Accept the Donation of Real Property from The Jimmy Graves Sports Complex, LLC.

8. CONSENT AGENDA - Human Resources

9. CONSENT AGENDA - Strategic Planning & Support Services/Accountability & Assessment

A. UPDATED - Approval to Set Public Hearing Date to Adopt New School Board Policy

10. CONSENT AGENDA - Operations/Security/Facility/Maintenance

11. ITEMS PULLED FROM CONSENT TO ACTION

A. New Agenda Item

12. ACTION AGENDA

A. Review Pulled Consent Agenda Options, if Needed

B. Approval of Appointment of Two (2) Employees to the Equity Committee

C. Public Hearing and Adoption of School Board Policy

13. SUPERINTENDENT'S REPORT

A. Report from the Superintendent

14. DISCUSSION

A. Hold for Items

15. SCHOOL BOARD MEMBER MATTERS

A. Hold for Items

16. INFORMATION AGENDA

A. Hold for Items

17. SUPERINTENDENT'S CLOSING

A. Comments

18. ADJOURNMENT

A. Closing

B. Legal Disclosures

19. SIGNATURE PAGES & ADDITIONAL DOCUMENTS

A. Citizen Input Emails

**School Board of Indian River County
Equity Committee Volunteer Application 2021**



1. NAME: Ataaba Patterson

2. ADDRESS: 5535 45th Avenue

3. PLEASE INDICATE YOUR PREFERRED CONTACT NUMBERS/EMAIL ADDRESSES:
Cell 772-713-8384
Office 772-564-4577
Email ataaba.patterson@indianriverschools.org

4. SUMMARY OF EXPERIENCE RELEVANT TO THE WORK OF EDUCATION AND EQUITY:
 - Served students in the district as a classroom teacher, interventionist, and currently serve as an instructional coach to help provide equitable education for all students.
 - Multicultural Coordinator for the past two years supporting teachers and staff in strengthening culturally responsive instruction, activities, and interactions with students.
 - Awarded FLDOE Excellence in Education 2019 for my efforts in closing student learnings gaps.
 - Appointed to the African American Task Force in 2020.

5. I am currently employed by the School District of Indian River County. Yes No

6. I am currently a resident of Indian River County. Yes No

OATH

"I affirm that I am a resident of Indian River County and have no personal gain regarding the volunteer position for which I am applying. I understand that I will represent the welfare of the students of the School District of Indian River County and will work in alignment with the unified mission and guiding principles outlined through the District Strategic Plan."

Ataaba Patterson

1/14/2021

Signature

NOTE: Please submit your application via mail or email **by Monday January 18th, 2021** to:

Nancy Esplen, Executive Assistant to the School Board
School Board of Indian River County
6500 – 57th Street
Vero Beach, FL 32967
772.564.3200
nancy.esplen@indianriverschools.org

Please be aware that the first Equity Committee meeting is scheduled for Thursday, January 28th at 5:30pm.

School Board of Indian River County
Equity Committee Volunteer Application 2021



1. NAME: Keandra Foster
2. ADDRESS: 2570 12th Square SW, Vero Beach, Florida 32968
3. PLEASE INDICATE YOUR PREFERRED CONTACT NUMBERS/EMAIL ADDRESSES:
Cell 772-360-7545
Email Keandra.Foster@indianriverschools.org
Choose an item. Click or tap here to enter text.

4. SUMMARY OF EXPERIENCE RELEVANT TO THE WORK OF EDUCATION AND EQUITY:
My experience includes serving, on the district SERT committee, Multicultural Coordinator for ACE 2016-2018, Code of Conduct Committee 2015-2018, Board member for Crossover Mission, SGMS AP from 2018-current, in charge of African American Achievement Plan, overseeing Student Council and Peer Mentoring for African American students. Prior to being an AP, I serve as a Student Support Specialist at Fellsmere and ACE from 2013-2018.

5. I am currently employed by the School District of Indian River County. Yes No
6. I am currently a resident of Indian River County. Yes No

OATH

"I affirm that I am a resident of Indian River County and have no personal gain regarding the volunteer position for which I am applying. I understand that I will represent the welfare of the students of the School District of Indian River County and will work in alignment with the unified mission and guiding principles outlined through the District Strategic Plan."

Signature

1/7/2021

NOTE: Please submit your application via mail or email by **Monday January 18th, 2021** to:

Nancy Esplen, Executive Assistant to the School Board
School Board of Indian River County
6500 – 57th Street
Vero Beach, FL 32967
772.564.3200
nancy.esplen@indianriverschools.org

Please be aware that the first Equity Committee meeting is scheduled for Thursday, January 28th at 5:30pm.



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/17/2021

Office/Department(s): Office of the School Board
Office of the Superintendent
Office of Communications
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 I – Establishment of the Equity Committee
Action Steps:

- Advertise a call for applicants for Equity Committee Chair.
- Include the selection of Equity Committee Chair on the agenda for the first 2021 Equity Committee meeting.

Explanation of Evidence: The attached shows evidence of advertising for the 2021 Equity Committee Chair. This call for applications was advertised through Treasure Coast Newspapers on two occasions and on the District's website. Additionally, the Equity Committee agenda for February 16, 2021, in which the Equity Committee chair appointment was made is attached. The three applications that were submitted are attached, as well as the complete list of the 2021 Equity Committee members.

Results of Action Taken: Three individuals submitted applications to serve as 2021 Equity Committee Chair. These applications were provided to Equity Committee members for review and consideration for appointment as the Equity Committee Chair. Mr. Kevin Browning was appointed as the 2021 Equity Committee Chair.

Reflection/Next Steps: The next meeting of the 2021 Equity Committee is scheduled for Tuesday, March 2, 2021.

Treasure Coast Newspapers

PART OF THE USA TODAY NETWORK

Indian River Press Journal

1801 U.S. 1, Vero Beach, FL 32960

AFFIDAVIT OF PUBLICATION

SCHOOL DISTRICT OF INDIAN RIVER COU
6500 57TH ST

VERO BEACH, FL 32967

STATE OF WISCONSIN
COUNTY OF BROWN

Before the undersigned authority personally appeared, said legal clerk, who on oath says that he/she is a legal clerk of the Indian River Press Journal, a daily newspaper published at Vero Beach in Indian River County, Florida: that the attached copy of advertisement was published in the Indian River Press Journal in the following issues below. Affiant further says that the said Indian River Press Journal is a newspaper published in Vero Beach in said Indian River County, Florida, and that said newspaper has heretofore been continuously published in said Indian River County, Florida, daily and distributed in Indian River County, Florida, for a period of one year next preceding the first publication of the attached copy of advertisement; and affiant further says that she has neither paid or promised any person, firm or corporation any discount, rebate, commission or refund for the purpose of securing this advertisement for publication in the said newspaper. The Indian River Press Journal has been entered as Periodical Matter at the Post Offices in Vero Beach, Indian River County, Florida and has been for a period of one year next preceding the first publication of the attached copy of advertisement.

01/28/2021



Subscribed and sworn to before on January 28, 2021

Lara Mondloch

Notary, State of WI, County of Brown

LARA MONDLOCH
Notary Public
State of Wisconsin

My commission expires August 6, 2021

Publication Cost: \$85.50
Ad No: 0004576318
Customer No: 1313163
PO #:

of Affidavits: 1

School District of Indian River
County Equity Committee
Chairperson

If you are interested in serving as the Chairperson of the School District of Indian River County's Equity Committee and working collaboratively with the Indian River County Branch of the National Association for the Advancement of Colored People ("Indian River NAACP") towards our shared goal of achieving a fully de-segregated school system, please submit a "Letter of Interest", resume, and volunteer application by Tuesday, February 9, 2021 to Nancy Espen, Executive Assistant to the School Board at Nancy.espen@indianriverschools.org. The volunteer application can be accessed at: <https://go.boarddocs.com/fl/ircs/Board.nsf/Public>. Prior to submitting an application, applicants are encouraged to review documents associated with the Joint Plan that can be accessed at: https://www.indianriverschools.org/departments/equity_family_community_engagement. The next Equity Committee Meeting is tentatively scheduled for Tuesday, February 16, 2021 at 5:30 p.m. at the J.A. Thompson Administrative Center, Joe N. Idlette, Jr. TEC. Those who have submitted applications are encouraged to attend. All applications will be submitted to the Equity Committee members for review at the tentative February 16, 2021 meeting.
Publish Jan 28, 2021
TCN4576318

RECEIVED
FEB 05 2021
BY: *[Signature]*

Treasure Coast Newspapers

PART OF THE USA TODAY NETWORK

Indian River Press Journal

1801 U.S 1, Vero Beach, FL 32960

AFFIDAVIT OF PUBLICATION

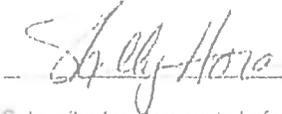
SCHOOL DISTRICT OF INDIAN RIVER COU
6500 57TH ST

VERO BEACH, FL 32967

STATE OF WISCONSIN
COUNTY OF BROWN

Before the undersigned authority personally appeared, said legal clerk, who on oath says that he/she is a legal clerk of the Indian River Press Journal, a daily newspaper published at Vero Beach in Indian River County, Florida: that the attached copy of advertisement was published in the Indian River Press Journal in the following issues below. Affiant further says that the said Indian River Press Journal is a newspaper published in Vero Beach in said Indian River County, Florida, and that said newspaper has heretofore been continuously published in said Indian River County, Florida, daily and distributed in Indian River County, Florida, for a period of one year next preceding the first publication of the attached copy of advertisement; and affiant further says that she has neither paid or promised any person, firm or corporation any discount, rebate, commission or refund for the purpose of securing this advertisement for publication in the said newspaper. The Indian River Press Journal has been entered as Periodical Matter at the Post Offices in Vero Beach, Indian River County, Florida and has been for a period of one year next preceding the first publication of the attached copy of advertisement.

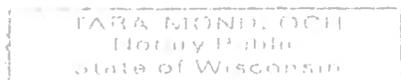
01/15/2021



Subscribed and sworn to before on January 15, 2021

Shelley Horne

Notary, State of WI, County of Brown



My commission expires August 6, 2021

Publication Cost \$82.08
Ad No: 0004556011
Customer No. 1313163
PO #. 02101541

of Affidavits 1

School District of Indian River
County Equity Committee
Chairperson

If you are interested in serving as the Chairperson of the School District of Indian River County's Equity Committee and working collaboratively with the Indian River County Branch of the National Association for the Advancement of Colored People ("Indian River NAACP") towards our shared goal of achieving a fully desegregated school system, please submit a "Letter of Interest" and volunteer application by Friday, January 22, 2021 to Nancy Esplen, Executive Assistant to the School Board at Nancy.esplen@indianriverschools.org. The volunteer application can be accessed at <https://go.boarddocs.com/11/ires/Board.nsf/Public>. Prior to submitting an application, applicants are encouraged to review documents associated with the Joint Plan that can be accessed at https://www.indianriverschools.org/dpartments/equity_family_community_engagement. The next Equity Committee Meeting is scheduled for Thursday, January 28, 2021 at 5:30p.m at the JA Thompson Administrative Center, Joe N. Idlette, Jr. TEC. Those who have submitted applications are encouraged to attend. All applications will be submitted to the Equity Committee members for review at the January 28th meeting.

Pub Jan 15, 2021
TCN4556011

RECEIVED
JAN 25 2021
BY: _____

Application Deadline Friday, January 22, 2021.

Accepting Letters of Interest
for Chairperson of the
School District of Indian River
County's Equity Committee



Deadline Extended to February 9, 2021

**Seeking Candidates to Serve as Chairperson
of the School District of Indian River County's
Equity Committee**

For consideration, please send your
Letter of Interest, Application, and Resume
to Nancy.Esplen@IndianRiverSchools.org
by Feb. 9, 2021.



Equity Committee Meeting Agenda
J.A. Thompson Administrative Center
6500 57th Street
Vero Beach, FL 32967

Date: February 16, 2021

Time: 5:30 p.m.

Room: Joe N. Idlette, Jr., Teacher Education Center (TEC)

Governor DeSantis' Executive Order 20-69 expired November 1, 2020. As a result of the public health emergency that exists in the State of Florida arising out of the coronavirus; and in light of the guidelines established by the Centers for Disease Control and the local/state Department of Health for the protection of all members of the community; and in order to continue to perform essential functions in a manner consistent with law and School Board policy, all persons are invited to participate in the following meetings by watching the meetings live-streamed at

<https://www.youtube.com/schooldistrictofindianrivercounty>. For those without internet access, you may come to the meeting location to attend the meetings in person. The meeting room will be set up in compliance with the CDC recommendations that space will be provided based upon social distancing. Additional areas outside the meeting room will be available to watch the meetings on video screens. All individuals attending the meetings in person are encouraged to wear face coverings.

The public may offer public comments by appearing in person. Such persons will be asked to maintain a distance of at least 6-feet between each individual. The public may also offer public comments by emailing comments to the following email address: EquityCommitteeInput@IndianRiverSchools.org. All emails must contain the name of the submitter. All emails received by 12:00 p.m., on February 16, 2021, will be provided to all Equity Committee members prior to the meeting and will be appended to the meeting minutes. The public is advised this email address will be used solely for obtaining public comments for the Equity Committee Meeting and should not be used for other purposes or questions.

Equity Committee Organizational Meeting Agenda

- I. Call to Order – Mr. Brian M. Barefoot, Chairman of the Indian River County School Board
- II. Historical Perspective – Mr. Anthony Brown, President, Indian River Chapter of the NAACP
- III. Selection of the Fifth Member to serve as Chair - Mr. Brian M. Barefoot, Chairman of the Indian River County School Board
- IV. Overview of Sunshine Law Requirements – Catherine Reischmann, Attorney
- V. Overview of Roles and Responsibilities – Dr. David K. Moore, Superintendent, School District of Indian River County
 - a. Agenda development, District support, information/data sharing
 - b. Joint Plan – District Progress
- VI. Scheduling of Upcoming Meetings – New Equity Chair
 - a. Established Timelines
 - i. Submit Fifth Joint Status Update – March 15, 2021
 - ii. Submit Sixth Joint Status Update – September 15, 2021
 - iii. Presentation of Equity Committee Annual Report – November 9th, 2021
 - iv. Submit Equity Committee Annual Report – December 15, 2021
- VII. Adjournment – New Equity Chair

All meetings are open to the public. Anyone who needs a special accommodation may contact the School District's American Disabilities Act Coordinator at 564-3000 (TTY 564-2792) at least 48-hours in advance of the meeting.

January 20, 2021

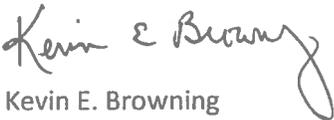
Nancy Esplen, Executive Assistant to the School Board
School Board of Indian River County
6500 – 57th Street
Vero Beach, FL 32967

Dear Ms. Esplen (and Equity Committee and School Board),

Please consider this letter as an application to be the Equity Committee Chairperson for the School District of Indian River County and the Indian River County Branch of the NAACP. I am a long-time resident of Indian River County, having attended schools in the county and was also an employee of the School District. As a former employee I have a command understanding of the workings of the School System as well as a command understanding of equity and what it takes to monitor the working pieces and parts of the Joint Plan (formerly the 1994 Court Ordered Sharpton Desegregation Order).

I believe that it is in the best interests of all to work together root out all vestiges of past discrimination and to meet the agreed-upon goals that will ultimately present the best learning and working environments for all students, teachers administrators and staff. My resume is attached.

Sincerely,


Kevin E. Browning

School Board of Indian River County
Equity Committee Chairperson
Volunteer Application 2021



1. NAME: KEVIN E BROWNING
2. ADDRESS: 1186 19TH PLACE SW, VERO BEACH FL 32962
3. PLEASE INDICATE YOUR PREFERRED CONTACT NUMBERS/EMAIL ADDRESSES:
Cell 772-501-9856
Email drbrownman42@gmail.com
Choose an item. Click or tap here to enter text.

4. SUMMARY OF EXPERIENCE RELEVANT TO THE WORK OF EDUCATION AND EQUITY:

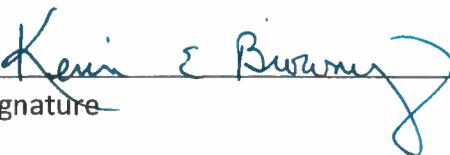
I have twenty years' experience in education that includes: sub teacher, teacher, assistant principal, HR executive director and principal. I also have additional years of HR in municipal government.

5. I am currently employed by the School District of Indian River County. Yes No

6. I am currently a resident of Indian River County. Yes No

OATH

"I affirm that I am a resident of Indian River County and have no personal gain regarding the volunteer position for which I am applying. I understand that I will represent the welfare of the students of the School District of Indian River County and will work in alignment with the unified mission and guiding principles outlined through the District Strategic Plan."


Signature

1/20/2021

NOTE: Please submit your "Letter of Interest" and application via mail or email by Friday, January 22, 2021 to:

Nancy Esplen, Executive Assistant to the School Board
School Board of Indian River County
6500 – 57th Street
Vero Beach, FL 32967
772.564.3200
nancy.esplen@indianriverschools.org

Please be aware that the first Equity Committee meeting is scheduled for Thursday, January 28th at 5:30pm.

1186 19th Place SW Vero Beach Florida, 32962 | 772-501-9856 | drbrownman42@gmail.com

Profile

A dynamic and results-oriented professional in Human Resources with superior interpersonal communication skills and 20 years of experience in management to include government and education (12 years HR management experience), training coaching and motivating. Demonstrated capabilities in the following areas of education and human resources management:

- * Classroom Management
- * Curriculum Development
- * Parental Participation
- * Employment Law
- * FMLA/ADA/EEO/WC
- * Mediation & Advocacy
- * HR Policies & Procedures
- * Instructional Materials
- * Special Events Management
- * Consultative and Group Instruction
- * Staff Recruitment & Retention
- * Employee Relations
- * Benefits Administration
- * HR Program/Project Management

Experience

HUMAN RESOURCES MANAGER - CITY OF FORT PIERCE | 12/2015 - Present
Responsible for all aspects of HR to include negotiations with unions (2 Police Benevolent Association units and Teamsters General Bargaining), investigations, rules and regulations and more.

PRINCIPAL - ELEMENTARY SCHOOL | SCHOOL DISTRICT OF INDIAN RIVER COUNTY | 07/2010-07/2015

School Leader - Responsible for school instruction, operation, and budget. Responsible for all hiring of faculty and staff. Responsible for handling constituent's problems and resolutions. Creating a school environment to foster a safe place to learn and grow for students and staff.

EXECUTIVE DIRECTOR OF HUMAN RESOURCES | SCHOOL DISTRICT OF INDIAN RIVER COUNTY | 07/2003 - 07/2010

Extensive background in HR Management affairs, (overseeing 2000 employees and 17,000 students) including experience in employee recruitment and retention, staff development, mediation, conflict resolution, benefits and compensation, HR records management, HR policies development and legal compliance; recruiting and hiring of teachers and support staff. Responsible for investigating employee misconduct.

Equity Coordinator - Point of contact for complaints alleging discrimination or harassment on the basis of race, color, sex, national origin, religion, age, gender, disability, military status, marital status, genetic predisposition, sexual orientation or any other consideration made unlawful by applicable federal, state or local law.

ASSISTANT PRINCIPAL-VERO BEACH IDGH SCHOOL | SCHOOL DISTRICT OF INDIAN RIVER COUNTY | 07/2001-07/2003

Assist the Principal in providing leadership, direction, and oversight for the administrative and instructional functions of the school. Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions.

TEACHER, MIDDLE SCHOOL GRADES 7-8 | SCHOOL DISTRICT OF INDIAN RIVER COUNTY | 1995-2001

Taught a varied curriculum in Business skills, computer lab, and TV production, by preparing lesson plans and developing units for evaluation of student performance. Experience in team teaching and adapting curriculum for various learning needs of students.

Education

MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP | JUNE 30, 2000 | NOVA SOUTHEASTERN UNIVERSITY, FORT LAUDERDALE, FLORIDA

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION | MAY 02, 1994 | UNIVERSITY OF SOUTH FLORIDA, TAMPA, FLORIDA

Certifications and Professional Affiliations

Florida Department of Education Professional Certificate in Educational Leadership, (all Levels)

Florida Department of Education Professional Certificate in Business Education, (grades 6 - 12)

HRCI -Senior Professional in Human Resources

HRCI -Professional in Human Resources

SHRM -Certified Professional

Phi Beta Sigma Fraternity

From: [Michael Marsh](#)
To: [Espen, Nancy](#)
Subject: Equity Committee Chair Application
Date: Friday, January 22, 2021 8:54:07 AM
Attachments: [Equity Committee Chairperson Volunteer Application - 2021.docx](#)

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

My interest in this position stems from the over a decade of fighting for equity and unity here in Indian River County and abroad. I have helped champion while obtaining my MBA, justice in the shooting death of Corey Jones which fueled me to fight for body cameras on all law enforcement and was part of this implementation within multiple agencies. I served as Student Government President of Indian River State College which I was pivotal in overseeing equity within our student body. I currently chair a local not for profit called Team Success Enterprises INC in which I am bridging the gap between law enforcement and the community and making sure there's equity with all those that may society may deem to be hopeless and we let them know that they aren't helpless. I will end with our mantra and what any team should always remember and that's we all have individual uniqueness with team cohesiveness and that it's I am, you are, we are team success!

Sincerely,
Michael C. Marsh MBA

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.

**School Board of Indian River County
Equity Committee Chairperson
Volunteer Application 2021**



1. NAME: Michael C. Marsh
2. ADDRESS: 3156 1st rd Vero Beach Florida 32968
3. PLEASE INDICATE YOUR PREFERRED CONTACT NUMBERS/EMAIL ADDRESSES:
(772) 925-5714
marsh8652@gmail.com

4. SUMMARY OF EXPERIENCE RELEVANT TO THE WORK OF EDUCATION AND EQUITY:
I have served as the Student Government President for Indian River State College and also as the County PTA Secretary for Indian River County and currently I am the Founder and President of a local 501c3 Team Success Enterprises INC.

5. I am currently employed by the School District of Indian River County. Yes No
No

6. I am currently a resident of Indian River County. Yes No
Yes

OATH

“I affirm that I am a resident of Indian River County and have no personal gain regarding the volunteer position for which I am applying. I understand that I will represent the welfare of the students of the School District of Indian River County and will work in alignment with the unified mission and guiding principles outlined through the District Strategic Plan.”

I do

01/22/21

Signature
Michael Marsh

NOTE: Please submit your “Letter of Interest” and application via mail or email **by Friday, January 22, 2021** to:

Nancy Esplen, Executive Assistant to the School Board
School Board of Indian River County
6500 – 57th Street
Vero Beach, FL 32967
772.564.3200
nancy.esplen@indianriverschools.org

Transforming education to inspire and empower ALL students to maximize their full potential!

Please be aware that the first Equity Committee meeting is scheduled for Thursday, January 28th at 5:30pm.

Michael C. Marsh

Objective

A position allowing for parlay of demonstrated organization, customer service, communication, and interpersonal skills proven by 5 years of successful, gainful employment.

Profile

Motivated, personable business professional with multiple college degrees. Talent for quickly mastering technology – recently completed Microsoft Office class which included mastering Excel, Access, and Powerpoint. Served as the Student Government President for my college leading all 5 campuses. Diplomatic and tactful with professionals and non-professionals at all levels. Accustomed to handling sensitive, confidential records.

Flexible and versatile – able to maintain a sense of humor under pressure. Poised and competent with demonstrated ability to easily transcend cultural differences. Thrive in deadline-driven environments. Excellent team-building skills.

Skills Summary

Office Management	Computer Savvy	Front-Office Operations
Report Preparation	Customer Service	Overseen Employees
Written Correspondence	Scheduling	
General Office Skills	Marketing	

Professional Experience

Communication: /Presentations/TECHNOLOGY
Rapidly learn and master varied computer programs; recently completed Microsoft Office course.

Customer Service/Marketing/Problem Solving
Oversee front-office operations and provide impeccable customer service:

DETAIL MASTERY & Organization
Manage all aspects of day-to-day operations at the Student Affairs Office at Indian River State College

Employment History

Phoenix Rising Wellness Center-Vero Beach, Florida Case Manager 2019 to Present

Kay Jewelers- Vero Beach, Florida Certified Diamontologist

Indian River State College. – Fort Pierce, Florida
Institutional Aide 2011 to 2013

SteinMart – Vero Beach, Florida
Customer Service & Merchandising, 2007 to 2009

Education

Florida Atlantic University- Boca Raton, Florida

Masters in Business Administration, 2015

GPA: 3.5

Indian river state college – Fort Pierce, Florida
Bachelror of Arts and Sciences, 2012 GPA: 3.89/4.0
(Four-year degree requiring 120 credit hours.)

Indian River State College – Fort Pierce, Florida
Associate’s Degree in Paralegal Studies, 2010 GPA: 3.88

Indian River State College – Fort Pierce, Florida Associate’s

Michael C. Marsh

Degree in Criminal Justice, 2009

GPA:3.87

JULIANNA
MINOTTY



TEACHERJDM@GMAIL.COM



773.573.8907

2250 47TH AVE
VERO BEACH FL 32966

SCHOOL DISTRICT OF INDIAN RIVER COUNTY

Greetings,

I am sending this letter to make known my desire to serve as the next chair of the Indian River County Schools Equity Committee. I have a unique perspective as an educator, as well as the parent of a child of color, that would make me a tremendous asset to this committee. Additionally, I am a Vero Beach native, and well informed of the unique challenges our community faces. I would bring both expertise as well as a true passion for racial equity to the committee and I am certain under my leadership we could make a tremendous difference, and work towards ensuring fair and equal treatment for all students in this county. I look forward to attending the upcoming board meeting and learning more about this opportunity. Attached is my application as well as my resume.

Sincerely,

0BJulianna Minotty

**School Board of Indian River County
Equity Committee Chairperson
Volunteer Application 2021**



1. NAME: Julianna Minotty
2. ADDRESS: 2250 47th Ave Vero Beach FL 32966
3. PLEASE INDICATE YOUR PREFERRED CONTACT NUMBERS/EMAIL ADDRESSES:
Cell 773 573 8907
Email teacherjdm@gmail.com

4. SUMMARY OF EXPERIENCE RELEVANT TO THE WORK OF EDUCATION AND EQUITY:

I am an educator as well as the parent of a black daughter who begins kindergarten in Indian River County this fall. I have been active in social justice both locally and globally for many years. I have a deep commitment to equity and inclusion on both a personal and professional level. I have a Masters in Elementary Education and am in the process of completing a Masters in School Counseling. I am a native of Vero Beach, and spent time working in schools in Chicago, as well as Raleigh and Durham North Carolina before returning to Vero Beach in 2016.

5. I am currently employed by the School District of Indian River County. Yes No
6. I am currently a resident of Indian River County. Yes No

OATH

“I affirm that I am a resident of Indian River County and have no personal gain regarding the volunteer position for which I am applying. I understand that I will represent the welfare of the students of the School District of Indian River County and will work in alignment with the unified mission and guiding principles outlined through the District Strategic Plan.”

__Julianna Minotty____ 1/19/2021
Signature

NOTE: Please submit your “Letter of Interest” and application via mail or email **by Friday, January 22, 2021** to:

Nancy Esplen, Executive Assistant to the School Board
School Board of Indian River County
6500 – 57th Street
Vero Beach, FL 32967
772.564.3200

Transforming education to inspire and empower ALL students to maximize their full potential!

nancy.esplen@indianriverschools.org

Please be aware that the first Equity Committee meeting is scheduled for Thursday, January 28th at 5:30pm.

Julianna Minotty

773.573.8907

teacherjdm@gmail.com

MAT NC State University

BS Skidmore College

K-6 Certified (NC)
Bilingual (Spanish/English)

Chi Sigma Iota Honor Society, National Society of Leadership and
Success

The Adoption Mentor LLC

Sole Proprietor

Counseled pre-adoptive and adoptive families to help them make the best choices in their adoption process. Selected as a recommended provider by Adoptive Families Magazine. Served as a staff writer for Adoption.com penning adoption-related pieces 3 to 4 times a month.

Brainfuse LLC

Part-Time Online Tutor and Editor

Edited papers for students in grades 6 through graduate school
Tutored students online grades 3 through 12 in language arts,
reading and writing Specialized in ESL students

Mangum Elementary

Durham Public Schools

5th Grade Teacher

Taught all subjects to a 5th grade class of 23 students,
including several with IEPs and ESL students.

Served on the Faculty Technology Committee, helping to implement
and train teachers to use a new grading software system.
Voluntarily served as stage manager for annual school play.

Leesville Road Elementary

Wake County Public Schools

Long-Term Substitute Teacher

Substituted for a 4th Grade Language Arts teacher for two months.

Reviewed content and worked on test preparation skills for the EOG Language Arts Test

January-May 2014

**Leesville Road Elementary
Wake County Public Schools
Student Teacher**

Taught Language Arts to over 50 students, also taught Science and Social Studies to my homeroom class of 26 students.

Voluntarily attended the 5th Grade class trip to Washington, D.C. Created a workshop for female students and their mothers that addressed the issue of academic self-confidence. Voluntarily served as stage manager for the spring school musical.

Summer 2011 and Winter 2012

**Cross Cultural Solutions
Volunteer Teacher**

Spent 6 weeks (cumulative) volunteering in Cartago, Costa Rica. Worked in a transitory home for Costa Rica's state child welfare agency.

Taught and led educational and recreational activities for up to 15 children at a time, ages ranging from 1 to 13.

Many of the children in the home had experienced severe abuse and neglect, and suffered from physical, emotional and mental disabilities as a result.

Education

1999-2003 Skidmore College Saratoga Springs, NY Bachelor of Science-Theatre

2004-2006 Columbia College
Chicago, IL

Master of Arts-Arts, Entertainment and Media Management Focus in Performing Arts Management

2012-2014 NC State University Raleigh, NC
MAT Elementary Education K-6 Certified

2018-2020 Capella University MS School Counseling (in progress)

Additional Skills

Red Cross First Aid/CPR Certified. Early adopter of new social networking technologies, and an avid writer. Comfortable with most "smartboard" software. Loves Music, Art, Theatre And Film. Native Spanish speaker, familiar with Italian and Latin. Mac and PC proficient. Knowledgeable in Microsoft Office Suite applications including PowerPoint and Excel.

References Available Upon Request

**Members of the 2021 Equity Committee
Committee Membership Finalized – 02/16/21**

- Mr. Kevin Browning, Chair
- Dr. Carol Bristol, NAACP Representative
- Ms. Carol Pindor, NAACP Representative
- Ms. Ataaba Patterson, School District Representative
- Ms. LaVonne Walker, School District Representative

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 Professional Development (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 send 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, enlist mentors of new, African American teachers in individually asking survey questions to their mentees during mentorship meetings to gather feedback.¹ • Review survey feedback from mentees as a PD Specialist Team and provide a summary of observations and any needed recommendations to mentors.² • Conduct a New Employee Orientation at the start of the second semester for those hired after the start of the school year. • Conduct classroom observations and provide feedback to new African American teachers.¹ • Provide professional development for new teachers based on identified needs observed in the classroom visits.
Staff Responsible
R. Myhre, Assistant Superintendent of Curriculum & Instruction C. Lord, Director of Educator Quality 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?

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 (summary pending).

Progress Update

The District continues to provide a new teacher mentoring program for all new teachers (0-3 years in the District) to ensure ongoing supports for new teachers. During the New Teacher Orientation that was provided on January 27, 2021, new teachers were introduced to the mentoring program, as well as information on instructional routines and equity. A total of 28 new teachers attended the New Teacher Orientation in January with 25% of the attendees being African American. Incorporated into the supports of the District’s teacher mentorship program, feedback from participating African American teachers is gathered through surveys over the course of the year to tailor mentorship experiences to the needs of new, African American teachers. For the most recent mentorship survey sent during the last quarter, 68% of new, African American teachers submitted a response to the survey, as compared with 60% of non-African American teachers. Needs identified are placed on Mentor Logs to assist mentors in tailoring individual supports. Primary needs identified through the surveys revolved around continued support in building instructional skills and supporting student needs. A

general theme identified was that mentees found their mentors to be supportive and helpful. As of February 23, 2021, 100% of the new, African American teachers participating in the 2020-2021 mentorship program have been retained.

Currently, 12 African American teachers participate in the District’s Professional Development Certification Program (PDCP), which represents 34% of the participants in this program. Teachers in the PDCP program are new teachers. During February 2021, the PDCP coordinator conducted classroom observations of 92% (i.e., 11 out of 12) of the participating African American teachers. Based upon these observations, feedback was provided to African American teachers to support ongoing professional growth.

Retention Rates for New, African American Teachers Participating in the SDIRC New Teacher Mentoring Program Retrieved 01/27/21				
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*	27	27	100%	96%

*As of January 2021



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/19/2021

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

Report generated by: Colleen Lord, Ed.D. and Terri Beckham

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
Action Steps:

- 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 individually asking survey questions to their mentees during mentorship meetings to gather feedback.

Explanation of Evidence: The data for the African American teachers has been disaggregated from the non-African American teachers. The survey link was provided to 22 African American teachers and 87 non-African American teachers. 15/22 (68%) African American teachers submitted a response within the designated timeframe. Of the non-African American teachers, 52 teachers (60%) submitted a response within the designated timeframe. Teachers were given ten days to complete the survey, and multiple reminders were given before the survey closed. For those that did not complete the survey, mentors were provided the list of questions on the survey, so that they could extrapolate that information. Needs are placed on the Mentor Log in the needs assessment box.

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 before the conclusion of the school year.

10

Competition time

Name

Room#

School

Subject/Grade Level

15. What type of growth will you focus on during the 4th quarter?

16. Think about the arts of Please describe the arts with you identified need in mind. You may choose to complete for the 2nd and 3rd weeks with the same area from last quarter.

17. How have you grown in this area?

18. What type of professional development/support would be beneficial for you right now?

19. What supports would be helpful from your school/board/mentor?

Competition time	Name	Room#	School	Subject/Grade Level	15. What type of growth will you focus on during the 4th quarter?	16. Think about the arts of Please describe the arts with you identified need in mind. You may choose to complete for the 2nd and 3rd weeks with the same area from last quarter.	17. How have you grown in this area?	18. What type of professional development/support would be beneficial for you right now?	19. What supports would be helpful from your school/board/mentor?
1				Marine Science/11th and 12th grade	John Martin	I will continue to ensure that my students succeed by coming up with fun and creative ways of learning.	I am not facing any challenges.	Nothing at the moment	Nothing at the moment
2			VBHS/ FLC	Algebra 1 / 9th	Yes his name is Raigh Vaughn	I don't have as many questions to ask about things because of me being so new and not really know where things are or how to do certain things.	My area focus is posting the standards, learning goals, task, and Essential Question. I've been getting help from the math coach and this has helped tremendously.	Possibly just assistance with bringing them up to the rest of the kids level. I've been doing some other stuff like making stay after for extra help and that's been very beneficial for them and me.	His norm. Check in to make sure I don't have any questions and if there is something he thinks of that may be beneficial to me to let me know.
3			Treasure Coast Technical college	Adult Education	Latornya Ross	Yes	Incorporating more hands on activities in lessons to facilitate student learning	None	Professional development that deals with teaching adults needed
4			Alternative Center for Education	All grades 8-12	Annmarie White	I have learned how to complete a IPDP and lesson plans.	Continue with our PLC, Cultural Responsive Teaching and the Brain and continue developing rubrics for the unit.	Attendance and student engagement (sleeping). I have a student that is extremely behind their classmates and is not responding to intervention.	Continue to be available when I need any guidance and continued practice completing lesson plans and creating rubrics.
5			Vero Beach Elementary School	Kindergarten	Sharon Kealey	Yes	Intervention	None	Helping come up with new, appropriate intervention pieces for this student.
6			VBE	2nd	Sharon Kealey	Yes	Continue working on phonics	None	None She gives me help
7			Beachland Elementary	Music K-5	Dianoa O'Connor	I have shown improvement in the area of classroom management.	I want to work on making the most of my classroom time. I want to spend time working on SEL, classroom management, formative assessments, and making my lessons more fun and engaging.	It is challenging trying to wear several different hats during my 30-35 minute class periods. I want to make sure im focusing on every students needs, instruction, and classroom management all at the same time.	Strategies for juggling so many different components during my class time.

8	1/12/21 8:54:00	A.C.E.	ESE	Kathleen Wilson	Yes I have grown substantially as a teacher with making sure all the students stay engaged in activities	I choose to continue with the area from the last quarter. I would like to continue my education in the Marzano protocols and deliberate practices for my upcoming evaluation expectations. None at this time.	Differentiation ensures to supply me with the strategies and writing and reading strategies for purposes of increasing FSA scores.	My mentor is very instrumental in keeping up with my needs as they arise. I will continue to keep her updated and she ensures to supply me with the strategies and resources that are helpful for the particular situation.
9	1/12/21 9:46:22	Treasure Coast Elementary	Elementary PE	Coyle	Keeping all students engaged in activities	No challenges	My professional development is great right now	My mentor is doing great!
10	1/13/21 10:45:40	VBE	2nd	Yes, Betty Barth	I have become better with choosing resources for lessons	Differentiation	I am not sure	Helping me with differentiation so I am able to accommodate each student.
11	1/13/21 10:48:13	Oso Middle School	8th Grade	Yes, Robert Cudde back	I have grown slightly, I am still struggling with balance between getting certified and maintaining the classroom.	Completing my all certifications and completing the ACP program or getting caught up.	Getting one on one assistance to test strategies and studying the GRT and Professional Development	Studying and certifications
12	1/13/21 11:33:46	Sebastian Elementary	1	Cheryl Hoyt	Introducing my Learning Targets more effectively	continue from 2nd quarter	more ESE training	Tier 3 support
13	1/13/21 14:48:33	Vero Beach High School	Economics and African American History/ 12th Grade and 10-12	Dawn Bennett-Campbell	I adjusted to the 100 minute blocks by the end of the 2nd of nine weeks. I took the PD on the different phases of the class (I Do, We Do, You Do), and really focused on planning quality lessons.	Modeling assignments, explaining assignments, and providing relatable examples. I realized at times I was expecting students to come with previous knowledge without checking first. Once I provided an explanation and showed an example they understood better.	Right now I cannot think of anything. I am also working on time management of teaching and all the behind the scenes work.	We are committing to keeping with the frequency of our weekly meetings. Right now cannot think of anything, but that changes daily.
14	1/13/21 14:51:22	Storm Grove Middle School	ESE 7th	Ainsley Sealey	I think I have grown being more prepared for the lessons I have to teach.	The area of growth I would like to focus on is scheduling and test.	helping to study for ESE Certification	She help me with everything
15	1/13/21 16:22:14	Beachland Elementary	Math-Science/4th	Ashley Bangart	New teacher entering my 2nd week.	Standard based instruction and time management.	Breaking down the standards so that I know exactly what to teach	Ashley provides me with training during planning time and we collaborate telephonically after hours.

Beckham, T

erri

Thu

11/5/2020

8:47 PM

To: White, Annmarie; Wilson, Kathleen; Clement, Laura; Libby, Amanda; Hand, Sherrilynn; Kelly, Margaret; Vollbracht, Leo; Ragley, Elaine; Hollinger, Brett; Cuddeback, Robert; Smith, Lyn; Byrd, Brandi; White, Sherry; Roux, Joanna; Cairl, Cole; Reese, Marsha; Chavers, Mary; Preziosi, Barbara; Brickles, Rose; Klein, Sharon; Pinkney, Elizabeth; Buchweitz, Brenda; Kaser, Diane; Hall, Michael; Funnell, Michelle; Celesti, Sandra; Holmes, Michele; Nathaniel, Shana; Coppola, John; Seeley, Ainsley; Council, Nadine; Harris, Caitlin; Nasci, Maria; Sanders, Angela; Weese, Kimberly; Davis, Jennifer; Keeley, Sharon; Tuck, Robyn; Decker, Roxanne; Hiller, Mary; Potter, Jennifer; Wingate, Jonnette; Martin, John; Gaddis, Linda; Vaughn, Ralph; Hoekzema, Paula; Lewis, Richard; Bennett-Campbell, Dawn; Castillo, Danielle
Cc: Lord, Colleen

Good evening school-based mentors.

I sincerely hope you are having a wonderful week! TGIF!!!

You are receiving this email because your mentee(s) did not respond to the Second Quarter New Teacher Needs Assessment Survey. At this time, the survey is closed, but your new teacher's answers are still important.

We are kindly requesting your assistance. During your next meeting with your mentee, could you please ask him/her the following questions? From there, he/she will type in their responses in the top box of the Mentor Log.

- Think about the area of growth you identified after the 1st nine weeks. How have you grown in this area?
- What area of growth will you focus on during the second 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, you are currently 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 so much for supporting your colleague(s). You are making a difference!

Should you have any questions or concerns, please don't hesitate to reach out. We are happy to help in any way we can. :)

The Department of Educator Quality

19	3/7/21 15:00	Gifford Middle School	Grade 6-8 ESE (IND)	Margaret Graffweg	<p>I have been able to identify new educational web sites (e.g. Education.com and Teachyourmonstertoread.com) and been able to incorporate them into my daily classroom activities for my students. Very Productive!</p> <p>The main challenge is to maintain a clean and hygienic classroom during co-vid.</p> <p>My growth area will be continuing from the previous quarter.</p> <p>My school based mentor is always available for support, so I have no issues there.</p>
20	3/7/21 16:00	Sebastian River High School	10th Grade English 2	Diane Kaser	<p>I actually utilized more of my resources to help with classroom management. In the first quarter I was too nervous to use them, but now I have actually utilized them and now I know how to and know that they work.</p> <p>Overwhelmingly large class sizes. It is already difficult with a multitude of ESOL and ESE in one class, let alone when there are 31 students in the class.</p> <p>Support with managing the behavior of rude and/or disrespectful students.</p> <p>How to decide how high to set expectations for my students. I don't want to set the bar unrealistically high, but I don't want it too low either because I know they'll take advantage of that.</p>
21	3/7/21 17:00	SES	ESE	Debbie Smith	<p>I've been able to adjust my schedule and maximize my time with my students one-on-one and within small groups.</p> <p>Continuing to complete my requirements toward my professional certification.</p> <p>At times students can become unmotivated to try their best.</p> <p>More professional development days to plan with teams.</p> <p>Continuing our work together, as we have been.</p>
22	3/7/21 19:50	Oslo Middle School	7th Grade Math	Brandi Byrd	<p>A lot of my students had improved because I always give them feedback about their work. So, they always have the opportunity to fix their mistakes and learn from them.</p> <p>In the classroom, I am facing some behavior problems because I have a lot of ESE students.</p> <p>I will focus on the feedback because it works.</p> <p>Right now, I need to find a way to help my ESE students to stay calm and focus.</p> <p>I only need ESE support to help me with those kids.</p>
23	3/7/21 20:50	Gifford Middle School	6 and 8	Ms Browning	<p>Better using technology and being able to prevent student outbursts and behavior in class</p> <p>Behavior management and new technology</p> <p>Behavior modification</p> <p>A little one on one training on some technology apps</p>



24	1/8/21 8:40	Cirus Elementary School	Speech and language therapist	Jennifer Schaefer at Wabasso School	<p>I have continued to make growth in areas related to therapy session management and scheduling. I have implemented different strategies for individual students to encourage attentiveness and progress. I have also continued to plan effective activities that are individualized to IEP communication goals.</p>	<p>In this third quarter I will continue focusing on applying what I learn in graduate school to my daily therapy sessions during this quarter. I will focus on specific phonological techniques during speech therapy as well as integrating academically relevant material during both speech and language therapy to encourage generalization of skills.</p>	<p>I do not currently have any major challenges. Weekly SLP meetings help to answer any questions and provide support and resources.</p>	<p>I am looking forward to an upcoming professional development for AAC.</p>	<p>My mentor has continued to provide relevant resources and information and is available for my questions. This is all helpful support.</p>
25	1/8/21 13:57	Slendale ELEM	5th ESE	Laurie Fletcher	<p>I identified the area of data collection. I have learned a more efficient and central way to track and record data such as progress monitoring, Unify results, and IReady information.</p>	<p>I am going to focus on the area of digital resources for the third quarter. Math in particular. I have just begun at looking at math supplemental interactives that will work with my smartboard but also be engaging for my students who have a short attention span.</p>	<p>I can't think of any challenges at the moment.</p>	<p>n/a</p>	<p>Continued guidance and feedback on my IEP writing skills.</p>
26	1/8/21 14:28	Disceola Magnet School	3rd	Jennifer Morrow	<p>Yes</p>	<p>I would like to focus on my teacher station during small group. I am wanting to try meeting with every student every day, so I want to focus on the process and the resources I will be using.</p>	<p>none</p>	<p>Small group</p>	<p>Continuing weekly check-ins</p>
27	1/9/21 8:41	Sebastian River Middle School	6th World Cultures/7th Civics	Mrs. Lewis	<p>Yes</p>	<p>Classrooms management: Improving the student's learning environment amidst classroom disruptions.</p>	<p>Student behaviors and the disruption it is placing on student learning.</p>	<p>Classroom behavioral support.</p>	<p>Tools and or suggestions to improve student learning while managing classroom behaviors.</p>

28	1/9/21 16:57	SES	k-5 Art	Rose Brickles-Daley	<p>I believe I need to continue improving my organizational skills. I think I've actually gone down in my improvement in this area so my goal is to make up for this slack in the third quarter. My second goal was to improve classroom management and procedures. This previous week I had one of my most successful weeks with a class I have struggled with all year. I met with their classroom teacher and implemented the same behavior management procedures and I saw major positive changes happen. I felt like I really surpassed my own goal in that situation.</p> <p>I am going to continue improving or changing my organizational skills to see what works best for me. I would like to create lessons that are more suited for the major positive changes weekly schedule my school is using. I struggle to get projects done in a timely matter.</p> <p>As stated above I have not finished as many projects as I would like to have finished by this time of year. I need to change my lesson/teaching style so I can finish projects in a more timely manner. I am still currently not using my classroom, but instead I am on a cart, which proves many challenges. Trying to fit all the supplies and organize the day is very challenging.</p> <p>I meet with my mentor at least once a month, but we are aiming for two a month this quarter. My mentor is always helpful professionally and is very personable.</p>
29	1/11/21 11:21:5	Indian River Academy	Physical Education	Amy D'Albora	<p>I think my classroom management skills have improved since the first semester. I have been able to find routines and procedures that my students have responded well to and make connections and relationships with them that help as well.</p> <p>Currently I am working on implementing Sanford harmony activities into my lessons. The cultural arts team at my school has also decided to collectively teach specific lessons once a week.</p> <p>Some groups of students are very competitive and have a hard time showing empathy or sportsmanship during game play.</p> <p>Community in the classroom</p> <p>My mentor is always there for me when I need questions answered or help with something. I think that I'm receiving plenty of help from her.</p>
30	1/11/21 14:43:5	Zero Beach High School	Access English/9-12	Danielle Castillo	<p>I've grown in the area of differentiation. I've been able to find/create assignments that are best suited each student's abilities. This was a challenge when it came to my transitional students but I now feel that I've successfully differentiated their assignments/tasks.</p> <p>I will continue to work on my organization and time management skills. I do believe I've made progress but I know that I could grow a lot more.</p> <p>One challenge I've faced is finding a consistent weekly schedule for my students now that we are doing a and b days.</p> <p>I would like another PD on the Achieve 3000 program.</p>
31	1/11/21 14:53:3	Sebastian River High School	Social Studies	yes, Mr. Infanzon	<p>Yes I am learning much more about AP World History</p> <p>I will continue to work on APWH.</p> <p>Lots of students coming back from virtual with little knowledge of US History</p> <p>None</p> <p>He continues to help me with APWH.</p>

32	1/11/21 15:45	GES	Rosewood	4th Grade/Math & Science	Jessica Napier	<p>I will continue implementing SG (stations) in order to provide my students with sufficient review necessary to master previous standards.</p> <p>Implementing SG (stations) for spiral review</p> <p>I don't remember the area I identified for growth however I do feel I have grown in my ability to teach and help my team with lesson plans or things on the "to do" list and keep pace with all the teacher things to do that are done outside of teaching.</p>	<p>Not enough WG time for students to master standard(s) before Unify assessment(s). Keeping up with pacing guide.</p> <p>We have little time in our room to do all the things that need to be done within the time allotted to do them.</p> <p>This is out of my control and I know COVID has affected this. I'd like specials to return to their classrooms so they are worked with and are on level with the rest of the class.</p>	<p>Anything math/science based</p> <p>Providing clear feedback, relevant examples, helpful resources, check-ins ;)</p>
33	1/11/21 17:46			Kindergarten	Luanne Lewis	<p>I have become stronger in classroom management by following routines daily and watching my students comfortably follow them</p> <p>In the third quarter I will focus on implementing new centers and small group activities for my students</p>	<p>I can't think of any at this time.</p> <p>Center ideas</p>	<p>None is needed at this time. I do believe that December was my last meeting. I'm completing this form because it was sent to me but I don't think its necessary to include me going forward. Thank you!</p>
34	1/11/21 19:18	UCE		1st	Kim Weese	<p>I feel like I have made growth in adapting to my students needs and I have been able to establish better classroom routines and procedures.</p>	<p>Some challenges that are apparent this year are large deficits between children that started in August vs. later in the year. Kindergartners that we're present for ABC boot camp are performing better than those that are trying to learn the alphabet still. I am having just some trouble with excessive talking and calling out in the room.</p>	<p>The support she already gives!</p>
35	1/11/21 19:22:4			Kindergarten	Nicole DeTudo	<p>Time Management/Lesson Plan Development</p>	<p>Adjusting to block schedule with lesson planning</p>	<p>Support with all the behind the scenes teacher stuff. How do you keep it all straight Nicole?!</p>
36	1/11/21 19:36:2		Sebastian River Middle School	U.S. History/8th Grade	Kacy Berchtold	<p>Deciding what centers to incorporate for the week, organizing students in small group and planning small group lessons</p>	<p>Lesson planning/ Effective classroom engagement techniques since I started</p>	<p>Continue the awesome support I have received since I started</p>
37	1/11/21 19:44:3		Edan River Academy	K	Margaret Kelly	<p>Using the new data I have: organizing students in small groups</p>	<p>Not sure</p>	<p>Analyzing data to group students in small groups</p>

38	1/11/21 20:32:55					<p>Classroom management / differentiation, since I have now 5 new students who were online learning the blend between the students I had and the new students is very different. I have many students who are unsure of basic concepts that we learned at the beginning of the school year so I am trying to go back and reteach while still making sure I don't get behind with the current curriculum.</p> <p>I have been able to prepare more online activities and customize my Canvas course for an easier flow for students and grading purposes.</p>	Meaghan Morales	ELA/Math - 5th grade	Felmore Elementary	Classroom management / differentiation
39	1/11/21 21:26:23					<p>Too many students returning from virtual and transitional at random times of the year with no prior knowledge</p> <p>3rd quarter I will focus on trying to not focus on what I can't control.</p> <p>Yes</p>	Yes Nadine Council	Math/8th	Storm Grove	Classroom management / differentiation
40	1/12/21 7:18:4					<p>Very large class sizes, even in capped subjects. A lot of new students who are behind.</p> <p>I will focus on unit assessments, test prep and data-based instruction.</p> <p>Yes. Elizabeth Pinkney</p>	Yes. Elizabeth Pinkney	ELA 10-12	Sebastian River High School	Classroom management / differentiation
41	1/12/21 7:59:5					<p>Nothing major that I cannot handle</p> <p>Students are more talkative in classes since they cannot speak at lunch</p> <p>I am attempting creating a "centers" approach to high school classrooms</p> <p>Nothing specific</p>	Michelle Dunderdale	Math and Science/5th	Sebastian Elementary	Classroom management / differentiation
42	1/12/21 8:10:2					<p>Something related to music</p> <p>Less PD and more time for planning and collaborating with my peers.</p> <p>Continued meetings</p>	Barbara Prestioli	Music	Sebastian Elementary	Classroom management / differentiation
43	1/12/21 8:39:30					<p>Improvement of time management and behavioral management already receiving.</p> <p>I'm good for right now.</p>	Brenda Buchweitz	ELA 9th grade	Sebastian River High School	Classroom management / differentiation
44	1/12/21 11:27:08					<p>I am still working on differentiating questions and time management, however, I feel as if I have a better handle on things and will continue to grow.</p> <p>Daily organizational skills and clarity expressing students behavior/learning expectations.</p> <p>None at this time.</p>	Dr. Kelsey Whelan	5th- Mathematics	Pelican Island Elementary	Classroom management / differentiation
45	1/12/21 12:27:34					<p>Setting up grades and daily organizational skills to try and keep me ahead</p>	Danielle Castillo	ESE/10th-12th	Jero Beach High School	Classroom management / differentiation

I generally need Mr. Boccia's help for on the spot issues. How can I do this, where is that... what would you do in this case. I plan on talking about the massive cheating issues we are dealing with because of Slader.com. As of now, student have been warned that if they copy from these sites, they will face disciplinary plagiarism consequences. Thing got better, but this is a big fight

I always stick to the new student book contents, but now that I know that we cannot go through the whole book in one year, I want to skip the useless or too hard sections, so I can cover meaningful and useful content from chapter we would not see otherwise

My students arriving from virtual school are struggling to adjust. I wish I had more time to help them catch-up on the notions they haven't seen.

Keeping organized especially towards the end of the semester. Still some behavior concerns (mostly when there are changes in the student roster or in the regular routine).

Maybe a PD that coaches teachers in onboarding new/transitional students to assure they are caught up to speed with the rest of the class.

Continued support with flexibility and helping me with continuing to improve my RTI - lower quartile group.

She is already doing everything I need with helping me.

She already provides so much support on top of her other responsibilities

His continued support on how to introduce new skills to the students.

Yes, I feel better prepared and I handle the arrival of the new students in a better way that I thought I would

I've become much more comfortable when planning my lessons and running small group in the time allotted (keeping to the schedule).

I would like to continue with focusing on my lower quartile. They are making gains.

Attendance of my students.

I teach online, so there are many distractions working against me

I would like to continue to work on my classroom management as I have a period that is very challenging still. I would also like to focus more on my ESE inclusion class.

Incorporating more specific drills and strategies for my low functioning ESE students.

Limit resources. Department head is unwilling to part with funds.

Physical Education based professional development programs

46 1/12/21 13:15

VBHS French 1.2.3 Salvatore Boccia

47 1/13/21 16:58

Dodgertown Elementary School 3rd Kristi Schofield

48 1/13/21 8:05

Liberty Magnet Elementary 3rd Tiffany Johnson

49 1/13/21 9:14

Beachland Elementary 5th grade Transitional (all subjects) Ashley Bangert

50 1/13/21 9:56

Horn Grove Physical Education John Coppola

Behavior Management is something that I want to do well so that my students will have an opportunity to learn and grow. I am unfamiliar with all of the terminology used so meetings can be a little overwhelming but I am sure I will continue to learn each day. I would also like to become more time efficient when lesson planning, finding standards, and knowing how to organize all the information.

I would love modeling and another teacher or coach watching me teach, then giving me feedback. I would also like to see a few areas of my schedule modeled, such as; how to transition smoothly from different activities in the classroom and walking in the hallway as a class.

I really am feeling a lot of support from my school-based mentor. I am sure that I will have more after I begin teaching in the classroom.

I am facing my first day in front of students on Tuesday.

No additional PD - need time to absorb all that has been presented. Just continued support from department chair and mentor.

Recovering (myself and the class) in a timely manner, from a students behavior issue that disrupts the class

Adding a bigger variety of instruction techniques

Some, getting a few more days ahead

I am a new employee completing my second week. I'm not sure this applies to me just yet.

Fourth

Lauryn McDaniel

Algebra/Geometry 9-12 Dan Dickens

51 1/13/21 21:14:50

52 1/14/21 14:28:14





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/19/2021

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

Report generated by: Colleen Lord, Ed.D. and Terri Beckham

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
Action Steps:

- 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: The PDCP coordinator, Terri Beckham, created a visitation schedule of 16 schools district-wide (public and charter) for teachers who are currently enrolled in SDIRC’s State approved PDCP program. Currently, there are a total of 35 teachers in the program, and 12 of these teachers are African American. Thirty-four percent of the teachers currently enrolled in the PDCP Program are African American. The attached emails provided identify the “noticings” and “wonderings” that occurred during each of the classroom observations.

Results of Action Taken: During this three-day period, Terri Beckham was able to successfully visit 11/12 (92%) African American teachers’ classrooms. Dialogue about pedagogy began between the PDCP coordinator and each of the African American teachers to improve classroom practice as the majority of these teachers have not been to a college of education in preparation for teaching. The PDCP coordinator was able to see which teachers require additional classroom support. This communication will help tailor individual teacher support and build relationships with the African American teachers in the PDCP Program.

Reflection/Next Steps: Though the PDCP coordinator emailed each of the teachers in a timely manner to document the visit and offer support, not every teacher responded to the wonderings posed in the email. This was the first step in this process. The manageable next step would be to go back and visit five targeted teachers and initiate a coaching cycle. With this level of support and relationship building, African American teachers’ individual needs would be successfully met.

ACP Classroom Support Schedule

Tuesday, February 9 (10 teachers)	Wednesday, February 10 (13 teachers)	Thursday, February 11 (14 teachers)
IRCHS Shawna Holmes Firaz Motiwala	FLC Carolina Davila Brittany Wood Brandi Kealoha	SRHS Beth Braaksma Zachariah Gehrke
St. Peters Victoria Santamaria	VBHS Main Caroline Maschhoff Jason Dunn Tara Powell Sarah Kelly Terry Malcolm Darrisaw Paula Robinson Jennifer White	TCTC Takesha Brown Brian Mosblech
Oslo Nigel Schroter Felecia Brown Randall Russell	ACE Sharette Greenidge Alwyn Gaines	SGMS Lisa Mangieri Chandra Williams Cindy Devine Courtney Stephens
ISV Valerie Girard	SGMS Hilary Lange	NCCS Jordan Neely Trish Inman Alexander Soares
VBE Heather Wolf		SES Chelsea Steinhauer Kyra Isler
IRA Katlyn Atkins		
Osceola Claude Pierre		

Highlighted African American Teachers

today's visit

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

Thu 2/11/2021 10:43 PM

To: [REDACTED]@indianriverschools.org>

[REDACTED],

Thank you for inviting me to two of your Canvas courses. I will be sure to check in sporadically. The content is very interesting! It was a pleasure speaking with you today. I did email Tad at Literacy Solutions and cc'ed you on it. We should hear back soon. :)

Noticings: I watched the first 15 minutes of lesson 5.1 in your Nursing Assistant Canvas course. Teacher welcomed students and went over the goals for this lecture. Participants interacted in the chat. Teacher asked what does ethics/ethical means to them. [REDACTED] and [REDACTED] responded in the chat. Teacher reviewed the meaning of ethics and legal. Teacher asked students to turn to p. 40 in their books. Teacher asked students to come off mute to read. Several students chose to come into conferences by listen only, so the teacher asked students to go back out and then come in again. [REDACTED] read first two bullets. [REDACTED] read the next two bullets [REDACTED] read the next two bullets. (Each student got the chance to read aloud if they could do so.) For the professional boundaries section, teacher talked about older gentlemen making leud comments and what to do if that happens.

Wonderings: Do you use breakout rooms where small groups of students can get together and discuss a topic or set of questions you designed? For the Professional Boundaries slide, would it be beneficial for students to interact with the words crossing, violation, and sexual misconduct? (similarities and differences?) Do you find that vocabulary is a challenge for some students? If so, what strategies do you use to help with vocabulary?

Please let me know if you need anything. I am happy to support you! Enjoy your long weekend!

Terri Beckham

PD Specialist

Department of Educator Quality

772-564-3025 (office)

Follow me on Twitter @Terri_Beckham



Re: today's visit

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

Sat 2/13/2021 8:42 AM

To: [REDACTED]@indianriverschools.org>

Hi [REDACTED],

Thank you sooooo much for getting back to me. :) I am glad to hear you are working with your coach. The mini to do list (as I call it) should help them out and save yourself from having to redirect. :) This helps hold them accountable - you can just go to the number and point to remind them. I can't wait to see your SWBST poster. I would LOVE to come in again... THANK YOU! I will email you in the next few weeks to find a time to come in. I know emails can get out of control. Would a call or text be easier for you? I am fine with whatever works best for you. 😊

Have a great rest of the weekend!

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, February 12, 2021 12:08 PM

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

Subject: Re: today's visit

Mrs. Beckham,

Thank you for stopping by! We are trying some newer things in our room, so it's nice to have a different set of eyes from time to time. My neck fan definitely comes in handy! I do get a little warm when I have visitors, but it's natural.

One thing we have been working on in math and reading is giving them slides with their tasks and picture cues, you might have saw our first math rotation slide as you were heading out. This is such an interesting year and group of students. After sitting with a coach this past Monday, we decided that this group will just always need those little reminders here and there. So we are starting to incorporate more. I also did think about an anchor chat (A huge hand) that has SWBST. I think that will help as a lot of them relate the it to their fingers.

I like the idea of number steps for their tasks, and I'm going to give that a try! We've used that in the morning (Example: 1. unpack, 2. sharpen pencils, etc.). That way we don't have to sit and go over them 5 times to make sure EVERYONE understands before they start. I feel like, of course I want to hold their hands, but at some point they have to be accountable too.

As far as support goes, I wouldn't mind another visit like this one if you have the time occasionally! We love a nice, friendly face and new ideas. Also, I feel like I am a bit all over the place with my certifications. I feel like I'm always 40 emails behind.

-P.S. Thank you for the granola bar! My students wanted me to share it with them because "we all did good". HAHA. Gotta love second grade!



Sebastian Elementary School

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

Sent: Thursday, February 11, 2021 10:25 PM

To: [REDACTED]@indianriverschools.org>

Subject: today's visit

Good evening, [REDACTED]

Thank you so much for opening your classroom to me today. Your kiddos are so lucky to have you! By the way, I LOVE your neck fan. Does it work well? I have been thinking about getting one. (I hope I did not make you get warm during today's lesson.)

Noticings: There were 12 students in class today. Teacher was circulating around the classroom and spoke/interacted with the students energetically. Teacher was using Class Dojo to reward students meeting expectations. Teacher told students they were going to partner read about Rosa Parks. Students needed to find out why Rosa Parks's contributions were important. Students explained to the teacher that they should use accountable talk. Teacher reiterated that students should be using the SWBST format to have a conversation with his/her partner. Students were to finish up at 12:30 with their conversations. Teacher set timer for 3 minutes. Teacher pushed a button and called for an emergency meeting - groups speaking too loudly. Teacher reviewed the "C" in CHAMPS expectations. Students practiced a voice level 1 and 2. Partner work resumed. Students were told verbally to read the paragraph first and then talk. With one minute left, teacher added two more minutes to the timer. The timer sounded and voices went off. Teacher probed some boys to answer her question. Teacher reminded them of CHAMPS expectations before going to center rotations. Teacher gave three step

directions to put away their Black History worksheet. Students were asked to smile and give a thumbs up when they were ready.

Wonderings: What was the learning goal attached to this partner activity? Have you considered creating/posting a SWBST anchor chart for students to refer to during this kind of activity? Have you considered writing out a short list of expectations for the activity for your visual learners? (ex. 1. Read the passage. 2. Talk to your partner using SWBST.)

Please let me know what I can do to support you. :) Enjoy your long weekend!

Terri Beckham

PD Specialist

Department of Educator Quality

772-564-3025 (office)

Follow me on Twitter @Terri_Beckham



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Re: today's visit

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

Wed 2/10/2021 8:13 PM

To: [REDACTED]@indianriverschools.org>

It's my pleasure. Please use me! Sending you nothing but the best for this Friday! :)

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, February 10, 2021 11:02 AM

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

Subject: Re: today's visit

Thank you, Terri, for helping me do better as a teacher. I really appreciate all that you do. I will let you know about the test on Friday. Promise 😊

[REDACTED]

Oslo Middle School

480 20th Ave SW

772-564-4062

Education is for improving the lives of others and for leaving your community and world better than you found it.-Marian Wright Edelman

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

Sent: Tuesday, February 9, 2021 11:34 PM

To: [REDACTED]@indianriverschools.org>

Subject: today's visit

Good evening [REDACTED],

Thank you for the warm welcome and hug this afternoon! I appreciate you spending your lunch time with me. (I hope you got the chance to finish your lunch this afternoon.) It was great chatting with you!

Noticings: Desks were arranged in three circles. Students came in the room. Teacher asked clap if you can hear my voice. (Students clapped.) She reminded students to follow directions of taking out their laptops. Teacher thanked [REDACTED] for logging in right away. They are starting chapter 11. Teacher reviewed the learning goal. Teacher realized most students did not have their earphones, so she played their Do Now video on the screen. Teacher took attendance during this time. 3/19 students put their eyes on the screen during the video.

Wonderings: How did students do answering their Do Now question? Have you thought about using the closed captions feature on the video for your visual learners?

I am here to support you. Please let me know what you need. I can't wait to hear from you on Friday! You've got this!

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

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Re: today's visit

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

Thu 2/11/2021 5:08 PM

To: [REDACTED]@irchs.org>

Sounds like a plan! Have a great long weekend!

Terri Beckham

PD Specialist

Department of Educator Quality

772-564-3025 (office)

Follow me on Twitter @Terri_Beacham



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

From: [REDACTED]@irchs.org>

Sent: Thursday, February 11, 2021 8:03 AM

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

Subject: Re: today's visit

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello Terri,

I think I will just re-take that subtest for less than half the cost of the verification session. And I would like to start the next Beacon Coursework. There does not seem to be much left, so I will go ahead and try to finish those up and then do the Reading Courses after that.

[REDACTED]

On Wed, Feb 10, 2021 at 8:04 PM Beckham, Terri <Terri.Beacham@indianriverschools.org> wrote:

[REDACTED]

Thank you for the open invitation. 😊 That means a lot to me.

You can do either. If you want to finish all Beacon coursework, I am fine with that. It's really up to you... Flexibility is key! Just tell me which you prefer.

As far as the testing goes, I did see that on Tuesday. I was like... DANGGGG!! So darn close! Honestly, I am not sure the \$75 charge to go in and see the test is worth it.

Especially for the essay since you will not get specific feedback on your essay. (Which completely stinks!) If you want to work with me on the essay, I am happy to help out! 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]@irchs.org>
Sent: Wednesday, February 10, 2021 12:29 PM
To: Beckham, Terri <Terri.Beckham@indianriverschools.org>
Subject: Re: today's visit

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Thank You Terri,

You are always welcome to my class. I do have a couple questions:

I see after the course I just finished, it says to do the Reading Courses. Can I try to finish the rest of the beacon courses and then finish it off with the reading, or is it recommended to finish the reading courses before moving forward?

I recently passed 3 Sections of the General Knowledge Test, though I received a 7/12 (one point short) on the essay portion. I see I can request a Scoring Verification but it is \$75 whereas just retaking it is half the price. Do you have a recommendation for which course of action I should take?

Thank you,

[REDACTED]

On Tue, Feb 9, 2021 at 10:13 PM Beckham, Terri <Terri.Beckham@indianriverschools.org> wrote:
Good evening [REDACTED]

Thank you for your time today and speaking with me during your planning time. I am sorry to have missed seeing you in action, but I will do my best to come by this week. (Maybe even one day next week.)

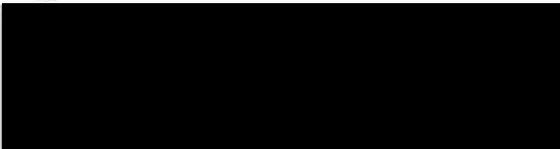
I am here to support you more than just through a computer screen. 😊

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

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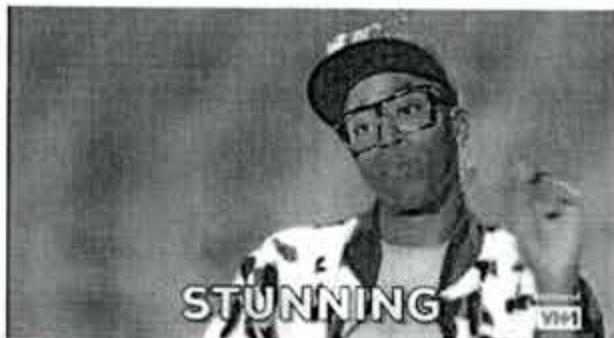
Re: today's visit

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

Thu 2/11/2021 5:12 PM

To: [REDACTED]@indianriverschools.org>

Oh my gosh!!!!



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

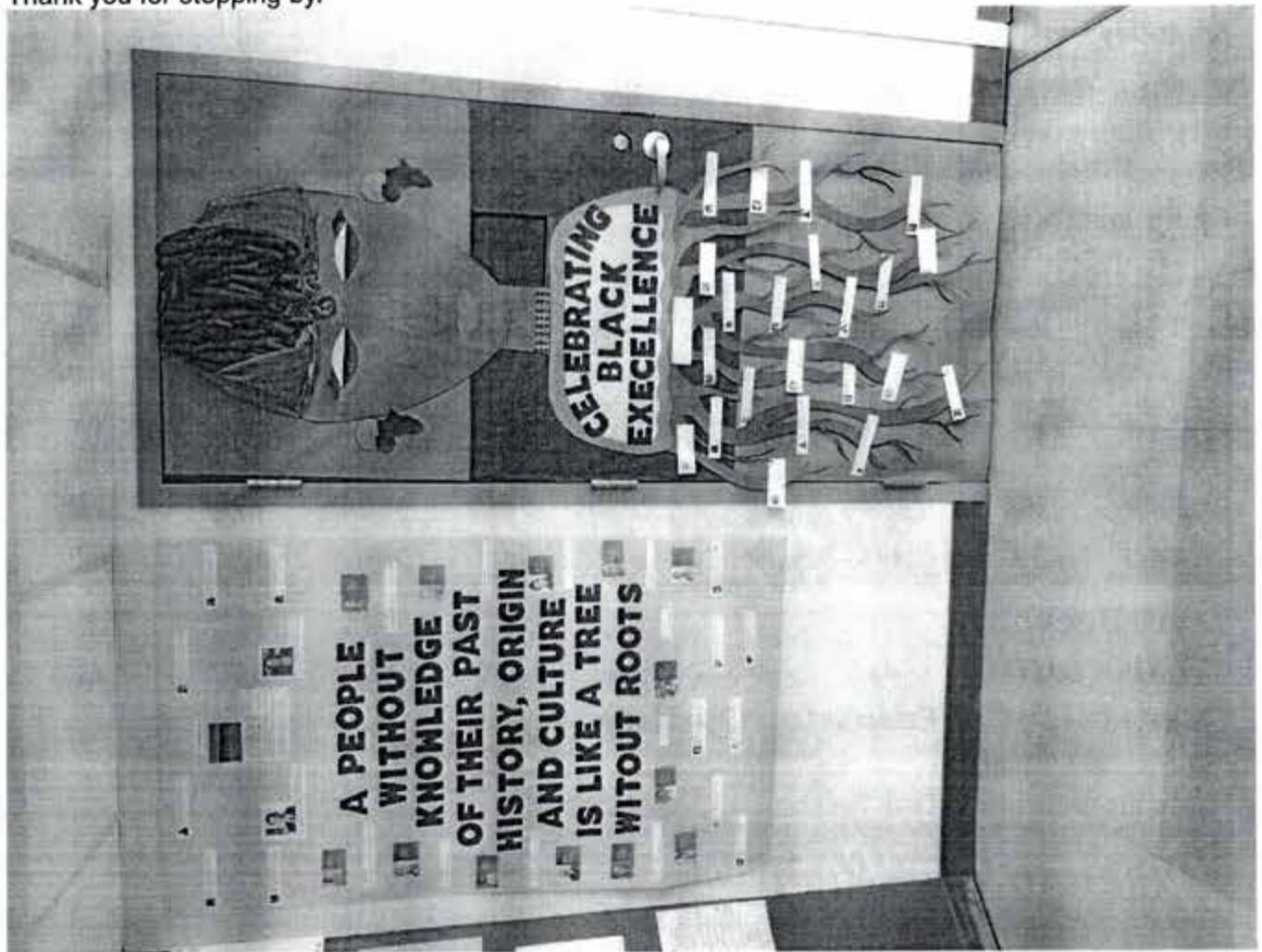
From: [REDACTED]@indianriverschools.org>

Sent: Thursday, February 11, 2021 9:52 AM

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

Subject: Re: today's visit

Thank you for stopping by.



[Redacted]

From: Beckham, Terri <Terri.Beacham@indianriverschools.org>
 Sent: Wednesday, February 10, 2021 10:53:45 PM
 To: [Redacted]@indianriverschools.org>
 Subject: today's visit

Good evening [Redacted]

Thank you for welcoming me into your classroom today! I enjoyed looking at your students' work samples plastered across the room. I think I am still jealous of your artistic abilities. lol

Please know I am here to support you - more than just through a computer screen. 😊 I hope you found a water bottle and granola bar in your mailbox. Enjoy your long weekend!

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



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Re: today's class

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

Thu 2/11/2021 5:07 PM

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

Thank you so much for responding. I appreciate the clarification. Have a great weekend!

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

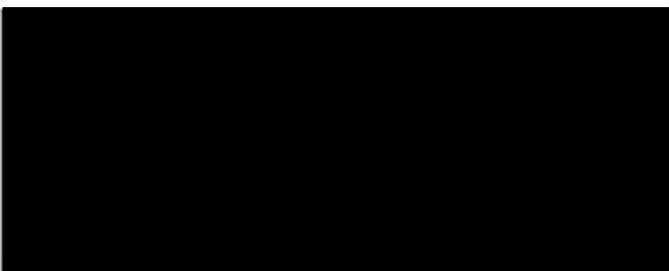
From: [REDACTED]@indianriverschools.org>

Sent: Thursday, February 11, 2021 7:27 AM

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

Subject: Re: today's class

Hello Terri, thank you for your feedback. Usually when students are done with everything, they have for me and others are still taking tests and quizzes, I allow them to do complete work for other classes until everyone is done, or I transition to new activity. Since yesterday was the "final" day of the week for them, I give them what I call amnesty. They can make up missing work from the last two weeks. Most of the students present in class yesterday were missing Big things like Unit Assessments and the like. There are some instances in class where students can use their mobile device if they do not have a computer to access school materials. The ones you saw on the phone, are ones that didn't want to listen. I write them up at this point in the year because they know the rules. One of them rushed through the test just so he could go on his phone. He kept trying to say he didn't have anything else to do, but when he opened his computer, he had work to complete on Achieve 3000.



"Thy word is a lamp unto my feet and a light unto my path." Psalm 119: 105

"Adversity causes some [people] to break, [but] others to break records." William Arthur Ward

From: Beckham, Terri <Terri.Beacham@indianriverschools.org>
Sent: Wednesday, February 10, 2021 10:12 PM
To: [REDACTED]@indianriverschools.org>
Subject: today's class

Hi [REDACTED],

Thank you so much for welcoming me into your classroom today.

Noticings: Teacher was at her desk sharing missing work with students, and 16 students present and most were on the computer taking a test. Students who finished their online test were encouraged to finish up make up work. At 11:25, 4 students were on their cellphones. Teacher continually circulated around the room. Standards for the 10th grade were posted on the side board. Front board (left side) had their agenda for the day. Teacher was checking Focus to see who was missing vocabulary.

Wonderings: For students who finished the test(s) and make up work, was did you want for them to accomplish during your 100-minute class? Are there any student who could have benefitted from remediation or enrichment?

Please know I am here to support you and not just through a computer screen. I hope you found a water bottle and granola bar in your mailbox. Please let me know if you need anything. :)

Enjoy your long weekend!

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



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today's visit

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

Thu 2/11/2021 8:43 PM

To: [REDACTED]@indianriverschools.org>

Hi [REDACTED]

Before I forget, please let me know when you can drop off your check for ACP payment (\$550). If you do it tomorrow, you can just have the receptionist put the check in my mailbox.

Thank you for the opportunity to visit you and your students today.

Noticings: Teacher passed out the worksheet packet on Greek Mythology. Some students mentioned they already started it. Teacher passed out their previous work. Prior to today, students worked with a partner outside as the computer were down that day on that same activity. Teacher asked students to turn in their books to page 212. The learning goal was to summarize the important contributions and achievements of the Greek Civilization. Determine the impact of key figures from ancient Greece. One student finished the packet, so she gave him a wordsearch. Teacher told students to finish up the packet, and if they needed help to raise their hands to ask. Teacher circulated around the room. One student finished and began deconstructing a pencil sharpener. Teacher redirected the student. As the teacher interacted with students, she asked probing questions, directed them to the paragraph from the text at could help answer the question, and related it to things today to help students gain understanding. Student asked for a pass at 9:08. She gave students 5-10 minutes warning to finish up their work. White boy in the rust shirt at the back of the room had his hand up for 4 minutes. I left the room at 9:14.

Wonderings: I noticed that students who finished early were given a word search. What academic learning goal is connected to this activity? Is there another possible choice that would help students practice the skills you want them to have? (ex. If you were a Greek living back in this time, how would you react to _____?) What process do you have in place to help you remember what you did with each class since you meet with them every other day? Have you thought about using a classroom timer to keep students moving along timewise?

Please let me know what I can do to best assist you. Have a wonderful long weekend!

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

today's visit

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

Wed 2/10/2021 8:49 PM

To: [REDACTED]@indianriverschools.org>

Thank you for allowing me the opportunity to chat about writing and such today during you and Amanda's planning time. I can't wait to hear how students respond to the writing activities you both have planned!

Please know I am here to support... more than just behind a computer screen. Thanks for your hard work. Please let me know what you need. :)

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

today's visit

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

Thu 2/11/2021 9:01 PM

To: [REDACTED]@indianriverschools.org>

Good evening [REDACTED]

Thanks for letting me know where to find you today. I know you are a teacher on the run. :)

Noticings: Teacher was working with two boys in math. The topic on their worksheet was perimeter. The general education teacher was teaching the whole group. [REDACTED] asked the two students at the back table if they understood the lesson. The boy showed her his answer. Teacher asked him to show his work. Another student asked the teacher a question. Teacher referred to the textbook (semicircles). Teacher modeled one problem for the student. One other student (boy from earlier) asked for help. Teacher referred to the book and modeled about circumference for circles. Student went back to plug in the numbers. One of the original boys was sitting in his swivel seat playing with a rubber band.

Wonderings: Would your students benefit from having fewer problems on a page with more room to show their work (without the crowding)? The boy in the green sweatpants and sweatshirt did not have his work in front of him/working. What was the expectation for him today? At the end of class, what evidence of learning did you have from the students on your caseload?

I hear you are going to take the ESE test in March. :) I am excited for you! I can help so much more than just behind a screen, so please let me know what you need from me.

Have a great long weekend!

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: visit

[REDACTED]@indianriverschools.org>

Wed 2/17/2021 7:32 AM

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

Yes I did it twice.

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

Sent: Tuesday, February 16, 2021 5:47 PM

To: [REDACTED]@indianriverschools.org>

Subject: Re: visit

Hi [REDACTED] I don't see the invite. ☹️

Did you go to people and type in my email? terri.beckham@indianriverschools.org

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

Sent: Saturday, February 13, 2021 11:45 PM

To: [REDACTED]@indianriverschools.org>

Subject: Re: visit

Great! Thank you. I will look for it when I log into Canvas. :)

Terri Beckham

PD Specialist

Department of Educator Quality

772-564-3025 (office)

Follow me on Twitter @Terri_Beacham



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

From: [REDACTED]@indianriverschools.org>

Sent: Saturday, February 13, 2021 9:19 PM

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

Subject: Re: visit

I sent an invite to add you to my canvas course.

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

Sent: Saturday, February 13, 2021 9:09 AM

To: [REDACTED]@indianriverschools.org>

Subject: Re: visit

Hi [REDACTED]

Just checking back. Please see email below. :)

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: Wednesday, February 10, 2021 8:56 PM

To: [REDACTED]@indianriverschools.org>

Subject: visit

Hey [REDACTED]

I am sorry to have missed you yesterday. I learned that you are now working from home, but I would LOVE to see you in action with your kiddos. Can you please invite me to your Canvas course, so I can stop by virtually and see you in action?

Talk to you soon!

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



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Re: today's visit

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

Thu 2/11/2021 5:22 PM

To: [REDACTED]@indianriverschools.org>

Thank you so much for your response. I understand this is a struggle. I am fully aware that you can only do what is in your control. Your food incentives often speak to the teen population. Bless that one child who feels unsafe at home. We just don't know what our students are going through at times. Thank you for your hard work!

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: Thursday, February 11, 2021 11:22 AM

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

Subject: Re: today's visit

Received. I am going to reply about the sleeping students. One had worked entire class and when given his second 10 min break he slept. Administration is aware of sleeping. This is why I started rewards Wednesdays and Fridays to help control. Most days the reward system works but some days it does not matter. I find the students will drop off into a hard sleep in less than 2 minutes. When this occurs it takes all the strength in the world to get them up. Staff here is waiting on the courts to permanently remove a student (the last sleeper) from his home and then we can control his sleeping because he will then be in a safe environment at night to sleep.

I have tried the movement and it does not work because the students are too lazy to get up and move with me.

More suggestions

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

Sent: Wednesday, February 10, 2021 9:35 PM

To: [REDACTED]@indianriverschools.org>

Subject: today's visit

Good evening [REDACTED]

Thank you for welcoming me into your class today. I am soooo sorry the internet was down making your life harder. I wish that if I did have something so big under my control, I would give us teachers a hefty pay raise. lol

Noticings: Six students were in the room, two teachers were available to students, 3 students were sleeping, 2 students were working on Engenuity, and 1 student was hesitant to log off. Teacher praised two students for their work - winners for this week. Teacher thoroughly sanitized each of the computers after students left. Students have individual charts to monitor lessons passed in Engenuity. Based on filling up their individual charts, students then make it to the larger bulletin board. New class came in and internet went out. Teacher kept momentum by reviewing CHAMPS expectations with two of the students who did not have access to the internet. Teacher moved through each letter of CHAMPS and gave an example of what that would look like. One of the two students was unfamiliar with the classroom expectations (CHAMPS).

Wonderings: Have you considered having students get up and move every 15-20 minutes to help students stay awake?

Please know I am here to support you in any way I can. :) Enjoy your long weekend!

Terri Beckham

PD Specialist

Department of Educator Quality

772-564-3025 (office)

Follow me on Twitter @Terri_Beckham



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Re: today's visit

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

Thu 2/18/2021 3:36 PM

To: [REDACTED]@indianriverschools.org>

That is GREAT news! I am glad to hear all is going well. Is there an afternoon I can stop by to watch you "do your thing?"

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: Thursday, February 18, 2021 3:15 PM

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

Subject: Re: today's visit

Hi Terry,

The plan is going well. we had developed a plan where [REDACTED] leads the group in the morning, and I lead in the afternoon. I worked with the students for the past two days and will continue to pull them out for small group. For now, everything seems to be going in the right direction. Thank you for your continued support.

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

Sent: Thursday, February 18, 2021 3:10 PM

To: [REDACTED]@indianriverschools.org>

Subject: Re: today's visit

Hi [REDACTED]

Just wanted to follow up. How is the plan that you and Heather created? What can I do to support you?

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:** Thursday, February 18, 2021 3:04 PM**To:** Beckham, Terri <Terri.Beckham@indianriverschools.org>**Subject:** Re: today's visit

Hi [REDACTED]

Just wanted to follow up. How is the plan that you and [REDACTED] created? What can I do to support you?

*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:** Tuesday, February 9, 2021 11:37 PM**To:** [REDACTED]@indianriverschools.org>**Cc:** [REDACTED]@indianriverschools.org>**Subject:** today's visit

Good evening [REDACTED],

Thank you for your time today. I apologize if my presence took you by surprise. Were you able to find my email?

It was a pleasure chatting with you today. I was able to gain a better understanding of your current reality. I will check back with you on Thursday to see how things are going

with this new plan. I am eager to hear about your success!

Please let me know if I can be of assistance. I can do more than just assist behind a computer screen. :)

Terri Beckham

PD Specialist

Department of Educator Quality

772-564-3025 (office)

Follow me on Twitter @Terri_Beckham



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today's visit

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

Wed 2/10/2021 10:51 PM

To: [REDACTED]@indianriverschools.org>

Good evening [REDACTED]

You successfully made it through what was a rough day a year ago. I am proud of you! Thank you for welcoming me into your economics class this afternoon.

Noticings: 18 Students and 1 teacher were sitting at their desks; two students were presenting at the front of the room. The girl did all of the talking for the presentation. The learning goal was to determine the characteristics, roles, and goals. Two students were on their phones with earbuds in (including the boy up front presenting). Teacher asked who else needed to present. Teacher then reviewed the rights of consumers - 4 rights. She related it to Gorilla Glue Girl. Students became more vocal during this part of the lesson. Students took a mask break before starting chapter 4 lesson 1 vocabulary.

Wonderings: For the one boy who had his Word document submitted, why did you not have him present to his classmates? Was there a rubric for this project? Is there something students who are not presenting can do /respond to while others are presenting? How did this project relate to the learning target for the day?

Please know I am here to support you in any way I can. I hope you found a granola bar and water bottle in your mailbox.

Enjoy your weekend!

I hope you found the granola bar and water in your mailbox. Enjoy your weekend!

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



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/19/2021

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

Report generated by: Colleen Lord, Ed.D. and Terri Beckham

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
Action Step:

- Conduct a New Employee Orientation at the start of the second semester for those hired after the start of the school year.

Explanation of Evidence: The New Teacher Orientation rosters and survey results for the Secondary and Elementary New Teacher Orientation sessions held at the Vero Beach High School Freshman Learning Center on the afternoon of January 27th are included in this documentation. All teachers hired after the first New Teacher Orientation (August 1st) were invited to this session via email and were encouraged to sign up for the session via an Office 365 form. Dr. David Moore, Superintendent of Indian River School District, and Mr. Richard Myhre, Assistant Superintendent of Curriculum and Instruction, spoke to the new hires at the start of each session. A picture has been included in the documentation. Other speakers/presenters were Dr. Colleen Lord and Terri Beckham. An agenda and the PowerPoint for the two-hour sessions are also included in the documentation. During the whole group session, participants learned about instructional routines and equity. Breakout sessions included technology assistance, answering HR, Benefits, and Payroll questions, and problem solving.

Results of Action Taken: There was a total of 13 African American teachers hired since August 1, 2020. 28 Teachers attended the New Teacher Orientation. 25% of the attendees were African American teachers. Teachers were given a follow up email thanking them for their time and an invitation to reach out should they have any questions or concerns. As a result of the survey, additional resources were provided to new African American teachers.

Reflection/Next Steps: Teachers were engaged in the interactive sessions which focused on District Resources and the SDIRC Curriculum Framework. Our next steps would be to follow up with an email to check in on our new hires and continue to offer support. When planning the next New Teacher Orientation, we will host a four-hour session for each group instead of two hours.

2007002: Elementary New Teacher Orientation

Teachers, assistants, counselors, and behavioral support will learn more about SDIRC's expectations and offerings.

Audience 3, 4, 5, 13, 14
 Meeting Date(s) • #1 Jan 27 2021 2:00PM - 4:00PM
 Location(s) • Vero Beach High School Freshman Learning Center
 Owner/Manager Theresa Beckham - Terri.Beckham@indianriverschools.org
 Instructor(s) • Theresa Beckham
 • EQUITY, CULTURE, & CLIMATE: Strategy 2.1: Expand evidence-based social-emotional and mental h
 Goal(s) • TALENT DEVELOPMENT & SUPPORT: Strategy 4.3: Create and implement a plan that incorporates strat
 Purpose(s) • C - Florida Educators Certificate Renewal
 Building(s) • -All-
 Department(s) • -All-
 Grade(s) • -All-

Hours 2.00
 Cost \$ 0.00
 # Enrolled 10/75

Program/Sponsor District Catalog
 Contact: Gregory MacDonald

#	Name District Building	Approval Status	Hours#1	Awarded Hours	Evals
1.	DiPietro, Courtney 0201 - GLENDALE ELEMENTARY	Complete	2.00	2.00	☺
2.	Escobar, Oscar 0141 - CITRUS ELEMENTARY	Complete	2.00	2.00	•
3.	Jefferson, Marjorie 0151 - DODGERTOWN ELEMENTARY	Complete	2.00	2.00	•
4.	Okwan, Essence 0201 - GLENDALE ELEMENTARY	Complete	2.00	2.00	•
5.	Palacios, Erika 9224 - STUDENT SERVICES	Complete	2.00	2.00	•
6.	Peskoff, Brittany 0151 - DODGERTOWN ELEMENTARY	Complete	2.00	2.00	•
7.	Shepard, Dustin 0131 - WABASSO SCHOOL FOR EXCE	Complete	2.00	2.00	•
8.	Slaughter, Makilah 0061 - BEACHLAND ELEMENTARY	Complete	2.00	2.00	•
9.	Vickers, Darius 0061 - BEACHLAND ELEMENTARY	Complete	2.00	2.00	•
10.	Zugay, Baily 9010 - SUBSTITUES-POSITION CON	Complete	2.00	2.00	•

Close & Exit

2007002: Secondary New Teacher Orientation

Teachers, assistants, counselors, and behavioral support will learn more about SDIRC's expectations and offerings.

Audience	6, 7, 12, 13, 14		
Meeting Date(s)	#1 Jan 27 2021 1:15PM - 3:15PM		
Location(s)	Vero Beach High School Freshman Learning Center		
Owner/Manager	Theresa Beckham - Terri.Beckham@indianriverschools.org		
Instructor(s)	<ul style="list-style-type: none"> Theresa Beckham EQUITY, CULTURE, & CLIMATE: Strategy 2.1: Expand evidence-based social-emotional and mental h 		
Goal(s)	<ul style="list-style-type: none"> TALENT DEVELOPMENT & SUPPORT: Strategy 4.3: Create and implement a plan that incorporates strat 	Hours	2.00
Purpose(s)	C - Florida Educators Certificate Renewal	Cost	\$ 0.00
Building(s)	-All-	# Enrolled	18/75
Department(s)	-All-		
Grade(s)	-All-		

Program/Sponsor District Catalog
 Contact: Gregory MacDonald

#	Name District Building	Approval Status	Hours#1	Awarded Hours	Eval
1.	AguilarHernandez, Juan 0291 - SEBASTIAN RIVER HIGH SC	Complete	2.00	2.00	⊙
2.	Anastasio, Lacie 0031 - VERO BEACH HIGH SCHOOL	Complete	2.00	2.00	⊙
3.	Baines, Aquaria 0031 - VERO BEACH HIGH SCHOOL	Complete	2.00	2.00	⊙
4.	Bell, Ruti 0291 - SEBASTIAN RIVER HIGH SC	Complete	2.00	2.00	⊙
5.	Benyola, Joshua 0271 - OSLO MIDDLE SCHOOL	Complete	2.00	2.00	⊙
6.	Carter, Ariana 0271 - OSLO MIDDLE SCHOOL	Complete	2.00	2.00	⊙
7.	Crowley, Anna 0271 - OSLO MIDDLE SCHOOL	Complete	2.00	2.00	⊙
8.	Divers, Crystal 0291 - SEBASTIAN RIVER HIGH SC	Complete	2.00	2.00	⊙
9.	Franzone, Stephen 0271 - OSLO MIDDLE SCHOOL	Complete	2.00	2.00	⊙
10.	FullerRhaheed, Jacqueline 0271 - OSLO MIDDLE SCHOOL	Complete	2.00	2.00	⊙
11.	Horning, Charles 0081 - GIFFORD MIDDLE SCHOOL	Complete	2.00	2.00	⊙
12.	Kramm, Kelly 0271 - OSLO MIDDLE SCHOOL	Complete	2.00	2.00	⊙
13.	Lane, Taylor 0031 - VERO BEACH HIGH SCHOOL	Complete	2.00	2.00	⊙
14.	McFall, Gabrielle 0371 - STORM GROVE MIDDLE SCHO	Complete	2.00	2.00	⊙
15.	McLemore, Laura 0031 - VERO BEACH HIGH SCHOOL	Complete	2.00	2.00	⊙
16.	Moore, Aurelia 0271 - OSLO MIDDLE SCHOOL	Complete	2.00	2.00	⊙
17.	Newcomb, Jennifer 0171 - SEBASTIAN RIVER MIDDLE	Complete	2.00	2.00	⊙
18.	Sirois, Jacob 0291 - SEBASTIAN RIVER HIGH SC	Complete	2.00	2.00	⊙

Close & Exit

School District of Indian River County

Workshop Evaluation

Survey Results

Activity Summary

Secondary New Teacher Orientation

Session Code: 2007002

Program: District Catalog

Activity Owner/Manager: Theresa Beckham - Terri.Beacham@indianriverschools.org

Audience: 6, 7, 12, 13, 14

Dates: 1/27/2021

Hours: 2

Enrolled: 18/75

Wait: 0/0

Question #1

Content (relevant and current information)



District Wide Users Responding = 3

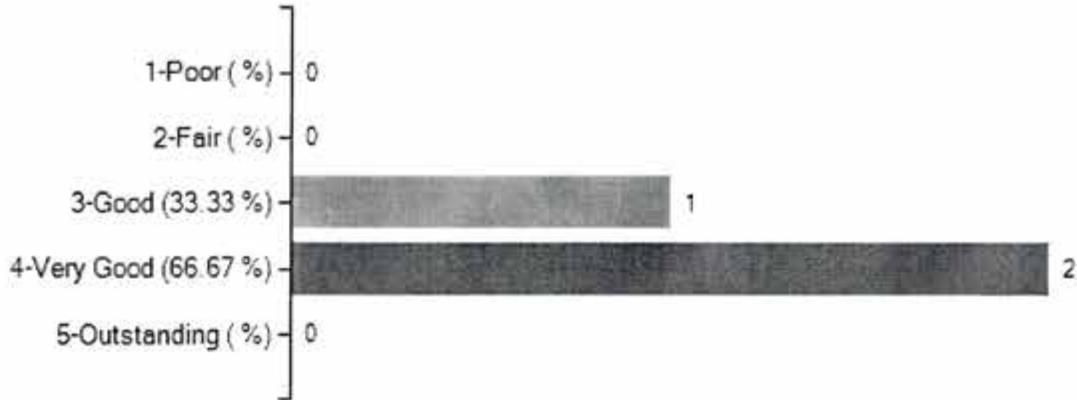
2/18/2021

Question #2

Presentation (presenter's skills, organization)

School District of Indian River County

Workshop Evaluation



District Wide Users Responding = 3

2/18/2021

Question #3

Materials (handouts, worksheets)



District Wide Users Responding = 3

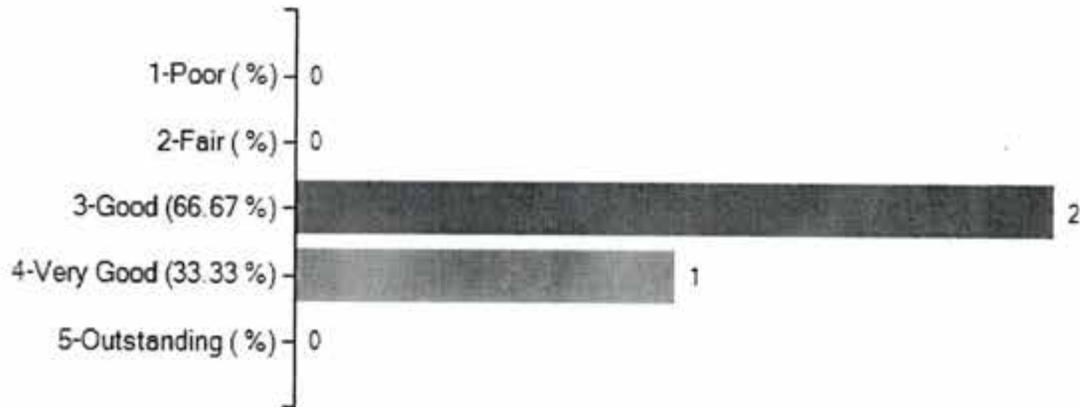
2/18/2021

Question #4

Participation (activities, interactive focus)

School District of Indian River County

Workshop Evaluation

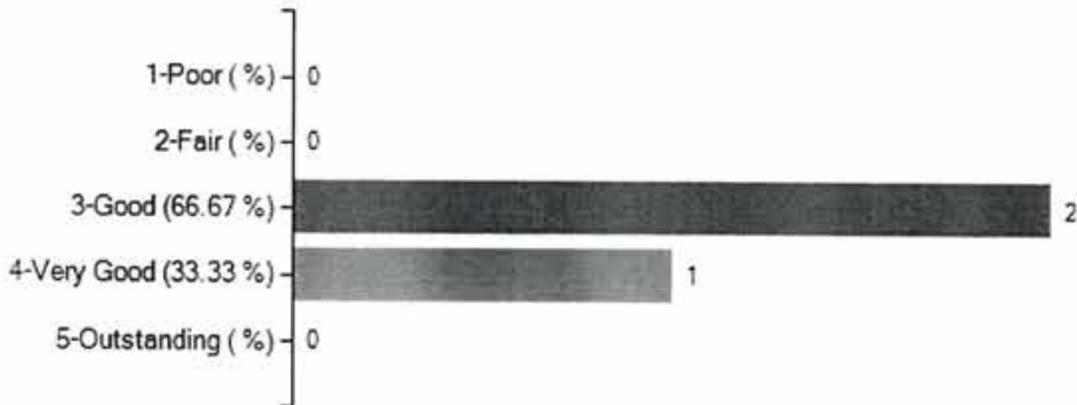


District Wide Users Responding = 3

2/18/2021

Question #5

Overall Workshop/Presentation



District Wide Users Responding = 3

2/18/2021

Question #6

What was the most valuable aspect of the workshop/presentation?

Responses are anonymous

Responses

- 1 Meeting district employees
- 2 I felt that the separation into groups depending on teachers' specific needs was beneficial.
- 3 Gave me a better understanding of the district vision for the future and to ensure student success

Question #7

What suggestions do you have for improvement?

Responses are anonymous

School District of Indian River County

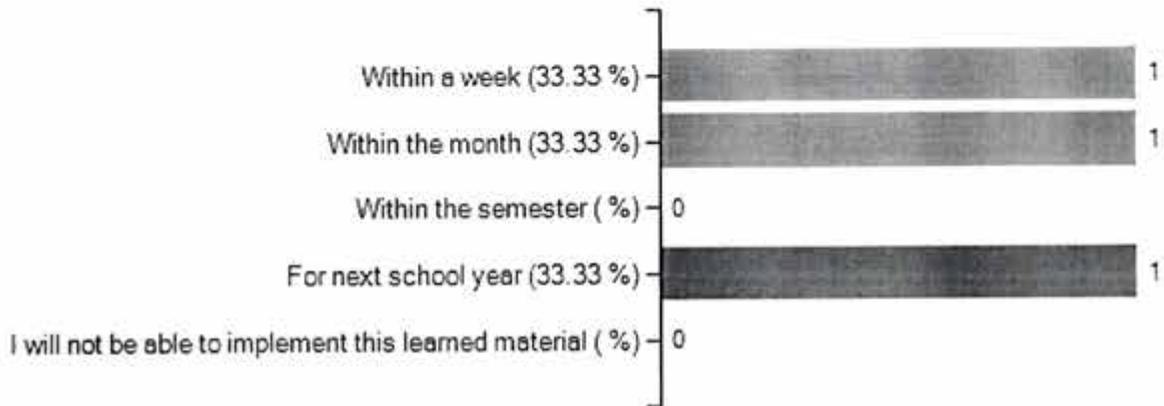
Workshop Evaluation

Responses

- 1 None, would have been better for me to attend at the beginning of the year but unfortunately I was unable to attend.
- 2 The time frame was shorted and I felt that teacher introductions took up a lot of the time when we could have seen more of the presentation.
- 3 None at this time

Question #7

When will you implement this information into your classroom?



District Wide Users Responding = 3

2/18/2021



New Teacher Orientation

January 27, 2021

VBHS FLC

1:15 - 3:15 pm (Secondary)

2:00 - 4:00 pm (Elementary)

Time	Topic	Presenter
10 min.	Welcome to SDIRC	Dr. Moore
10 min.	Community Building	C&I and HR
5 min.	"10 Reasons Why"	C&I and HR
5 min.	Supports for ALL teachers	C&I
20 min.	Instructional Routines	C&I
20 min.	Equity	C&I
Breakout - based on teacher need		
	Class Link, Email, Frontline, & Focus	C&I
	HR, Payroll, & Benefits	Suit, Ritch, Yeitter
	iReady (K-8 ELA or Math teachers)	Julie Green
	Problem Solving	C&I
	Questions/Wrap Up	C&I and HR

SDIRC
Instructional
Staff
Orientation



January 27, 2021
VBHS FLC

23



Welcome to SDIRC

- Community Building
- *10 Reasons Why*
- Supports for ALL teachers
- Instructional Routines
- Equity

24



- Classlink, Email, Frontline, & Focus
- HR, Payroll, & Benefits
- iReady (K-8 ELA and/or Math teachers)
- Solution Central
- Questions/Wrap Up

25

Welcome




26

On your cardstock, write your name and school.

We will share out the following:

- Name
- School
- Why I came to work in SDIRC
- Goal (work or personal related)
- One fun fact about yourself



27

Norms

- Start and end on time
- Cell phones on vibrate/silent
- Be respectful toward colleagues
- Listen to and hear one another's viewpoints
- Come prepared
- Remain engaged
- Be positive



28

Top 10 Reasons
Why You Should Work for the SDIRC



29

Top 10 Reasons: Why SDIRC?

#10

One of America's Happiest Seaside Towns 2018-
Coastal Living



30

Top 10 Reasons: Why SDIRC?

#9

Competitive salary and benefits package



31

Top 10 Reasons: Why SDIRC?

#8

Centrally Located



32

Top 10 Reasons: Why SDIRC?

#7

Old town feel nestled in beautiful nature
landscapes



33

Top 10 Reasons: Why SDIRC?

#6

Top Employer in Indian River County



34

Top 10 Reasons: Why SDIRC?

#5

Committed to
Courageous Conversations about RACE



35

Top 10 Reasons: Why SDIRC?

#4

Quality and comprehensive
professional development



36

Top 10 Reasons: Why SDIRC?

#3

Leadership academies for ALL to grow



37

Top 10 Reasons: Why SDIRC?

#2

SDIRC CareHere! Center available for
employees, retirees, spouses, and dependents



38

Top 10 Reasons: Why SDIRC?

#1

We PROMISE to listen, support, be inclusive
and equitable, build instructional leaders, and
work stronger together!



39

Top 10 Reasons: Why SDIRC?



- 1) One of America's Happiest Seaside Towns 2018-Coastal Living
- 2) Competitive salary and benefits package
- 3) Centrally Located
- 4) Small town vibe nestled in beautiful nature landscapes
- 5) Top Employer in Indian River County
- 6) Committed to Courageous Conversations about RACE
- 7) Quality and comprehensive professional development
- 8) Leadership academies for ALL to grow
- 9) SDIRC CareHere! Center available for employees, retirees, spouses, and dependents
- 10) We PROMISE to listen, support, be inclusive and equitable, build instructional leaders, and work stronger together!

40

Let's Process

Square – How does this “square” with your thinking?

Triangle – Three things you learned

Circle – What questions do you still have going around in your mind?

Arrow – What are your next steps?

41

Supports for ALL Teachers

- ALL teachers new to the District receive a mentor assigned by school administration.
- New Teachers (0-3 years experience) receive a mentor for the entire school year.
- Veteran teachers (4+ years experience) receive a peer teacher for at least ½ a school year.

42

- PDC Representative – teacher at each school willing and able to assist
- Instructional Coach – Literacy, Math, and Science/STEM
- PD and Content Specialists – Curriculum and Instruction Team

Advocate for yourself! Ask questions. Everyone is wanting to see you succeed! If you are successful, your students are successful!

43

44

Instructional Routines

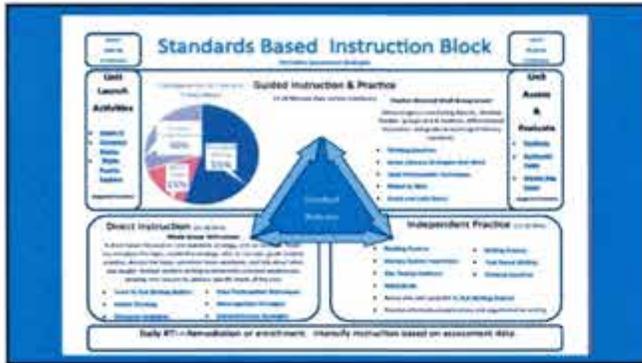
What does a block of time look like with your students?

45

Instructional Routines

- Do Now/Engage
- Whole group (I Do, We Do, You Do)
Guided, Direct, Independent
- Small group
- Enrichment/remediation
- Formative assessments
- Wrap Up

46



47

Curriculum and Instruction Resources

Curriculum and Instruction

RESOURCES

Curriculum & Instruction

Curriculum and Instruction

48

Math

Elementary Math Resources

49

Math

Instructional Routines

Instructional Routine	Name	Modified	Modified By
Instructional Routine	Elementary Math Resources_2021-2022.pdf	January 7, 2021	...

50

CONTENT NEEDS TO BE SIMPLIFIED AND SLOWED DOWN

WHAT DO I WANT MY STUDENTS TO KNOW?

HOW DO I KNOW THEY KNOW IT?

51

Student Engagement-Aligned to Standards

- Start with the learning goal
- Plan assessment
- Backwards Design
- Plan with curriculum maps with grade level/department

52

Characteristics of a Well Managed Classroom

- Students are involved in work. Very little lecturing.
- Students know the expectations and follow the expectations.
- Students feel and are successful.
- There is little to no wasted time, confusion, or disruption. Transitions are tight.
- The classroom climate is work orientated but relaxed.

53



54

Questions to Ponder

- What resonated with you after watching the video?
- What are some things that we can do to help all students succeed in school?
- How are belonging and equity connected?

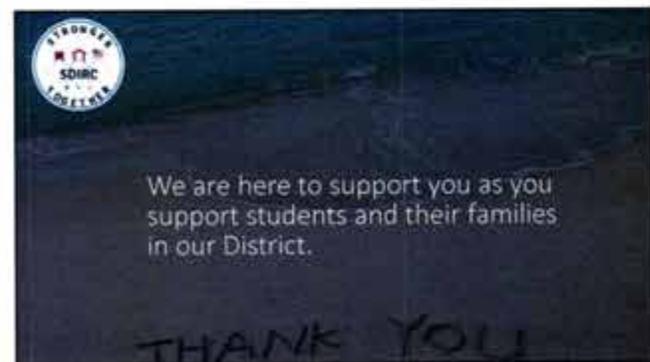
55



56

Two educators work in a school. One is on a "job." The other is on a "mission." Their results will be dramatically different.

57



58

Breakout Rooms

- K-8 Reading/Math – Julie Green iReady (704 computer lab)
- Classlink, Focus, Frontline, and Office 365 (137 computer lab)
- HR, Payroll, & Benefits (library)
- Solution Central (library)

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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"> • Ensure involvement of African American staff members in contacts with career placements offices and/or HBCUs.¹ • Create and build 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 • 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. • Advertise school choice options as part of recruiting to show diversity of programs and innovation that exists in SDIRC. • Work with IRCEA to facilitate employment of African American instructional staff.¹ • List the 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
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? • 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?

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 representative participating in contacts, action steps/timelines of recruitment efforts, meeting agenda(s) of the Focus Group of African American community members, advertisement of school choice options, contacts with IRCEA, webpage with NAACP listed as a community partner, vacancy report with race/ethnicity of applicants interviewed.

Progress Update

The Department of Recruitment, Retention, and Professional Practices has established a diverse recruitment team that assist with contacts with potential candidates. Currently, 60% of the staff members on the recruitment team are African American. Due to COVID-19, contacts made with HBCUs and during career fairs have been occurring virtually or via online

platforms. To date, for the 2020-2021 academic year, the District has made contact with 16 HBCUs as part of recruitment efforts.

The District has an established recruitment plan that includes information specific to minority recruitment. Additionally, the WEpromise program is being implemented to showcase strengths of the District and support recruitment efforts. Presently, 11% of certified instructors are African American, as compared with 18% of students in the District who are identified as African American. There has been a two-percentage point increase in the percentage of African American certified instructors since Quarter 4 of 2019-2020. Despite this increase, additional recruitment efforts are needed to align the percentage of African American instructors with the overall representation of African American students in the District. To continue to increase the recruitment of African American certified instructors, the District is implementing various strategies such as registering for virtual career fairs, publicizing the Wepromise program through social media, requiring principals to interview diverse applicants when possible, meeting with the SDIRC Recruitment Focus Group of African American community members, and posting vacancies on platforms such as the Diversity in Education website.

Racial/Ethnic Representation of the SDIRC Recruitment Team (%)					
Retrieved 02/22/21					
African American	American Indian/ Alaskan Native	Asian	Hispanic	Other	White, Non-Hispanic
60%	0%	0%	6.7%	6.7%	26.7%

Representation of Certified Instructors by Race/Ethnicity (%)				
Retrieved 02/23/21				
Race/Ethnicity	Quarter 4 (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
African American	9%	11%	10%	11%
White, Non-Hispanic	84%	82%	82%	82%



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/19/2021

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

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

Action Steps 1,3,7: Joint Plan Section III – Strategies for Recruitment of African American Teachers

Action Steps:

- Ensure involvement of African American staff members in contacts with career placements offices and/or HBCUs.
- Utilize multiple methods of communication to establish and grow relationship between the District and Historically Black Colleges and Universities (HBCUs).
- Advertise school choice options as part of recruiting to show diversity of programs and innovation that exists in SDIRC.

Explanation of Evidence: The SDIRC Recruitment Team consists of 15 members. Of the 15 members, 60% are African American, 7% are Hispanic, and 27% are White, non-Hispanic. For each Virtual Career Fair, a diverse group of team members are scheduled (when possible) to interact with potential future educators. The Virtual Fair list shows the fairs already attended and the members who participated. Also provided are the individual emails or correspondence between the Director of Recruitment and the contact person for HBCUs as well as a response from a candidate from the FAMU Virtual Fair. Please note that correspondence includes the link to the SDIRC SCHOOL CHOICE BOOKLET. Also provided are a few previous contacts with HBCUs from earlier in the year. Handshake is a platform that allows SDIRC to post positions specifically targeted at schools of choice. Attached is a list of jobs posted and what school was targeted.

Results of Action Taken: Results of actions taken so far this year are that we have made contacts with the following HBCUs- FAMU, Bethune-Cookman University, Florida Memorial University, Xavier University of Louisiana, Delaware State University, Grambling State University, University of Maryland Eastern Shore, Virginia State University, Morehouse College, Tennessee State University, South Carolina State University, Norfolk State University, Howard University, North Carolina A&T University, Spellman College, and Edward Waters College. Other contacts made include University of Florida, University of Central Florida, University of South Carolina, and University of Georgia.

Reflection/Next Steps: The Director of Recruitment will continue to build relationships with HBCUs and other career placement offices. Members of the SDIRC Recruitment Team will continue to participate in virtual career fairs and any other recruiting events scheduled. School choice options have been incorporated into the WEpromise Recruiting Video as well as part of the marketing for SDIRC.

STATE	CITY	RECRUITMENT EVENT	EVENT DATE	Attended
Florida	VIRTUAL	FIU Employer Virtual Open House	September 9, 2020	✓
Florida	Vero Beach	SDIRC Career Fair	TBD (March 2021)	
Florida	Orlando	Great Florida Teach In	TBD (APRIL 2021)	
Virtual Career Fair	VIRTUAL	DIVERSITY in Ed Career Fair	October 2020	✓
Florida	Orlando	Florida Fund for Minority Teachers	TBD	
Florida	VIRTUAL	University of Miami- HireACane Academy: Building a Culture of Inclusion	December 9, 2021	✓
Florida	VIRTUAL	FAMU	January 27, 2021	✓
Georgia	VIRTUAL	UGA Virtual Spring Career and Internship Fair 2021	February 3, 2021	✓
South Carolina	VIRTUAL	USC Education Fair	February 9, 2021	✓
Florida	VIRTUAL	FIU Virtual Career Fair ALL MAJORS Spring 2021	February 24, 2021	
Washington DC	VIRTUAL	Howard University Spring 2021 Virtual All Majors Career Fair	February 25, 2021	
Florida	VIRTUAL	Bethune-Cookman University's Spring 2021 Virtual Graduate School and Career Fair	March 17, 2021	
North Carolina	VIRTUAL	NC A&T Education Career Fair	March 9, 2021	
Alabama	VIRTUAL	UAB Education Interview Day-Spring 2021	March 31, 2021	

STATE	Participants	RECRUITMENT EVENT	EVENT DATE	Attended
Florida	Beth Hofer	FIU Employer Virtual Open House	September 9, 2020	✓
Florida	Vero Beach	SDIRC Career Fair	TBD (March 2021)	
Florida	Orlando	Great Florida Teach In	TBD (APRIL 2021)	
Virtual Career Fair	Beth Hofer, Chris Cummings	DIVERSITY in Ed Career Fair	October 2020	✓
Florida	Orlando	Florida Fund for Minority Teachers	TBD	
Florida	Beth Hofer	University of Miami- HireACane Academy: Building a Culture of Inclusion	December 9, 2021	✓
Florida	Beth Hofer, Germaine Johnson, Jayde Norwood	FAMU	January 27, 2021	✓
Georgia	Beth Hofer, Terri Beckham	UGA Virtual Spring Career and Internship Fair 2021	February 3, 2021	✓
South Carolina	Beth Hofer, Ramon Echeverria	USC Education Fair	February 9, 2021	✓
Florida	VIRTUAL	FIU Virtual Career Fair ALL MAJORS Spring 2021	February 24, 2021	
Washington DC	VIRTUAL	Howard University Spring 2021 Virtual All Majors Career Fair	February 25, 2021	
Florida	VIRTUAL	Bethune-Cookman University's Spring 2021 Virtual Graduate School and Career Fair	March 17, 2021	
North Carolina	VIRTUAL	NC A&T Education Career Fair	March 9, 2021	
Alabama	VIRTUAL	UAB Education Interview Day-Spring 2021	March 31, 2021	

Hofer, Beth

From: handshake@mail.joinhandshake.com on behalf of Office of Career Services via joinhandshake.com <handshake@mail.joinhandshake.com>
Sent: Thursday, February 11, 2021 2:12 PM
To: Hofer, Beth
Subject: Please Email Your Logo

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good afternoon,

Thank you for registering for our Graduate School and Career Fair. In an effort to increase student interest in the fair, please email your company/department's logo to mccallj@cookman.edu to be included in a flyer.

This flyer will list the graduate schools and employers attending the fair and will be emailed to students next week.

Should you have any questions or concerns, please contact me directly at mccallj@cookman.edu or 386-481-2425.

Junell McCall, M.S.' M.Ed.
Associate Director of Career Services

This email was sent to Beth Hofer from Bethune-Cookman University.
[Unsubscribe from Bethune-Cookman University](#) • [Unsubscribe from all Career Centers](#)
P.O. Box 40770, San Francisco, CA 94140

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.

Hofer, Beth

From: Tamika Lee <tlee@desu.edu>
Sent: Thursday, February 11, 2021 9:01 AM
To: Hofer, Beth
Subject: RE: CAREER FAIR

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good morning,

Thank you for your email. Unfortunately our Spring fair is completely full and all booths have been accounted for. However we will be hosting a March Madness Mini Career Fairs specific to career fields/colleges next month. More information will be shared end of this month. I can include you in that email if you are interested?

Kind regards,
Tamika

From: Hofer, Beth <Beth.Hofer@indianriverschools.org>
Sent: Wednesday, February 10, 2021 10:16 PM
To: Tamika Lee <tlee@desu.edu>
Subject: CAREER FAIR

Good evening!

The School District of Indian River County wants to be part of your career fair. We have several employees who are graduates of Delaware State University! Please add us to the waiting list or let me know if we can join!

Thank you for your consideration.



BETH HOFER

Director of Recruitment, Retention and Professional Practices
School District of Indian River County
Beth.Hofer@indianriverschools.org

772-564-3148

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Hofer, Beth

From: handshake@mail.joinhandshake.com on behalf of Center for Career and Professional Success via joinhandshake.com <handshake@mail.joinhandshake.com>
Sent: Wednesday, February 10, 2021 4:54 PM
To: Hofer, Beth
Subject: Howard University Spring Break Notification

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.



Greetings,

Employers, this email is being sent to notify you of the dates of the Howard University Spring Break week, scheduled for March 6 - 14, 2021. The campus will be closed to all activities related to career services. Please schedule any virtual Events or virtual Interviews before or after that week. Thank you, in advance, for your kind consideration of this request.

Sincerely,

The CCPS Team

"Excellence in Truth and Service"

We want to hear from you! Tell us how we are doing [here](#).

Follow us on Facebook, Twitter, and Instagram!
F [@CCPSHoward](#) | T [@HowardCCPS](#) | I [howardccps](#)



Center for Career and Professional Success

careerservices@howard.edu | careerservices.howard.edu | howard.joinhandshake.com

This email was sent to Beth Hofer from Howard University.

[Unsubscribe from Howard University](#) • [Unsubscribe from all Career Centers](#)

P.O. Box 40770, San Francisco, CA 94140

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.

Hofer, Beth

From: Handshake <handshake@notifications.joinhandshake.com>
Sent: Wednesday, February 10, 2021 10:07 PM
To: Hofer, Beth
Subject: You have a new notification on Handshake

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Handshake

You're in!

Hello Beth,



Good news Beth Hofer! You have been approved to post jobs, post events at [Norfolk State University](#)

You're now well on your way to activating your university network and unlocking a world of possibilities!

If you'd no longer like to receive emails like this you can [sign in](#) to manage your notification preferences or [unsubscribe](#).

Handshake

P.O. Box 40770, San Francisco, CA 94140

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.

Hofer, Beth

From: Handshake <handshake@notifications.joinhandshake.com>
Sent: Wednesday, February 10, 2021 11:44 PM
To: Hofer, Beth
Subject: You have a new notification on Handshake

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Handshake

You're in!

Hello Beth,



Good news Beth Hofer! You have been approved to create interview schedules, post jobs, post events at [Grambling State University](#)

You're now well on your way to activating your university network and unlocking a world of possibilities!

If you'd no longer like to receive emails like this you can [sign in](#) to manage your notification preferences or [unsubscribe](#).

Handshake

P.O. Box 40770, San Francisco, CA 94140

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Hofer, Beth

From: Handshake <handshake@notifications.joinhandshake.com>
Sent: Thursday, February 11, 2021 6:26 AM
To: Hofer, Beth
Subject: You have a new notification on Handshake

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Handshake

You're in!

Hello Beth,



Good news Beth Hofer! You have been approved to search students, post work study jobs, post jobs, message students at [Morehouse College](#)

You're now well on your way to activating your university network and unlocking a world of possibilities!

If you'd no longer like to receive emails like this you can [sign in](#) to manage your notification preferences or [unsubscribe](#).

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Hofer, Beth

From: Handshake <handshake@notifications.joinhandshake.com>
Sent: Thursday, February 11, 2021 8:06 AM
To: Hofer, Beth
Subject: You have a new notification on Handshake

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Handshake

You're in!

Hello Beth,



Good news Beth Hofer! You have been approved to create interview schedules, post jobs, post events at [Virginia State University](#)

You're now well on your way to activating your university network and unlocking a world of possibilities!

If you'd no longer like to receive emails like this you can [sign in](#) to manage your notification preferences or [unsubscribe](#).

Handshake

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Hofer, Beth

From: Handshake <handshake@notifications.joinhandshake.com>
Sent: Thursday, February 11, 2021 8:23 AM
To: Hofer, Beth
Subject: You have a new notification on Handshake

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Handshake

You're in!

Hello Beth,



Good news Beth Hofer! You have been approved to post jobs, post events at [University of Maryland Eastern Shore](#)

You're now well on your way to activating your university network and unlocking a world of possibilities!

If you'd no longer like to receive emails like this you can [sign in](#) to manage your notification preferences or [unsubscribe](#).

Handshake

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Hofer, Beth

From: Handshake <handshake@notifications.joinhandshake.com>
Sent: Thursday, February 11, 2021 2:13 PM
To: Hofer, Beth
Subject: You have a new notification on Handshake

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Handshake

You're in!

Hello Beth,



Good news Beth Hofer! You have been approved to create interview schedules, post jobs, post events at [Xavier University of Louisiana](#)

You're now well on your way to activating your university network and unlocking a world of possibilities!

If you'd no longer like to receive emails like this you can [sign in](#) to manage your notification preferences or [unsubscribe](#).

Handshake

P.O. Box 40770, San Francisco, CA 94140

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Hofer, Beth

From: [REDACTED]
Sent: Friday, February 12, 2021 5:51 AM
To: Hofer, Beth
Subject: Re: Indian River County Schools

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good morning Mrs. Hofer!

I apologize on the late email, for some reason I did not see this until I respond to your most recent email. Thank you so much for your very good news. I am very appreciative to be offered this opportunity in my home town school district. I will take this under deep thought and consideration and let you know my decision and also any questions. Again, thank you for this opportunity and expect to hear back from me soon!

Respectfully,

[REDACTED]

On Thu, Feb 4, 2021 at 9:07 AM Hofer, Beth <Beth.Hofer@indianriverschools.org> wrote:

Good morning Ms. Green!

I have good news and good news.

We are happy to offer you an instructional position upon graduation. Please see attached Conditional Letter of Employment for school year 2022-2023.

If you agree, please complete bottom section and return to me by email or mail.

Also, I have looked into the possibility of doing a summer 2021 internship and can offer you an opportunity to intern with a high school principal.

So, if you are interested in that opportunity, please let me know and we can set up a meeting with the principal and go over the specifics.

Let me know if you have any questions!



BETH HOFER

Director of Recruitment, Retention and Professional Practices
School District of Indian River County
Beth.Hofer@indianriverschools.org

Follow @recruitSDIRC on TWITTER

772-564-3148

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Hofer, Beth

From: [REDACTED]
Sent: Friday, February 12, 2021 5:39 AM
To: Hofer, Beth
Subject: Re: WHY SDIRC?

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good morning Mrs. Hofer,

Thank you so much for your email and my apologies for the late response! The link sent is the link for the summer internship program correct? I just thought to ask because I don't Graduate until 2022, so I just want to make sure that I'm applying for the right thing.

Respectfully,

[REDACTED]

On Wed, Feb 10, 2021 at 6:35 PM Hofer, Beth <Beth.Hofer@indianriverschools.org> wrote:

Good evening! Please see link below to apply for an elementary or secondary instructional position for the 2021-2022 school year. The job id#s are below.

Also, below are links to the School Choice booklet and our SDIRC Recruitment Video!

<https://www.indianriverschools.org/departments/jobs>

[Jobs - School District of Indian River County](#)

Come Work With Us! The School District of Indian River County is nestled beside the Atlantic Ocean, 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 grapefruit.

www.indianriverschools.org

Teacher, Elementary (2021-2022)

Position Type:

Elementary School Teaching

Date Posted:

2/10/2021

Location:

Human Resources

Additional Information: [Show/Hide](#)

Teacher, Secondary (2021-2022)

Position Type:

High School Teaching

Date Posted:

2/10/2021

Location:

Human Resources

Additional Information: [Show/Hide](#)

Why SDIRC? Because WE PROMISE!

<https://youtu.be/HBmCeAgpfU>

School Choice Booklet!

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

SDIRC Choice Booklet



Flipsnack is a digital catalog maker that makes it easy to create, publish and share html5 flipbooks. Upload a PDF or design from scratch flyers, magazines, books and more.

www.flipsnack.com

Thanks so much for meeting with SDIRC! We are so excited about your interest in Indian River County. Please let me know if you would like a virtual meeting with one of the schools or if you would like to connect about your internship!



BETH HOFER

Director of Recruitment, Retention and Professional Practices
School District of Indian River County
Beth.Hofer@indianriverschools.org

772-564-3148

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Hofer, Beth

From: Hofer, Beth
Sent: Monday, October 12, 2020 4:08 PM
To: 'Trina Edwards'
Subject: RE: DIVERSITY in Ed Virtual Recruitment Fair Update

Thanks Trina! I am new to Handshake. So, I am trying to navigate that!



BETH HOFER

Director of Recruitment, Retention and Professional Practices
School District of Indian River County
Beth.Hofer@indianriverschools.org

Follow @recruitSDIRC on TWITTER
772-564-3148

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From: Trina Edwards <trina@diversityined.com>
Sent: Saturday, October 10, 2020 2:08 PM
To: Editor@DiversityinEd <editor@diversityined.com>
Cc: Trina Edwards <trina@diversityined.com>
Subject: DIVERSITY in Ed Virtual Recruitment Fair Update

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Diversity Recruitment Partner,

The upcoming Virtual Teacher Recruitment Fair is on October 28, so it's time to make sure everyone is prepared. [Please save the date: October 21, 2020 at 12pm, CST for a 30 minute virtual fair information session.](#)

Also, remember to invite candidates through Handshake. We're available should you have questions or require assistance.

Kind regards,
Trina



Trina Edwards

Publisher

DIVERSITY in Ed Magazine & Online Service

825 Town & Country Lane, Suite 1200 Houston, TX 77024

Ph. (281) 265-2473

www.DiversityinEd.com

We know diversity!



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Hofer, Beth

From: Hofer, Beth
Sent: Monday, October 19, 2020 4:51 PM
To: careerdevelopmentcenter@tnstate.edu
Subject: Indian River County, Florida
Attachments: WHY SDIRC flyer.pdf; WEpromiselogo.PNG

Good afternoon,

I am the new Director of Recruitment and Retention for the School District of Indian River County, Florida.

In my new role, I am excited to share some information about our school district and our WEpromise program!

I look forward to inviting graduating education majors to see WHY SDIRC!

If you have any questions, please do not hesitate to call or email. Please follow me on Twitter @recruitSDIRC!



BETH HOFER

Director of Recruitment, Retention and Professional Practices
School District of Indian River County
Beth.Hofer@indianriverschools.org

Follow @recruitSDIRC on TWITTER
772-564-3148

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Hofer, Beth

From: Hofer, Beth
Sent: Monday, October 19, 2020 4:53 PM
To: careercenter@scsu.edu
Subject: Why SDIRC?
Attachments: WEpromiselogo.PNG; WHY SDIRC flyer.pdf

Good afternoon,

I am the new Director of Recruitment and Retention for the School District of Indian River County, Florida.

In my new role, I am excited to share some information about our school district and our WEpromise program!

I look forward to inviting graduating education majors to see WHY SDIRC!

If you have any questions, please do not hesitate to call or email. Please follow me on Twitter @recruitSDIRC!



BETH HOFER

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School District of Indian River County
Beth.Hofer@indianriverschools.org

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Hofer, Beth

From: Hofer, Beth
Sent: Monday, October 19, 2020 4:55 PM
To: careers@morgan.edu
Subject: Why Indian River County Schools?
Attachments: WHY SDIRC flyer.pdf; WEpromiselogo.PNG

Good afternoon!

I am the new Director of Recruitment and Retention for the School District of Indian River County, Florida.

In my new role, I am excited to share some information about our school district and our WEpromise program!

I look forward to inviting graduating education majors to see WHY SDIRC!

If you have any questions, please do not hesitate to call or email. Please follow me on Twitter @recruitSDIRC!



BETH HOFER

Director of Recruitment, Retention and Professional Practices
School District of Indian River County
Beth.Hofer@indianriverschools.org

Follow @recruitSDIRC on TWITTER
772-564-3148

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Hofer, Beth

From: Hofer, Beth
Sent: Monday, October 19, 2020 4:58 PM
To: 'careerservices@vsu.edu'
Subject: Why SDIRC?
Attachments: WEpromiselogo.PNG; WHY SDIRC flyer.pdf

Good afternoon!

I am the new Director of Recruitment and Retention for the School District of Indian River County, Florida.

In my new role, I am excited to share some information about our school district and our WEpromise program!

I look forward to inviting graduating education majors to see WHY SDIRC!

If you have any questions, please do not hesitate to call or email. Please follow me on Twitter @recruitSDIRC!



BETH HOFER

Director of Recruitment, Retention and Professional Practices
School District of Indian River County
Beth.Hofer@indianriverschools.org

Follow @recruitSDIRC on TWITTER
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Hofer, Beth

From: Hofer, Beth
Sent: Wednesday, October 28, 2020 9:24 AM
To: Echeverria, Ramon; Harris, Takeisha; Cummings, Christopher
Subject: FW: DIVERSITY in Ed — PLEASE READ ENTIRE MESSAGE

Importance: High

Good morning,

Hopefully you received a similar email yesterday for the Diversity in Education Virtual Fair today.

Please let me know if you are able to join me anytime between 11-2pm.



BETH HOFER

Director of Recruitment, Retention and Professional Practices
School District of Indian River County
Beth.Hofer@indianriverschools.org

Follow @recruitSDIRC on TWITTER
772-564-3148

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From: Trina Edwards <trina@diversityined.com>
Sent: Tuesday, October 27, 2020 11:38 AM
To: Editor@DiversityinEd <editor@diversityined.com>
Subject: DIVERSITY in Ed — PLEASE READ ENTIRE MESSAGE
Importance: High

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello!

The October 28, 2020 (11am-4pm, CST) Virtual "Meet & Greet" Teacher Recruitment Event is tomorrow. **PLEASE NOTE that booths are set-up by states or regions to ensure candidates visit all schools, districts and grad schools in a timely manner.**

- **Here's the link to a brief virtual platform information session video**
<https://player.vimeo.com/video/471379285>
- **Login URL is <https://diversityined.vfairs.com> (DO NOT register, just login)**
- **Username is your email address**
- **Password is Diversity1020**

We are still updating the booths with information, and appreciate you patience. If you are not able to log on, please email me.

Trina



Trina Edwards

Publisher

DIVERSITY in Ed Magazine & Online Service

825 Town & Country Lane, Suite 1200 Houston, TX 77024

Ph. (281) 265-2473

www.DiversityinEd.com

We know diversity!



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Hofer, Beth

From: Hofer, Beth
Sent: Monday, November 2, 2020 10:08 AM
To: cocodelbueno@gmail.com
Subject: Indian River County Florida
Attachments: WHY SDIRC flyer.pdf

Good morning Mr. Vevel!

I found your resume through Diversity in ED virtual fair.

We have a unique Dual Language Program Elementary School, Fellsmere Elementary, that I thought you might want to look into.

<https://fes.indianriverschools.org/>

We are always looking for creative, innovative, student-centered teachers.

Please let me know if you have any questions!



BETH HOFER

Director of Recruitment, Retention and Professional Practices
School District of Indian River County
Beth.Hofer@indianriverschools.org

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772-564-3148

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Hofer, Beth

From: Hofer, Beth
Sent: Monday, November 2, 2020 10:14 AM
To: jamesghana2011@yahoo.com
Subject: Indian River County Schools
Attachments: WHY SDIRC flyer.pdf

Good morning Mr. Klutsey,

I am the new Director of Recruitment for the School District of Indian River County Schools.

I found your resume through the Diversity in Education Virtual Fair. Are you currently looking for a teacher position?

Let me know if you have any questions. I have attached a flyer with some highlights of our district.



BETH HOFER

Director of Recruitment, Retention and Professional Practices
School District of Indian River County
Beth.Hofer@indianriverschools.org

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772-564-3148

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Hofer, Beth

From: Hofer, Beth
Sent: Monday, November 2, 2020 10:18 AM
To: jhakemian@gmail.com
Subject: Indian River County Schools
Attachments: WHY SDIRC flyer.pdf

Good morning!

I found your resume through the Diversity in Education Virtual Fair.

Are you currently looking for a position? Our county has a growing leadership academy and a small-town family feel.

Please see flyer attached for highlights.

I would be happy to discuss your career goals and what Indian River County has to offer.



BETH HOFER

Director of Recruitment, Retention and Professional Practices
School District of Indian River County
Beth.Hofer@indianriverschools.org

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772-564-3148

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Hofer, Beth

From: Hofer, Beth
Sent: Monday, November 2, 2020 10:24 AM
To: 'kitta841@gmail.com'
Subject: Indian River County Schools
Attachments: WHY SDIRC flyer.pdf

Good morning Ms. Henry!

Are you looking to challenge yourself professionally and make a difference in the lives of children?

We are looking for innovative, student-centered educators who are looking to be leaders!

Please see attached flyer with highlights of our school district.

As the new Director of Recruitment for the School District of Indian River County Schools in beautiful Vero Beach, Florida, I am looking to bring in the best of the best!

Let me know if you have questions or a good time to speak with you!



BETH HOFER

Director of Recruitment, Retention and Professional Practices
School District of Indian River County
Beth.Hofer@indianriverschools.org

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Hofer, Beth

From: Handshake <handshake@notifications.joinhandshake.com>
Sent: Thursday, February 11, 2021 10:29 AM
To: Hofer, Beth
Subject: Invoice for School District of Indian River County Employer: Registration for Bethune-Cookman University's Spring 2021 Virtual Graduate School and Career Fair at Bethune-Cookman University

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Handshake

Your invoice has arrived!



Hello Beth,

Invoice #547 for School District of Indian River County:

Your invoice has arrived! Bethune-Cookman University has invoiced you for your '[Bethune-Cookman University's Spring 2021 Virtual Graduate School and Career Fair](#)' career fair registration. Your total comes to **\$150.00**.

[Download Invoice](#)

You can view more details about [your registration](#) at any time on Handshake.

Junell McCall says:

Thank you for your interest in our Fall Career Fair.

Should you desire to pay over the phone, call our cashier's office at 386-481-

2292 or 386-481-2289.

If you are paying by check - please make checks payable to:

Bethune-Cookman University

Memo: Fall Career Fair

Include tax id#

Please mail to:

Bethune-Cookman University

Attn: Office of Career Services

640 Dr. Mary McLeod Bethune Blvd.

Daytona Beach, FL 32114

Should you have any questions, feel free to contact us.

Regards,

Office of Career Services

386-481-2143 or 386-481-2425

Registration Date: 02/11/2021

Employer: School District of Indian River County

Registrant: Beth Hofer

Date Attending:

Wednesday, Mar 17, 3:00 pm - 7:00 pm EDT

Please contact the career fair host for any questions:

Name: Junell McCall

Email Address: mcallj@cookman.edu

You can [Pay Here](#) using a credit card.

Bethune-Cookman University has indicated they'll be able to take payments manually for this career fair.

Please use the link above to pay by credit card or you may contact the Cashier's Office directly at 386-481-2292 or 386-481-2289 to pay over the phone.

Thank you,
Bethune-Cookman University

If you'd no longer like to receive emails like this you can [sign in](#) to manage your notification preferences or [unsubscribe](#).



P.O. Box 40770, San Francisco, CA 94140

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.

Jobs viewing all School District of Indian River County jobs Edit this

<u>Active</u>	Expired	All	Declined	Not Posted	VIEW BY	School	Job
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<input type="checkbox"/>	4449022 (/jobs/4449022)	ESE Teacher (/jobs/4449022)	0 (/jobs/4449022/applications?schools[]=26)	Stanford University (/jobs/4449022)	6/1/2021 (/jobs/4449022)	A (/	
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Search

Create Job (/jobs/new)

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Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date:	2/19/2021
Office/Department(s):	Office of Human Capital and Operations
Report generated by:	Beth Hofer, Director of Recruitment, Retention, and Professional Practices
Action Step:	Joint Plan Section III – Strategies for Recruitment of African American Teachers Action Step: <ul style="list-style-type: none">• Create and build a recruiting program that advertises the supports and resources that are strengths of SDIRC.

Explanation of Evidence: The WEpromise Program is the new initiative for showcasing the strengths of the district. The program highlights that SDIRC promises to listen, support, make inclusion and equity a priority, build instructional leaders, and work stronger together. This program was created to increase awareness of the support systems built into SDIRC for the recruitment and retention of instructional staff. Please see the WEpromise Program flyer that has been advertised on the District website, as well as listed in the SDIRC Recruitment Plan. On page 4 of the attached SDIRC Recruitment Plan, information specific to minority recruitment is provided. Also attached is the 2nd version of the flyer that is sent to candidates after a virtual fair, and a copy of the SDIRC Recruitment Plan. A snip from the home page of the district website as well as the RECRUITMENT page showing the advertising of the WEpromise recruiting video is provided, as well as a link to the video. Feedback from a participant about the final version of the video is also shared.

Results of Action Taken: As a result of creating the WEpromise Program, SDIRC has been able to clearly define and focus the supports and resources needed for new teachers. The new SDIRC Recruiting Video showcases not only the beauty and convenience of location of Indian River County, but also highlights all aspects of the WEpromise Program and how SDIRC is able to provide support and resources above other districts. The WEpromise program flyer has been sent to future educators that have participated in a virtual fair, as well as contacts made outside of virtual fairs. The program is also advertised on social media. The Director of Recruitment has reviewed the program with each school administration team. The SDRIC Recruitment Team has also received updated information about the program and prior to a team member participating in a Virtual Fair, the program aspects are discussed, and each section is explained.

Reflection/Next Steps: Next steps are to continue advertising the WEpromise program at virtual fairs and administrative meetings. The continued growth of the program will help draw a diverse group of applicants to SDIRC.

WEpr **promise**

WEpromise to listen

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

WEpromise to support

1. NEW TEACHER support from STARR program and ACP Program
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

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. Leadership Program for aspiring 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





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

WE promise 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

WE promise to build future school leaders

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

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



School District of Indian River County



Office of Human Capital

Department of Recruitment, Retention, and
Professional Practices

SDIRC Recruitment Plan

2020-2021

@recruitSDIRC





Introduction

In a deliberate effort to serve all students with excellence, our goal is to intentionally recruit and employ highly skilled and motivated individuals for every position. To do so, we will proactively seek the best candidates through formal and informal activities.

This will be accomplished with developed timelines for recruitment, a diverse and qualified recruitment and selection team, and continued effort to analyze the outcomes and effectiveness of recruitment sources and strategies.

Why Indian River County?

#visitindianriver



- Workforce Housing Committee
- Competitive salary and benefits package
- Voted Best Place to Work in 2017!
- One of America's Happiest Seaside Towns 2018 -Coastal Living
- Short drive to Central Florida activities (Disney etc.)
- SDIRC CareHere! center available for employees, retirees, spouses, and dependents
- Quality and comprehensive professional development and leadership program
- Administrative advancement opportunities

Childcare in Indian River County Schools



We have childcare ([Extended Day](#)) services in 13 elementary schools.

All sites are operated by SDIRC.

Centers operate from 7:00 a.m. to 6:00 p.m.

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

Attract a high-quality workforce: Strategies for Recruitment



1. We will examine previous recruitment efforts to evaluate diversity, effectiveness, major source(s) of new hires.
2. We will engage our community and advertise recruitment plans on the District's website.
3. We will use social media pages to promote and advertise job openings and aid in recruiting efforts.

Please follow us  @recruitSDIRC

4. We will implement Microsoft TEAMS, Zoom, or Skype interviews and organize on-site job fairs.
5. We will examine staffing needs by identifying the following:
 - number of potential non-renewals
 - possible shortages due to retirement and resignations
 - teachers who must renew their certifications
6. We will have established goals for recruitment and selection.
 - Fill all teacher openings by July 15th.
 - Post general job announcements for anticipated and known vacancies by April 1st
7. We will develop statement describing the ideal candidate.
 - Example: "The ideal candidate is a student-centered, life learner who is philosophically aligned with the mission and the vision of the District and is eager to take advantage of the many opportunities available for both students and staff."
8. We will maintain steady communication with any candidate who receives a *Letter of Intent* during any of our recruitment events.
9. We will attend career fairs in Florida and other states to target specific candidates.
10. We will partner with local and regional two-year and four-year colleges to begin recruiting prospective applicants before college graduation.
11. We will conduct interviews via Skype, Teams, and Zoom.
12. We will hold SDIRC Job Fairs (Teacher, Transportation, and Support Staff) – TBD and advertise our Job Fair on FLDOE website: <http://www.fldoe.org/teaching/recruitment/job-fairs.shtml>



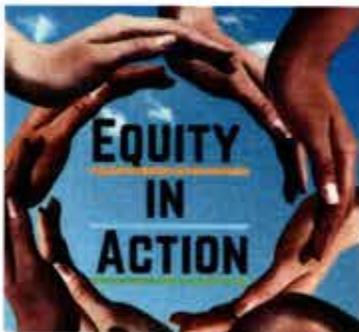
Minority Recruitment

Here are some guiding principles that we will follow to achieve our goals!

1. Involve current staff of diverse ethnicities in the recruitment and selection teams.
1. Partner with local and/or regional Historically Black Colleges and Universities to identify potential candidates.
2. Explore the career sites of national organizations, such as the Hispanic Association of Colleges and Universities and the National Alliance of Black School Educators to ultimately, establish a partnership.
3. Tailor marketing messages and images that represent adults and children of diverse races/ethnicities as well as testimonials. Example site: www.diverseeducation.com
4. Offer a *Letter of Intent* to highly needed teachers that provides a job in the District once a position becomes available.
5. Participate in the DIVERSITY IN ED Virtual Job Fair and post regular job openings.

African American students have a **greater** need for teachers who are also culturally competent and skilled in cross-cultural communication and culturally responsive teaching. Instructors for African American students must master essential verbal and non-verbal actions and behaviors intended to facilitate and support student learning. A child sees in a teacher so many possibilities, such as: career choice, a positive role model, options, dreams and overcoming obstacles.

*Adapted from NABSE



The Recruitment Team strives to promote diversity among our students by recruiting highly qualified minority teachers.

All students benefit from increased teacher diversity.

They are better prepared to participate as informed and engaged citizens in an inclusive national civic culture and increasingly complex world.

A teacher corps that reflects its students helps close achievement and opportunity gaps.

Having at least one Black teacher early on reduces a Black student's likelihood of dropping out of school by up to 39%.

When Black students have two Black elementary school teachers, they are 32% more likely to go to college.

* The Center for Black Educator Development <https://www.thecenterblacked.org>



Indian River County Schools Minority Recruitment Employee Referral Program

We are building this program and hope to have it active for SPRING of 2021.

For more information, contact:

Beth Hofer, M. Ed.
Director of Recruitment, Retention, and Professional Practices
Beth.Hofer@indianriverschools.org
772-564-3148

Building future teachers from within SDIRC! What is FFEA?

Florida Future Educators of America (FFEA) is a network of local Future Educators of America chapters consisting of middle and high school students and chapter advisors - all having a common interest of promoting the career of education to students. Phi Delta Kappa, the Professional Association in Education, is the national parent of the organization. FFEA's mission is to provide students with opportunities to explore careers in education. For more information, please visit [Phi Delta Kappa International](#) and [Florida Future Educators of America](#) websites!



"Since 1986, the Florida Department of Education has provided assistance to schools in forming and maintaining chapters of Florida Future Educators of America (FFEA), a pre-collegiate and collegiate teacher recruitment program. The program provides a forum for students to become aware of career opportunities in education and nurtures their interest in teaching as a career. It also provides an avenue for collegiate members to stay informed of the latest issues and advancements in the education profession. FFEA is administered through local school chapters at all grade levels - elementary through postsecondary. A teacher or faculty advisor is required to provide the leadership for each chapter."

*See www.fldoe.org/teaching/recruitment/fl-future-educators-of-america/index.stml

FFEA Scholarship Program! Coming Spring 2021!

Qualified Indian River County High School Seniors and Non-Instructional Employees who want to become teachers can apply and compete for the scholarship. As a condition of accepting the scholarship, scholarship recipients agree to return to Indian River County to teach upon college graduation.

More information about FFEA chapters and the FFEA Scholarship Program in Indian River County Schools, please contact Mrs. Beth Hofer, Director of Recruitment or Dr. Colleen Lord, Director of Educator Quality.

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



WEpromise

WEpromise to listen

1. Monthly visits 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

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

WEpromise to build future school leaders

1. School-based instructional leadership professional development
2. Leadership Program for aspiring 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



2020-2021 Teacher Recruitment Schedule



The School District of Indian River County is seeking highly motivated, dedicated and enthusiastic educators to join our remarkable team as we continue to make incredible strides in education. The School District of Indian River County is in Vero Beach, Florida and is a great place to live, learn and work. We are an organization that educates and inspires every child to be successful.

STATE	CITY	RECRUITMENT EVENT	EVENT DATE	Attended
Florida	VIRTUAL	FIU Employer Virtual Open House	September 9, 2020	✓
Florida	Vero Beach	SDIRC Career Fair	TBD (March 2021)	
Florida	Orlando	Great Florida Teach In	TBD (APRIL 2021)	
Virtual Career Fair	VIRTUAL	DIVERSITY in Ed Career Fair	October 2020	✓
Florida	Orlando	Florida Fund for Minority Teachers	TBD	
Florida	VIRTUAL	University of Miami- HireACane Academy: Building a Culture of Inclusion	December 9, 2021	✓
Florida	VIRTUAL	FAMU	January 27, 2021	
Georgia	VIRTUAL	UGA Virtual Spring Career and Internship Fair 2021	February 3, 2021	
North Carolina	VIRTUAL	NC A&T Education Career Fair	March 9, 2021	

JOIN US AND BE A PARTNER!



The Learning
Alliance
@TheLearningAlliance



EXCITED TO HAVE YOU JOIN US!
YOUR LOGO HERE

HBCU partners

- [Bethune-Cookman University](#)
- [Florida A&M University \(FAMU\)](#)
- [Florida Memorial University](#)
- [Edward Waters College](#)

Please note: This SDIRC Recruitment Plan is a working document.
Adjustments to the recruitment team and plan will be made as necessary to
find qualified diverse candidates.

HCO revised by BMH 12/18/2020



www.indianriverschools.org

HOME PAGE

And

www.indianriverschools.org

RECRUITMENT PAGE with link to

SDIRC Recruitment Video

<https://www.youtube.com/watch?v=HBmCeAgpfu&feature=youtu.be>



Come Work With Us!

The School District of Indian River County is excited to have the Atlantic Ocean highway 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 comprise beautiful beaches, impressive terrain and river-front communities, and a diverse group of talented Indian River residents and graduates. If you want to work as part of a vibrant, collaborative, and innovative team of educators, we invite you to join our team of dedicated educators.

WEprmise

We promise to listen, support, be inclusive and equitable, build instructional leaders, and work stronger together!



WEprmise

SDIRC
RECRUITMENT PLAN

[View our Recruitment Plan](#)



Hofer, Beth

From: Moore, Aurelia
Sent: Wednesday, February 10, 2021 7:04 PM
To: Hofer, Beth
Subject: Re: WHY SDIRC?

This is REALLY NICE! It looks like a professional commercial❤️ Kudos to you and your team!!

Aurelia Moore
Oslo Middle School
8th Grade ELA
X3942

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: Hofer, Beth <Beth.Hofer@indianriverschools.org>
Sent: Wednesday, February 10, 2021 5:45 PM
To: Robinson, Eddie <Eddie.Robinson@indianriverschools.org>; Moore, Aurelia <Aurelia.Moore@indianriverschools.org>
Cc: Hiser, Christopher <Christopher.Hiser@indianriverschools.org>
Subject: WHY SDIRC?

Good afternoon! Thank you OMS and thank you Ms. Moore!
We will be sharing either tomorrow or Friday but wanted you to see how it came out.

Thanks for your support!

<https://youtu.be/HBmCeAgfpfU>



BETH HOFER

Director of Recruitment, Retention and Professional Practices
School District of Indian River County
Beth.Hofer@indianriverschools.org

772-564-3148

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Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/19/2021

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
Action Steps:

- Identify action steps and implementation timelines to address recruitment efforts for instructional vacancy needs.
- Review position vacancies to tailor identified strategies to instructional vacancy needs.
- Work with IRCEA to facilitate employment of African American instructional staff
- Listing NAACP as a community partner on district website (continued listing)

Explanation of Evidence: The SDIRC Recruitment Plan lists strategies for Recruitment to attract a high-quality workforce (page 3). The goal is to implement all twelve strategies along with any other suggestions from the community. Strategies 1 and 2 began in July resulting in the SDIRC Recruitment Plan. Strategy 3 is being used by all schools, and we also introduced @recruitSDIRC. A snip of some posts on social media have been provided. Strategy 9 and 11 have been ongoing and have resulted in registration of eleven Career Virtual Fairs to date. Strategy 10 has been implemented with IRSC and the creation of the SDIRC Teacher Academy and FFEA Clubs at both high schools. Position vacancies are posted by the Human Resource Department 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 (as of February 1, 2021) attached. For each vacancy, postings are made on several platforms including the Diversity in Education website and the district 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 registered for 11 (eleven) career fairs with HBCUs and other colleges or universities. Brief interviews are being conducted during these career fairs through Zoom and the Handshake platform. Career Fair discussions with candidates are tailored around available positions as well as projected open vacancies. Links to the SDIRC Mentoring Program as well as the School Choice Booklet are provided. IRCEA is a partner in recruiting. The President of IRCEA and the Director of Recruitment met and reviewed the SDIRC Recruitment Plan as well as some innovative offerings from IRCEA for Professional Development. The Vice-President of IRCEA is a member of the SDIRC

Recruitment Team and has already participated in a Virtual Fair. Recruiting strategies are embedded into all actions of the SDIRC Recruitment Team. HR along with District Leadership reviews staffing needs based on certification, renewals, shortages due to retirement and resignations, as well as potential non-renewals. The NAACP is listed as a community partner on the SDIRC website- www.indianriverschools.org.

Reflection/Next Steps:

We will continue to build our relationship with IRCEA as a recruiting partner. The bigger our network of “recruiters” for SDIRC, the better the opportunity we have to hire a diverse workforce. The NAACP will continue to be listed as a community partner on the SDIRC website. We will continue to build the relationship with the NAACP members so that we can all be part of the change here in Indian River County.



Attract a high-quality workforce: Strategies for Recruitment

1. We will examine previous recruitment efforts to evaluate diversity, effectiveness, major source(s) of new hires.
2. We will engage our community and advertise recruitment plans on the District's website.
3. We will use social media pages to promote and advertise job openings and aid in recruiting efforts.

Please follow us  @recruitSDIRC

4. We will implement Microsoft TEAMS, Zoom, or Skype interviews and organize on-site job fairs.
5. We will examine staffing needs by identifying the following:
 - number of potential non-renewals
 - possible shortages due to retirement and resignations
 - teachers who must renew their certifications
6. We will have established goals for recruitment and selection.
 - Fill all teacher openings by July 15th.
 - Post general job announcements for anticipated and known vacancies by April 1st
7. We will develop statement describing the ideal candidate.
 - Example: "The ideal candidate is a student-centered, life learner who is philosophically aligned with the mission and the vision of the District and is eager to take advantage of the many opportunities available for both students and staff."
8. We will maintain steady communication with any candidate who receives a *Letter of Intent* during any of our recruitment events.
9. We will attend career fairs in Florida and other states to target specific candidates.
10. We will partner with local and regional two-year and four-year colleges to begin recruiting prospective applicants before college graduation.
11. We will conduct interviews via Skype, Teams, and Zoom.
12. We will hold SDIRC Job Fairs (Teacher, Transportation, and Support Staff) – TBD and advertise our Job Fair on FLDOE website: <http://www.fldoe.org/teaching/recruitment/job-fairs.stml>

INSTRUCTIONAL Title	Location	Vacancies	Date Vacated	JOB ID	Posted	Hire Submitted	KEY
							New Openings approved/complete
TEACHER ELEMENTARY	Beachland	1	1/4/2021	4800	Y	4800	approved AA candidate
TEACHER KINDERGARTEN	Beachland	1	1/8/2021	4875	Y - Per Mr. Bass	4875	In Process
TEACHER, READING	Alt Ed	1	12/4/2020	4846	Y - Per Mr. Bass	4846	In Process
TEACHER, MUSIC	Citrus	0	1/4/2021	4864	Y	4864	approved/complete
TEACHER GRADE 2 (LTS)	Citrus	1	2/1/2021	4898	Y	4898	In Process
TEACHER ADULT EDUCATION	TCTC	1	12/11/2020	4856	Y	4856	In Process
TEACHER EXCEPTIONAL ED - VE	Rosewood	0	10/13/2020				Filled by internal transfer
TEACHER GRADE 2	Rosewood	1	11/3/2020	4770	Y	4770	
TEACHER LANGUAGE ARTS MIDDLE	Gifford Middle	0	8/3/2020	4403	Y	4403	approved/complete
TEACHER MATH MIDDLE	Gifford Middle	0	8/3/2020	4759	Y	4759	approved/complete
TEACHER LANGUAGE ARTS MIDDLE	Gifford Middle	1	12/18/2020	4867	Y	4867	In Process
TEACHER EXCEPTIONAL ED - VE	Gifford Middle	1	1/22/2021	4881	Y	4881	In Process
TEACHER GRADE 4	Fellsmere	1	8/3/2020	4638	Y	4638	In Process
TEACHER GRADE 3	Fellsmere	1	1/4/2021	4861	Y	4861	In Process
TEACHER KINDERGARTEN	Fellsmere	0	11/16/2020	4815	Y	4815	approved/complete
TITLE I RSRC (READING)	Fellsmere	0	8/3/2020				Filled by internal transfer
TEACHER EXCEPTIONAL ED - VE	Wabasco	0	10/26/2020	4713	Y	4713	approved/complete
TEACHER EXCEPTIONAL ED - VE	Wabasco	1	1/22/2021	4823	Y	4823	In Process
TEACHER EXCEPTIONAL ED - VI	ESE	1	12/11/2020	4842	Y	4842	In Process
SPEECH AND LANG PATH	ESE	1	1/29/2021	4866	Y	4866	
TEACHER LANG ARTS	SGMS	0	12/18/2020	4857	Y	4857	In Process/AA candidate
TEACHER GRADE 3	Dodgertown	1	8/3/2020	4668	Y	4668	In Process
TEACHER GRADE 3	VBE	1	8/3/2020	4360	Y	4360	
TEACHER GRADE 3	VBE	1	8/3/2020	4360	Y	4360	
TEACHER INTERMEDIATE	Liberty	1	11/19/2020	4835	Y	4835	In Process
TEACHER SOCIAL STUDIES MIDDLE	Sebastian Midd	0	11/20/2020	4788	Y-per Mr. Bass	4788	approved/complete
TEACHER GRADE 4	Glendale	0	9/25/2020	4703	Y	4703	approved/complete
TEACHER GRADE 5	Glendale	1	10/5/2020	4743	Y	4743	In Process
TEACHER GRADE 5	Glendale	0	1/15/2021				LONG TERM SUB
TEACHER, ESE	Glendale	1	2/3/2021	4904	Y	4904	
TEACHER, ESE	Glendale	1	1/11/2021	4874	Y	4874	
TEACHER EXCEPTIONAL ED - VE	Oslo Middle	0	10/26/2020				Filled by internal transfer
TEACHER PHYSICAL EDUCATION	Oslo Middle	0	11/3/2020	4798	Y-per Mr. Bass	4798	Inprocess
TEACHER LANGUAGE ARTS MIDDLE	Oslo Middle	0	11/16/2020	4832	Y	4832	Inprocess
TEACHER READING	Oslo Middle	0	11/4/2020	4799	Y-per Mr. Bass	4799	Inprocess
TEACHER LANGUAGE ARTS SR HIGH	Sebastian High	0	9/25/2020	4729	Y	4729	approved/complete

TEACHER MATH SR HIGH	Sebastian High	0	8/10/2020	4728 Y	approved/complete
TEACHER SOCIAL STUDIES SR HIGH	Sebastian High	0	8/26/2020	4695 Y	approved/complete
TEACHER EXCEPTIONAL ED - VE	Sebastian High	0	10/9/2020	4747 Y	approved/complete
TEACHER SOCIAL STUDIES	Sebastian High	1	1/4/2021		
TEACHER SOCIAL STUDIES	Sebastian High	1	2/12/2021		
TEACHER SOCIAL STUDIES	VBHS	1	3/1/2021	4892 Y	In Process
TEACHER EXCEPTIONAL ED - VE	VBHS	1	11/20/2020	4807 Y	
TEACHER LANGUAGE ARTS SR HIGH	VBHS	0	11/6/2020	4736 Y	approved AA candidate
TEACHER GRADE 4	TCE	1	10/2/2020	4781 Y	
TEACHER GRADE 3	TCE	1	11/6/2020	4787 Y	
TEACHER GRADE 4	TCE	1	1/4/2021	4835 Y	
TITLE I RSRC (MATH)	TCE	0	10/2/2020	4774 Y	Filled by internal transfer
Total		22			

KEY
New Openings
approved/complete

Instructional Coach K-2nd - Reading (HIRE PENDING)

JobID: 4537 [Apply](#)

Position Type:
Curriculum and Instruction


Email To: A. Eason
Print Version

Date Posted:
7/2/2020

Location:
Fullmers Elementary
(High Needs School)

Additional Information: Show/Hide

Attachments:
[READING_COACH.pdf](#)

Instructional Coach - Math

JobID: 4774 [Apply](#)

Position Type:
Curriculum and Instruction


Email To: A. Eason
Print Version

Date Posted:
10/15/2020

Location:
Treasure Coast Elementary

Additional Information: Show/Hide

Attachments:
[INSTRUCTIONAL_COACH
.886x](#)

Teacher, Elementary

JobID: 4781 [Apply](#)

Position Type:
Elementary School Teaching

19 [+](#) [📄](#) [📧](#) [📧](#) [📧](#) [📧](#)
Email To A Friend
Print Version

Date Posted:
10/23/2020

Location:
Treasure Coast Elementary

Additional Information: [Show/Hide](#)

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

Teacher, Elementary

JobID: 4787 [Apply](#)

Position Type:
Elementary School Teaching

19 [+](#) [📄](#) [📧](#) [📧](#) [📧](#) [📧](#)
Email To A Friend
Print Version

Date Posted:
11/16/2020

Location:
Treasure Coast Elementary

Additional Information: [Show/Hide](#)

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

Teacher, 3rd Grade

JobID: 4861 [Apply](#)

Position Type:
Elementary School Teaching

19 [+](#) [📄](#) [📧](#) [📧](#) [📧](#) [📧](#)
Email To A Friend
Print Version

Date Posted:
1/8/2021

Location:
Fellsmere Elementary
(High-Needs School)

Additional Information: [Show/Hide](#)

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

Teacher, Intermediate

JobID: 4635

Apply

19    
Email To A Friend
Print Version

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

Date Posted:
11/19/2020

Location:
Liberty Magnet

Additional Information: Shorchtida

Attachment(s)
[Teacher_Interme5665.pdf](#)

Teacher, 4th Grade (HIRE PENDING)

JobID: 4636

Apply

19    
Email To A Friend
Print Version

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

Date Posted:
8/3/2020

Location:
Fellsmere Elementary
(High-Needs School)

Additional Information: Shorchtida

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

Teacher, Primary (HIRE PENDING)

JobID: 4660

Apply

19    
Email To A Friend
Print Version

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

Date Posted:
8/14/2020

Location:
Dodgertown Elementary
(High-Needs School)

Additional Information: Shorchtida

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

JobID: 4770 [Apply](#)

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

Teacher, Primary

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

Date Posted:
10/19/2020

Location:
Rosewood Magnet

Additional Information: Shoshola

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

JobID: 4815 [Apply](#)

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

Teacher, Kindergarten (HIRE PENDING)

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

Date Posted:
11/18/2020

Location:
Fallmers Elementary

Additional Information: Shoshola

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

JobID: 4875 [Apply](#)

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

Teacher, Kindergarten

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

Date Posted:
1/6/2021

Location:
Beachland Elementary

Additional Information: Shoshola

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

JobID: 4874 [Apply](#)

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

Teacher, ESE

Position Type:
Exceptional Student Education

Date Posted:
1/11/2021

Location:
Glendale Elementary

Additional Information: Shoshola

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

Teacher, ESE (Hire Pending)

JobID: 4881 [Apply](#)

Position Type:
Exceptional Student Education

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

Date Posted:
1/22/2021

Location:
Gifford Middle

Additional Information: [Show/Hide](#)

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

Teacher, ESE

JobID: 4742 [Apply](#)

Position Type:
Exceptional Student Education

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

Date Posted:
5/24/2020

Location:
Glenlake Elementary

Additional Information: [Show/Hide](#)

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

Teacher, ESE

JobID: 4023 [Apply](#)

Position Type:
Exceptional Student Education

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

Date Posted:
11/23/2020

Location:
Webbss School

Additional Information: [Show/Hide](#)

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

Teacher, ESE

JobID: 4904

[Apply](#)

14 [YouTube](#) [Facebook](#) [Twitter](#)
Email Dr.A.Friend
Ernst.Watson

Position Type:
Exceptional Student Education
Date Posted:
2/5/2021

Location:
Glendale Elementary

Additional Information: [Show/Hide](#)

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

Resource Specialist

JobID: 4893

[Apply](#)

14 [YouTube](#) [Facebook](#) [Twitter](#)
Email Dr.A.Friend
Ernst.Watson

Position Type:
Exceptional Student Education Resource Specialist

Date Posted:
1/25/2021

Location:
ESE District Wide

Additional Information: [Show/Hide](#)

Attachment(s):
[Resource Specialist.pdf](#)

Teacher of the Visually Impaired, ESE

JobID: 4842

[Apply](#)

14 [YouTube](#) [Facebook](#) [Twitter](#)
Email Dr.A.Friend
Ernst.Watson

Position Type:
Exceptional Student Education/Teacher of the Visually Impaired, ESE

Date Posted:
12/4/2020

Location:
ESE District Wide

Additional Information: [Show/Hide](#)

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

ELA Teacher, Secondary

JobID: 4867

[Apply](#)

19 [YouTube](#) [Facebook](#) [Twitter](#)
Email Dr.A.Friend
Ernst.Watson

Position Type:
Middle School Teaching

Date Posted:
1/8/2021

Location:
Gilford Middle

Hofer, Beth

From: [REDACTED]
Sent: Friday, February 12, 2021 5:39 AM
To: Hofer, Beth
Subject: Re: WHY SDIRC?

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good morning Mrs. Hofer,

Thank you so much for your email and my apologies for the late response! The link sent is the link for the summer internship program correct? I just thought to ask because I don't Graduate until 2022, so I just want to make sure that I'm applying for the right thing.

Respectfully,

On Wed, Feb 10, 2021 at 6:35 PM Hofer, Beth <Beth.Hofer@indianriverschools.org> wrote:

Good evening! Please see link below to apply for an elementary or secondary instructional position for the 2021-2022 school year. The job id#s are below.

Also, below are links to the School Choice booklet and our SDIRC Recruitment Video!

<https://www.indianriverschools.org/departments/jobs>

[Jobs - School District of Indian River County](#)

Come Work With Us! The School District of Indian River County is nestled beside the Atlantic Ocean, 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 grapefruit.

www.indianriverschools.org

Teacher, Elementary (2021-2022)

Position Type:

Elementary School Teaching

Date Posted:

2/10/2021

Location:

Human Resources

Additional Information: [Show/Hide](#)

Teacher, Secondary (2021-2022)

Position Type:

High School Teaching

Date Posted:

2/10/2021

Location:

Human Resources

Additional Information: [Show/Hide](#)

Why SDIRC? Because WE PROMISE!

<https://youtu.be/HBmCeAgpfU>

School Choice Booklet!

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



SDIRC Choice Booklet

Flipsnack is a digital catalog maker that makes it easy to create, publish and share html5 flipbooks. Upload a PDF or design from scratch flyers, magazines, books and more.

www.flipsnack.com

Thanks so much for meeting with SDIRC! We are so excited about your interest in Indian River County. Please let me know if you would like a virtual meeting with one of the schools or if you would like to connect about your internship!



BETH HOFER

Director of Recruitment, Retention and Professional Practices
School District of Indian River County
Beth.Hofer@indianriverschools.org

772-564-3148

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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

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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.





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Why SDIRC? WE promise! youtu.be/HBmCeAgfpfU @SDIRC_SUP
@HowardU @Grambling1901 @bethunecookman @UF @FIU



WHY SDIRC? WE promise!
Why choose SDIRC? Because WE promise to listen, support, and work stronger together!
youtube.com

3 5



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...

Excited about Howard University's Spring Career Fair! Why SDIRC? Because WEpromise. @HowardU @IRCSchools



Howard University Spring 2021 Virtual All Majors Career Fair

Thursday, February 25th 2021, 1:00 pm - 5:00 pm EST

Center for Career and Professional Success

No location



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Hey USC future educators-meet SDIRC on Handshake on 2/9. Sign up for a 1:1 or join our general session!



recruitSDIRC @recruitSDIRC · Feb 3

...

Today the SDIRC Recruitment Team met some more possible candidates for the 2021-2022 school year! @IRCSchools @universityofga #bestbykids #strongertogether

**UGA Virtual
Spring Career
& Internship Fair**





recruitSDIRC @recruitSDIRC · Feb 1

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Just another reason why you want to choose SDIRC! @HBCUBuzz @FAMU_1887 @FLMemorialUniv @ewctigers @bethunecookman

@SDIRC_SS @sdirc_ss · Feb 1

The @OMS_Connected School Counselors are all in for their students each and every day! Thank you, Mrs. Burson, Mrs. Ferraro, & Mrs. Hart! @IRCSchools @SDIRC_SUP @CristenM_PIO @StrategicSDIRC @SDIRCStrategy @Bass_SDIRC @SDIRCHR @SDIRC_PD @sdirci



recruitSDIRC @recruitSDIRC · Jan 31

...

The SDIRC Recruitment Team had a great time meeting future teachers during the FAMU Virtual Fair! @FAMU_1887 @IRCSchools



District

About Our District

District Committees

Organizational Charts

Our Schools

Policies & Publications

Press Releases

Virtual Backpack

Volunteer Services

Welcome to the School District of Indian River County

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 career and adult education center, one exceptional student education school, and 5 charter schools.

Mission

District Highlights

Demographics

Career, Technical, & Adult Ed Programs

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

Community Partnerships



MOBILE CAFES



INDIAN RIVER NAACP



ENVIRONMENTAL LEARNING CENTER





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/19/2021

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

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

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

- Conduct regular meetings with the established Recruitment Focus Group of African American community members to identify and discuss recruitment strategies.

Explanation of Evidence:

The SDIRC Recruitment Focus Group meets regularly to discuss recruitment of African American Instructional Staff. For this Quarter 3 update, the meeting dates were January 11, 2021 and February 8, 2021. The next meeting will be held on March 8, 2021. The group concentrates on reviewing current strategies, giving feedback, and proposing new strategies as well as looking at data. Attached are reports that were presented to each member at the February meeting. A request was made to review vacancies and job postings, retention rates, instructional staff numbers at each school, as well as percentages of interviewees and interviewers. Data shows that the number of applicants from 2019-2020 to July 2020-January 2021 has increased from 10% of total applicants to 17% of total applicants. The data also shows that the percentage of African American interviewers has increased from 17% for all of 2019-2020 to 24% from July 2021 to January 2021. All of this data is current as of February 1, 2021.

Results of Action Taken:

Due to the feedback from this group, a greater concentration has been placed on reaching out to HBCUs out of state and building relationships with the career center (list provided in Action Step1). The group has also made suggestions to proactively review possible retirements and resignations to strategically move instructional staff to schools who need assistance with hiring African American teachers.

Reflection/Next Steps: We will continue to work with school administration teams to identify instructional needs and assess possible retirements and resignations so that strategic placement moves can be made for the upcoming 2021-2022 school year to best meet the needs of all of the students in Indian River County. As an aspirational goal, all schools should be striving to match the percentage of instructional staff to the percentage of African American students. SDIRC staff will also be actively pre-interviewing any eligible African American candidate for possible placement.

2020-2021 SDJRC AAAP Goal 4: Instructional Staff

5 Year Baseline Report for the Racial/Ethnic Breakdown of Retention Rates					
Race/Eth	15-16 % of Teachers	16-17 % of Teachers	17-18 % of Teachers	18-19 % of Teachers	19-20 % of Teachers
White					
Hispanic					
Black					
Two or More					
Asian					
Am Indian					
Pac Islander					
District Total					
Black/White Gap					
Hisp/White Gap					

This data was not tracked systematically prior to the approval of the 2020-2021 AAAP.

2020-21 Progress Measure Data as of January 5, 2021

AAAP Action Step: 4.13, 4.28	Percent of Teacher Retained Since July 1, 2020
Race/Eth	% of Teachers
White	95%
Hispanic	95%
Black	97%
Two or More	92%
Asian	100%
Am Indian	100%
Pac Islander	50%
District	96%
Black/White Gap	-2%
Hisp/White Gap	-1%
Source: SDJRC Human Resources	

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 of African American students
- 12: Need for additional academic support for African American students to achieve mastery
- 13: High cost of living

2020-2021 SDRIC AAAP Goal 4: Instructional Staff

5 Year Baseline Report for the Racial/Ethnic Breakdown of New Hires

Race/Eth	15-16		16-17		17-18		18-19		19-20	
	# of Applicants	% of Applicants								
White	76	81%	109	86%	113	82%	101	66%	60	73%
Hispanic	6	6%	1	1%	5	4%	5	3%	13	16%
Black	11	12%	14	11%	13	9%	12	8%	7	9%
Two or More										
Asian			2	2%	4	3%	1	1%	1	1%
Am Indian	1	1%	1	1%	2	1%			1	1%
Pac Islander										
District Total	94		127		137		154		82	
	Black/White Gap	69%	Black/White Gap	75%	Black/White Gap	73%	Black/White Gap	58%	Black/White Gap	65%
	Hisp/White Gap	74%	Hisp/White Gap	85%	Hisp/White Gap	79%	Hisp/White Gap	52%	Hisp/White Gap	57%

2020-21 Progress Measure Data as of January 5, 2021

Count and Percent of 2020-21 Applicants		
Race/Eth	# of Applicants	% of Applicants
White	79	81%
Hispanic	12	12%
Black	14	14%
Two or More	1	1%
Asian		
Am Indian		
Pac Islander	1	1%
District Total	97	
	Black/White Gap	67%
	Hisp/White Gap	69%

Source: SDRIC Human Resources

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 of African American students
- 12: Need for additional academic support for African American students to achieve mastery
- 13: High cost of living

2020-2021 SDIRC AAAP Goal 4: Instructional Staff

5 Year Baseline Report for the Racial/Ethnic Breakdown of Interviewees

Race/Eth	15-16		16-17		17-18		18-19		19-20	
	# of Interviewees	% of Interviewees								
White							35	83%	461	82%
Hispanic							4	10%	33	6%
Black							3	7%	66	12%
Two or More										
Asian										
Am Indian									2	0%
Pac Islander									2	0%
District Total							42		564	
	Black/White Gap	0%	Black/White Gap	0%	Black/White Gap	0%	Black/White Gap	76%	Black/White Gap	70%
	Hisp/White Gap	0%	Hisp/White Gap	0%	Hisp/White Gap	0%	Hisp/White Gap	74%	Hisp/White Gap	76%

This data was not tracked systematically prior to April 2019. Therefore, 2018-19 data only includes May through June 2019.

2020-21 Progress Measure Data as of January 5, 2021

AAAP Action Steps 4.2, 4.3, 4.7, 4.8, 4.9, 4.10, 4.11		
Race/Eth	# of Interviewees	% of Interviewees
White	333	74%
Hispanic	37	8%
Black	72	16%
Two or More		
Asian	6	1%
Am Indian	2	0%
Pac Islander	1	0%
District Total	451	
	Black/White Gap	58%
	Hisp/White Gap	66%

Source: SDIRC Human Resources

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 of African American students
- 12: Need for additional academic support for African American students to achieve mastery
- 13: High cost of living

Row Labels	Hispanic	White	African American	Asian	Hawaiian	Native	Multi race	Total Employees	% Hispanic	% White	% African	% Asian	% Hawaii	% Native	% Multi Race
ALTERNATIVE CENTER FOR EDUCATI		3	7					10	0.0%	30.0%	70.0%	0.0%	0.0%	0.0%	0.0%
BEACHLAND ELEMENTARY		36	2					38	0.0%	94.7%	5.3%	0.0%	0.0%	0.0%	0.0%
CITRUS ELEMENTARY	2	55	4					59	3.4%	93.2%	6.8%	0.0%	0.0%	0.0%	0.0%
CURRICULUM & INSTRUCTIONAL		7	2					9	0.0%	77.8%	22.2%	0.0%	0.0%	0.0%	0.0%
DODGERTOWN ELEMENTARY	1	31	6					37	2.7%	83.8%	16.2%	0.0%	0.0%	0.0%	0.0%
ESE SCHOOL WIDE		8						8	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
FELLSMERE ELEMENTARY	9	39	1	1			1	41	22.0%	95.1%	2.4%	2.4%	0.0%	2.4%	2.4%
GIFFORD MIDDLE SCHOOL	1	38	9					47	2.1%	80.9%	19.1%	0.0%	0.0%	0.0%	0.0%
GLENDALE ELEMENTARY	3	41	3					44	6.8%	93.2%	6.8%	0.0%	0.0%	0.0%	0.0%
INDIAN RIVER ACADEMY	4	35	3				1	37	10.8%	94.6%	8.1%	0.0%	0.0%	0.0%	2.7%
LIBERTY ELEMENTARY	3	36	3		3			42	7.1%	85.7%	7.1%	0.0%	0.0%	7.1%	0.0%
OSCEOLA ELEMENTARY		39	3		2			41	0.0%	95.1%	7.3%	0.0%	0.0%	4.9%	4.9%
OSLO MIDDLE SCHOOL	1	43	19		1			61	1.6%	70.5%	31.1%	0.0%	0.0%	1.6%	1.6%
PELICAN ISLAND ELEMENTARY	2	34	1					35	5.7%	97.1%	2.9%	0.0%	0.0%	0.0%	0.0%
PRE-KINDERGARTEN PROGRAM		7						7	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ROSEWOOD ELEMENTARY	3	41	1					42	7.1%	97.6%	2.4%	0.0%	0.0%	0.0%	0.0%
SEBASTIAN ELEMENTARY	2	27	7					34	5.9%	79.4%	20.6%	0.0%	0.0%	0.0%	0.0%
SEBASTIAN RIVER HIGH SCHOOL	7	96	9				1	105	6.7%	91.4%	8.6%	0.0%	0.0%	0.0%	1.0%
SEBASTIAN RIVER MIDDLE SCHL	7	47	10	2			2	57	12.3%	82.5%	17.5%	3.5%	0.0%	0.0%	3.5%
STORM GROVE MIDDLE SCHOOL	2	61	5					67	3.0%	91.0%	7.5%	0.0%	0.0%	0.0%	0.0%
Strategic Planning and Support Services		1						1	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TEACHER CERT/STAFF DEVELOPMENT		3	2					5	0.0%	60.0%	40.0%	0.0%	0.0%	0.0%	0.0%
TREASURE COAST ELEMENTARY	1	45	2	1				49	2.0%	91.8%	4.1%	2.0%	2.0%	0.0%	0.0%
Treasure Coast Technical College		4	1					5	0.0%	80.0%	20.0%	0.0%	0.0%	0.0%	0.0%
VERO BEACH ELEMENTARY	1	39	7	1			1	46	2.2%	84.8%	15.2%	2.2%	0.0%	0.0%	2.2%
VERO BEACH HIGH - FLC	3	30	7	1				38	7.9%	78.9%	18.4%	2.6%	0.0%	0.0%	0.0%
VERO BEACH HIGH SCHOOL	8	102	11		1		1	113	7.1%	90.3%	9.7%	0.0%	0.0%	0.9%	0.9%
WABASSO SCHOOL FOR EXCEPTIONAL	1	11	1					12	8.3%	91.7%	8.3%	0.0%	0.0%	0.0%	0.0%
Grand Total	61	959	126	6	1	8	10	1090	5.6%	88.0%	11.6%	0.6%	0.1%	0.7%	0.9%

INSTRUCTIONAL	Location	Vacancies	Date Vacated	JOB ID	Posted	Hire Submitted	KEY
Title	Beachland	1	1/4/2021	4800 Y		approved AA candidate	New Openings approved/complete
TEACHER ELEMENTARY	Beachland	1	1/8/2021	4875 Y - Per Mr. Bass		In Process	
TEACHER KINDERGARTEN	Alt Ed	1	12/4/2020	4846 Y - Per Mr. Bass		In Process	
TEACHER, READING	Citrus	0	1/4/2021	4864 Y		approved/complete	
TEACHER, MUSIC	Citrus	1	2/1/2021	4898 Y		In Process	
TEACHER GRADE 2 (LTS)	TCTC	1	12/11/2020	4856 Y		Filled by internal transfer	
TEACHER ADULT EDUCATION	Rosewood	0	10/13/2020				
TEACHER EXCEPTIONAL ED - VE	Rosewood	1	11/3/2020	4770 Y			
TEACHER GRADE 2	Gifford Middle	0	8/3/2020	4403 Y		approved/complete	
TEACHER LANGUAGE ARTS MIDDLE	Gifford Middle	0	8/3/2020	4759 Y		approved/complete	
TEACHER MATH MIDDLE	Gifford Middle	1	12/18/2020	4867 Y		In Process	
TEACHER LANGUAGE ARTS MIDDLE	Gifford Middle	1	1/22/2021	4881 Y		In Process	
TEACHER EXCEPTIONAL ED - VE	Fellsmere	1	8/3/2020	4638 Y		In Process	
TEACHER GRADE 4	Fellsmere	1	1/4/2021	4861 Y		In Process	
TEACHER GRADE 3	Fellsmere	0	11/16/2020	4815 Y		approved/complete	
TEACHER KINDERGARTEN	Fellsmere	0	8/3/2020			Filled by internal transfer	
TITLE I RSRC (READING)	Fellsmere	0	10/26/2020	4713 Y		approved/complete	
TEACHER EXCEPTIONAL ED - VE	Wabasco	1	1/22/2021	4823 Y		In Process	
TEACHER EXCEPTIONAL ED - VE	Wabasco	1	12/11/2020	4842 Y		In Process	
TEACHER EXCEPTIONAL ED - VI	ESE	1	1/29/2021	4866 Y			
SPEECH AND LANG PATH	ESE	1	12/18/2020	4857 Y		In Process/AA candidate	
TEACHER LANG ARTS	SGMS	0	8/3/2020	4668 Y		In Process	
TEACHER GRADE 3	Dodgertown	1	8/3/2020	4360 Y			
TEACHER GRADE 3	VBE	1	8/3/2020	4360 Y			
TEACHER GRADE 3	VBE	1	8/3/2020	4360 Y			
TEACHER INTERMEDIATE	Liberty	1	11/19/2020	4835 Y		In Process	
TEACHER SOCIAL STUDIES MIDDLE	Sebastian Midd	0	11/20/2020	4788 Y-per Mr. Bass		approved/complete	
TEACHER GRADE 4	Glendale	0	9/25/2020	4703 Y		approved/complete	
TEACHER GRADE 5	Glendale	1	10/5/2020	4743 Y		In Process	
TEACHER GRADE 5	Glendale	0	1/15/2021	Move to 3rd Grade		LONG TERM SUB	
TEACHER, ESE	Glendale	1	2/3/2021	4904 Y			
TEACHER, ESE	Glendale	1	1/11/2021	4874 Y			
TEACHER EXCEPTIONAL ED - VE	Oslo Middle	0	10/26/2020			Filled by internal transfer	
TEACHER PHYSICAL EDUCATION	Oslo Middle	0	11/3/2020	4798 Y-per Mr. Bass		Inprocess	
TEACHER LANGUAGE ARTS MIDDLE	Oslo Middle	0	11/16/2020	4832 Y		Inprocess	
TEACHER READING	Oslo Middle	0	11/4/2020	4799 Y-per Mr. Bass		Inprocess	
TEACHER LANGUAGE ARTS SR HIGH	Sebastian High	0	9/25/2020	4729 Y		approved/complete	

TEACHER MATH SR HIGH	Sebastian High	0	8/10/2020	4728 Y	approved/complete
TEACHER SOCIAL STUDIES SR HIGH	Sebastian High	0	8/26/2020	4695 Y	approved/complete
TEACHER EXCEPTIONAL ED - VE	Sebastian High	0	10/9/2020	4747 Y	approved/complete
TEACHER SOCIAL STUDIES	Sebastian High	1	1/4/2021		
TEACHER SOCIAL STUDIES	Sebastian High	1	2/12/2021		
TEACHER SOCIAL STUDIES	VBHS	1	3/1/2021	4892 Y	In Process
TEACHER EXCEPTIONAL ED - VE	VBHS	1	11/20/2020	4807 Y	
TEACHER LANGUAGE ARTS SR HIGH	VBHS	0	11/6/2020	4736 Y	approved AA candidate
TEACHER GRADE 4	TCE	1	10/2/2020	4781 Y	
TEACHER GRADE 3	TCE	1	11/6/2020	4787 Y	
TEACHER GRADE 4	TCE	1	1/4/2021	4835 Y	
TITLE I RSRC (MATH)	TCE	0	10/2/2020	4774 Y	Filled by internal transfer
Total		22			

KEY

New Openings

approved/complete



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/19/2021

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

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

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

- Require school-based administration to interview, whenever possible, a diverse pool of applicants.

Explanation of Evidence: The Human Resources Department provides all hiring administrators with standard forms to be used during the interview process. Along with the forms, there is an Information Sheet for Conducting Personnel Selection Interviews-Indian River County School District. This information sheet outlines considerations given to all applicants granted an interview. “All qualified applicants being granted an interview must be given equal consideration without regard to race, color, religion, age, gender, national origin, or disability.” Also attached is an example of an HR Recommendation Approval (Instructional) Form. The hiring administrator must provide information of applicants and those interviewed as well as selected. This information is reviewed and approved by the Director of Human Resources.

Results of Action Taken: Each hiring administrator is tasked with interviewing a diverse pool of applicants. The Director of Human Resources reviews all interviewing practices before final approval of candidate(s). When hiring administrator submits paperwork, they must enter the race of all applicants interviewed as well as the number of candidates that applied for the position including their race/ethnicity if provided. This extra reporting requirements provides the HR department with information needed to ensure that all school-based administrators interview, whenever possible, a diverse pool of applicants. Added in late January of 2021, all hiring administrators must also include the race along with the names of all interview committee members. This information is monitored as well for equity purposes.

Reflection/Next Steps: With the introduction of the WEpromise Program to help drive a more diverse pool of applicants for each position, and the Culturally Responsive Interview questions, school-based administrators will ensure a diverse interviewing committee (whenever possible) and an increase in the hiring of African American instructional staff.

2020-2021 SDIRC AAAP Goal 4: Instructional Staff

5 Year Baseline Report for the Racial/Ethnic Breakdown of Applicants

Race/Eth	15-16		16-17		17-18		18-19		19-20	
	# of Applicants	% of Applicants								
White										
Hispanic										
Black										
Two or More										
Asian										
Am Indian										
Pac Islander										
District Total								154	1,461	
	Black/White Gap	0%	Black/White Gap	0%	Black/White Gap	0%	Black/White Gap	78%	Black/White Gap	72%
	Hispan/White Gap	0%	Hispan/White Gap	0%	Hispan/White Gap	0%	Hispan/White Gap	75%	Hispan/White Gap	76%

This data was not tracked systematically prior to April 2019. Therefore, 2018-19 data only includes May through June 2019.

2020-21 Progress Measure Data as of January 5, 2021

AAAP Action Step 4.25	Count and Percent of 2020-21 Applicants	
Race/Eth	# of Applicants	% of Applicants
White	1113	80%
Hispanic	151	11%
Black	241	17%
Two or More	27	2%
Asian	3	0%
Am Indian		
Pac Islander	3	0%
District Total	1,387	
	Black/White Gap	63%
	Hispan/White Gap	69%

Source: SDIRC Human Resources

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 of African American students
- 12: Need for additional academic support for African American students to achieve mastery
- 13: High cost of living

2020-2021 SDIRC AAAP Goal 4: Instructional Staff

5 Year Baseline Report for the Racial/Ethnic Breakdown of Retention Rates					
Race/Eth	15-16 % of Teachers	16-17 % of Teachers	17-18 % of Teachers	18-19 % of Teachers	19-20 % of Teachers
White					
Hispanic					
Black					
Two or More					
Asian					
Am Indian					
Pac Islander					
District Total					
Black/White Gap					
Hisp/White Gap					

This data was not tracked systematically prior to the approval of the 2020-2021 AAAP.

2020-21 Progress Measure Data as of January 5, 2021

AAAP Action Step: 4.13, 4.28	Percent of Teacher Retained Since July 1, 2020
Race/Eth	% of Teachers
White	95%
Hispanic	95%
Black	97%
Two or More	92%
Asian	100%
Am Indian	100%
Pac Islander	50%
District	96%
Black/White Gap	-2%
Hisp/White Gap	-1%

Source: SDIRC Human Resources

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
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2020-2021 SDIRC AAAP Goal 4: Instructional Staff

5 Year Baseline Report for the Racial/Ethnic Breakdown of New Hires

Race/Eth	15-16		16-17		17-18		18-19		19-20	
	# of Applicants	% of Applicants								
White	76	81%	109	86%	113	82%	101	66%	60	73%
Hispanic	6	6%	1	1%	5	4%	5	3%	13	16%
Black	11	12%	14	11%	13	9%	12	8%	7	9%
Two or More										
Asian			2	2%	4	3%	1	1%	1	1%
Am Indian	1	1%	1	1%	2	1%			1	1%
Pac Islander										
District Total	94		127		137		154		82	
	Black/White Gap	69%	Black/White Gap	75%	Black/White Gap	73%	Black/White Gap	58%	Black/White Gap	65%
	Hisp/White Gap	74%	Hisp/White Gap	85%	Hisp/White Gap	79%	Hisp/White Gap	62%	Hisp/White Gap	57%

2020-21 Progress Measure Data as of January 5, 2021

Count and Percent of 2020-21 Applicants		
Race/Eth	# of Applicants	% of Applicants
White	79	81%
Hispanic	12	12%
Black	14	14%
Two or More	1	1%
Asian		
Am Indian		
Pac Islander	1	1%
District Total	97	
	Black/White Gap	67%
	Hisp/White Gap	69%

Source: SDIRC Human Resources

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 of African American students
- 12: Need for additional academic support for African American students to achieve mastery
- 13: High cost of living

2020-2021 SDIRC AAAP Goal 4: Instructional Staff

5 Year Baseline Report for the Racial/Ethnic Breakdown of Interviewees

Race/Eth	15-16		16-17		17-18		18-19		19-20	
	# of Interviewees	% of Interviewees								
White										
Hispanic							35	83%	461	82%
Black							4	10%	33	6%
Two or More							3	7%	66	12%
Asian										
Am Indian									2	0%
Pac Islander									2	0%
District Total							42		564	
			Black/White Gap	0%	Black/White Gap	0%	Black/White Gap	76%	Black/White Gap	70%
			Hisp/White Gap	0%	Hisp/White Gap	0%	Hisp/White Gap	74%	Hisp/White Gap	76%

This data was not tracked systematically prior to April 2019. Therefore, 2018-19 data only includes May through June 2019.

2020-21 Progress Measure Data as of January 5, 2021

AAAP Action Steps 4.1, 4.3, 4.7, 4.8, 4.9, 4.10, 4.11	Count and Percent of 2020-21 Interviewees	
Race/Eth	# of Interviewees	% of Interviewees
White	333	74%
Hispanic	37	8%
Black	72	16%
Two or More		
Asian	6	1%
Am Indian	2	0%
Pac Islander	1	0%
District Total	451	
	Black/White Gap	58%
	Hisp/White Gap	66%

Source: SDIRC Human Resources

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 of African American students
- 12: Need for additional academic support for African American students to achieve mastery
- 13: High cost of living

Row Labels	Hispanic	White	African American	Asian	Hawaiian	Native	Multi Race	Total Employees	% Hispanic	% White	% African	% Asian	% Hawaiian	% Native	% Multi Race
ALTERNATIVE CENTER FOR EDUCATI		3	7					10	0.0%	30.0%	70.0%	0.0%	0.0%	0.0%	0.0%
BEACHLAND ELEMENTARY		36	2					38	0.0%	94.7%	5.3%	0.0%	0.0%	0.0%	0.0%
CITRUS ELEMENTARY	2	55	4					59	3.4%	93.2%	6.8%	0.0%	0.0%	0.0%	0.0%
CURRICULUM & INSTRUCTIONAL		7	2					9	0.0%	77.8%	22.2%	0.0%	0.0%	0.0%	0.0%
DODGERTOWN ELEMENTARY	1	31	6					37	2.7%	83.8%	16.2%	0.0%	0.0%	0.0%	0.0%
ESE SCHOOL WIDE		8						8	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
FELLSMERE ELEMENTARY	9	39	1	1			1	41	22.0%	95.1%	2.4%	2.4%	0.0%	2.4%	2.4%
GIFFORD MIDDLE SCHOOL	1	38	9					47	2.1%	80.9%	19.1%	0.0%	0.0%	0.0%	0.0%
GLENDALE ELEMENTARY	3	41	3					44	6.8%	93.2%	6.8%	0.0%	0.0%	0.0%	0.0%
INDIAN RIVER ACADEMY	4	35	3				1	37	10.8%	94.6%	8.1%	0.0%	0.0%	0.0%	2.7%
LIBERTY ELEMENTARY	3	36	3			3		42	7.1%	85.7%	7.1%	0.0%	0.0%	7.1%	0.0%
OSCEOLA ELEMENTARY		39	3			2		41	0.0%	95.1%	7.3%	0.0%	0.0%	4.9%	4.9%
OSLO MIDDLE SCHOOL	1	43	19			1		61	1.6%	70.5%	31.1%	0.0%	0.0%	1.6%	1.6%
PELICAN ISLAND ELEMENTARY	2	34	1					35	5.7%	97.1%	2.9%	0.0%	0.0%	0.0%	0.0%
PRE-KINDERGARTEN PROGRAM		7						7	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ROSEWOOD ELEMENTARY	3	41	1					42	7.1%	97.6%	2.4%	0.0%	0.0%	0.0%	0.0%
SEBASTIAN ELEMENTARY	2	27	7					34	5.9%	79.4%	20.6%	0.0%	0.0%	0.0%	0.0%
SEBASTIAN RIVER HIGH SCHOOL	7	96	9				1	105	6.7%	91.4%	8.6%	0.0%	0.0%	0.0%	1.0%
SEBASTIAN RIVER MIDDLE SCHL	7	47	10	2			2	57	12.3%	82.5%	17.5%	3.5%	0.0%	0.0%	3.5%
STORM GROVE MIDDLE SCHOOL	2	61	5					67	3.0%	91.0%	7.5%	0.0%	0.0%	0.0%	0.0%
Strategic Planning and Support Services		1						1	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TEACHER CERT/STAFF DEVELOPMENT		3	2					5	0.0%	60.0%	40.0%	0.0%	0.0%	0.0%	0.0%
TREASURE COAST ELEMENTARY	1	45	2	1				49	2.0%	91.8%	4.1%	2.0%	2.0%	0.0%	0.0%
Treasure Coast Technical College		4	1					5	0.0%	80.0%	20.0%	0.0%	0.0%	0.0%	0.0%
VERO BEACH ELEMENTARY	1	39	7	1			1	46	2.2%	84.8%	15.2%	2.2%	0.0%	0.0%	2.2%
VERO BEACH HIGH - FLC	3	30	7	1				38	7.9%	78.9%	18.4%	2.6%	0.0%	0.0%	0.0%
VERO BEACH HIGH SCHOOL	8	102	11			1	1	113	7.1%	90.3%	9.7%	0.0%	0.0%	0.9%	0.9%
WABASSO SCHOOL FOR EXCEPTIONAL	1	11	1					12	8.3%	91.7%	8.3%	0.0%	0.0%	0.0%	0.0%
Grand Total	61	959	126	6	1	8	10	1090	5.6%	88.0%	11.6%	0.6%	0.1%	0.7%	0.9%

INSTRUCTIONAL	Location	Vacancies	Date Vacated	JOB ID	Posted	Hire Submitted	KEY
Title	Beachland	1	1/4/2021	4800 Y		approved AA candidate	New Openings
TEACHER ELEMENTARY	Beachland	1	1/8/2021	4875 Y - Per Mr. Bass		In Process	approved/complete
TEACHER KINDERGARTEN	Alt Ed	1	12/4/2020	4846 Y - Per Mr. Bass		In Process	
TEACHER, READING	Citrus	0	1/4/2021	4864 Y		approved/complete	
TEACHER, MUSIC	Citrus	1	2/1/2021	4898 Y		In Process	
TEACHER GRADE 2 (LTS)	TCTC	1	12/11/2020	4856 Y		In Process	
TEACHER ADULT EDUCATION	Rosewood	0	10/13/2020			Filled by internal transfer	
TEACHER EXCEPTIONAL ED - VE	Rosewood	1	11/3/2020	4770 Y			
TEACHER GRADE 2	Gifford Middle	0	8/3/2020	4403 Y		approved/complete	
TEACHER LANGUAGE ARTS MIDDLE	Gifford Middle	0	8/3/2020	4759 Y		approved/complete	
TEACHER MATH MIDDLE	Gifford Middle	1	12/18/2020	4867 Y		In Process	
TEACHER LANGUAGE ARTS MIDDLE	Gifford Middle	1	1/22/2021	4881 Y		In Process	
TEACHER EXCEPTIONAL ED - VE	Fellsmere	1	8/3/2020	4638 Y		In Process	
TEACHER GRADE 4	Fellsmere	1	1/4/2021	4861 Y		In Process	
TEACHER GRADE 3	Fellsmere	0	11/16/2020	4815 Y		approved/complete	
TEACHER KINDERGARTEN	Fellsmere	0	8/3/2020			Filled by internal transfer	
TITLE I RSRC (READING)	Fellsmere	0	8/3/2020			approved/complete	
TEACHER EXCEPTIONAL ED - VE	Wabasco	0	10/26/2020	4713 Y		approved/complete	
TEACHER EXCEPTIONAL ED - VE	Wabasco	1	1/22/2021	4823 Y		In Process	
TEACHER EXCEPTIONAL ED - VI	ESE	1	12/11/2020	4842 Y		In Process	
SPEECH AND LANG PATH	ESE	1	1/29/2021	4866 Y			
TEACHER LANG ARTS	SGMS	0	12/18/2020	4857 Y		In Process/AA candidate	
TEACHER GRADE 3	Dodgertown	1	8/3/2020	4668 Y		In Process	
TEACHER GRADE 3	VBE	1	8/3/2020	4360 Y			
TEACHER GRADE 3	VBE	1	8/3/2020	4360 Y			
TEACHER INTERMEDIATE	Liberty	1	11/19/2020	4835 Y		In Process	
TEACHER SOCIAL STUDIES MIDDLE	Sebastian Midd	0	11/20/2020	4788 Y-per Mr. Bass		approved/complete	
TEACHER GRADE 4	Glendale	0	9/25/2020	4703 Y		approved/complete	
TEACHER GRADE 5	Glendale	1	10/5/2020	4743 Y		In Process	
TEACHER GRADE 5	Glendale	0	1/15/2021			LONG TERM SUB	
TEACHER, ESE	Glendale	1	2/3/2021	4904 Y			
TEACHER, ESE	Glendale	1	1/11/2021	4874 Y			
TEACHER EXCEPTIONAL ED - VE	Oslo Middle	0	10/26/2020			Filled by internal transfer	
TEACHER PHYSICAL EDUCATION	Oslo Middle	0	11/3/2020	4798 Y-per Mr. Bass		Inprocess	
TEACHER LANGUAGE ARTS MIDDLE	Oslo Middle	0	11/16/2020	4832 Y		Inprocess	
TEACHER READING	Oslo Middle	0	11/4/2020	4799 Y-per Mr. Bass		Inprocess	
TEACHER LANGUAGE ARTS SR HIGH	Sebastian High	0	9/25/2020	4729 Y		approved/complete	

TEACHER MATH SR HIGH	Sebastian High	0	8/10/2020	4728 Y	approved/complete
TEACHER SOCIAL STUDIES SR HIGH	Sebastian High	0	8/26/2020	4695 Y	approved/complete
TEACHER EXCEPTIONAL ED - VE	Sebastian High	0	10/9/2020	4747 Y	approved/complete
TEACHER SOCIAL STUDIES	Sebastian High	1	1/4/2021		
TEACHER SOCIAL STUDIES	Sebastian High	1	2/12/2021		
TEACHER SOCIAL STUDIES	VBHS	1	3/1/2021	4892 Y	In Process
TEACHER EXCEPTIONAL ED - VE	VBHS	1	11/20/2020	4807 Y	
TEACHER LANGUAGE ARTS SR HIGH	VBHS	0	11/6/2020	4736 Y	approved AA candidate
TEACHER GRADE 4	TCE	1	10/2/2020	4781 Y	
TEACHER GRADE 3	TCE	1	11/6/2020	4787 Y	
TEACHER GRADE 4	TCE	1	1/4/2021	4835 Y	
TITLE I RSRC (MATH)	TCE	0	10/2/2020	4774 Y	Filled by internal transfer
Total		22			

KEY
New Openings
approved/complete

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"> • Post instructional vacancies on the District’s publicly available website and Diversity in Education website. • Publicize the New Teacher Mentoring program at career fairs and/or HBCUs.¹ • Share and post a virtual session facilitated by Florida Atlantic University on “A Roundtable Discussion for Students Interested in Pursuing Teaching Certification and Careers in Teaching.” • Provide professional development related to Culturally Competent Interviewing Strategies to principals and assistant principals via the Canvas platform.² • Employ at least one African American teacher at each elementary, middle, high, and alternative school. • 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 • Initiate a Workforce Housing Committee to research affordable housing options in the local community.⁵ • Work collaboratively with the teacher union for competitive salary and instructional calendar.
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? • Is there at least one African American teacher at each elementary, middle, high, and alternative school? • Has the District worked with IRCEA to establish a competitive salary and instructional calendar?

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 makeup 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

The representation of African American teachers and instructional staff is closely tied to the recruitment efforts of the District and teacher mentoring programs. In addition to the website, instructional vacancies are posted on the “Diversity in Education” website. During virtual recruitment fairs, the brochure for the District’s new teacher mentoring program is shared. Also, during the current quarter, professional development related to culturally competent interviewing strategies was initiated using the Canvas platform. On January 19, 2021, the newly established Workforce Housing Committee held its first meeting. This Committee will identify and establish affordable housing options to support District Recruitment efforts.

With regard to applicants for instructional positions, the percentage of African American applicants has shown an increase over time. During the 18-19 academic year, 8% of applicants were African American, while 10% of applicants were African American during the 19-20 academic year. As of January 27, 2021, 16% of applicants for instructional positions were African American. As related to the representation of interviewees for instructional vacancies, the percentage of African American interviewees are as follows: 18-19 – 17%, 19-20 – 12%, 20 – 21 (as of 01/27/21) – 16%. The representation of African American instructors has increased two percentage points since the 19-20 academic year and has hovered between 10% -11% during Quarters 1 – 3 during the 20-21 academic year.

Representation of Certified Instructors by Race/Ethnicity (%)				
Retrieved 02/23/21				
Race/Ethnicity	Quarter 4 (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
African American	9%	11%	10%	11%
White, Non-Hispanic	84%	82%	82%	82%



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

- Date:** 2/19/2021
- Office/Department(s):** Office of Human Capital and Operations
- Report generated by:** Beth Hofer, Director of Recruitment, Retention, and Professional Practices
- Action Steps 1-10:** Joint Plan Section IV – Representation of African American Teachers and Instructional Staff Action Plan Steps
- Post instructional vacancies on the District’s publicly available website and Diversity in Education website.
 - Publicize the New Teacher mentoring program at career fairs and/or HBCUs.
 - Share and post a virtual session facilitated by Florida Atlantic University on “A Roundtable Discussion for Students Interested in Pursuing Teaching Certification and Careers in Teaching.”
 - Provide professional development related to Culturally Competent Interviewing Strategies to principals and assistant principals via the Canvas platform.
 - Employ at least one African American teacher at each elementary, middle, high, and alternative school
 - Generate report of race/ethnicity of all instructional staff by school
 - 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 person hired for the vacancy.
 - Initiate a Workforce Housing Committee to research affordable housing options in the local community.
 - Work collaboratively with teacher union for competitive salary and instructional calendar.

Explanation of Evidence: All job postings are listed on www.indianriverschools.org/department/jobs. We also have a contract with Diversity in Education. They pull all our listings in a process referred to as “job wrap” or “spider.” Attached is an email from October between the Director of Recruitment and Ms. Trina Edwards, Publisher of Online Services and Diversity in Ed magazine. 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. The FAU Virtual Session flyer was posted and shared through Twitter. A copy of the flyer and the posting is attached. The Culturally Responsive Interviewing Course is available by invitation on CANVAS. The course icon and modules list are provided as well as a sampling of feedback from two principals. Provided are reports of the following: list of schools with number and percentage of instructional staff by race/ethnicity, a retention report by race/ethnicity, and a vacancy report with job ID that correlates to the job posting. Also included are the reports provided in Section III, Action Step 5 which give racial breakdown of applicants, interviewers, and interviewees. The Workforce Housing Committee members were approved by the SDIRC School Board last fall and the Committee held its first meeting

candidate.

Hofer, Beth

From: Trina Edwards <trina@diversityined.com>
Sent: Friday, October 2, 2020 12:59 PM
To: Hofer, Beth
Subject: Re: FLYER AND JOB POSTINGS

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Thanks Beth!
Trina

From: "Hofer, Beth" <Beth.Hofer@indianriverschools.org>
Date: Friday, October 2, 2020 at 11:54 AM
To: Trina Edwards <trina@diversityined.com>
Subject: FLYER AND JOB POSTINGS

Good afternoon!

Please see attached flyer and link below to our jobs page.

<https://www.indianriverschools.org/departments/jobs>

Let me know if you need anything else.

Have a great weekend.



BETH HOFER

Director of Recruitment, Retention and Professional Practices
School District of Indian River County
Beth.Hofer@indianriverschools.org

Follow @recruitSDIRC on TWITTER
772-564-3148

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.

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.



CAREERS IN TEACHING AND/OR GRADUATE STUDIES

Presented by FAU's
DOROTHY F. SCHMIDT COLLEGE
OF ARTS AND LETTERS and the
COLLEGE OF EDUCATION



1 PM, FRIDAY, JANUARY 22 | FREE VIRTUAL EVENT

A ROUNDTABLE DISCUSSION FOR STUDENTS INTERESTED IN PURSUING TEACHING CERTIFICATION AND CAREERS IN TEACHING

Representatives from various graduate and undergraduate programs from both Colleges and current High School and Middle School teachers will discuss the value and potential of degrees earned (*graduate/undergraduate*) in both Colleges for proceeding on to a teaching career in (*principally*) public and (*also*) private schools. The representatives will also discuss why teaching is a particularly good career choice at this moment and how that career can be pursued with majors and/or graduate degrees in either College. Q&A to follow.

For more information, email ppeluso@fau.edu or eberlats@fau.edu

ZOOM MEETING:
tiny.cc/careers-in-teaching

FAU
FLORIDA ATLANTIC
UNIVERSITY





recruitSDIRC @recruitSDIRC · Jan 17



Interested in a career in teaching? Register for a free virtual event!



1 PM, FRIDAY, JANUARY 22 | FREE VIRTUAL EVENT

A ROUNDTABLE DISCUSSION FOR STUDENTS INTERESTED IN PURSUING TEACHING CERTIFICATION AND CAREERS IN TEACHING

Representatives from various graduate and undergraduate programs from both Colleges and current High School and Middle School teachers will discuss the value and potential of degrees earned (graduate/undergraduate) in both Colleges for proceeding on to a teaching career in (principally) public and (also) private schools. The representatives will also discuss why teaching is a particularly good career choice at this moment and how that career can be pursued with majors and/or graduate degrees in either College. Q&A to follow. For more information, email ppeluso@fau.edu or eberlats@fau.edu

ZOOM MEETING:



1



11



10





Culturally Responsive Interviewing...

CRIS



CANVAS COURSE ICON

☰ ▾ IDENTIFYING OUR VALUES

☰  INTRODUCTION VIDEO
1 pts

☰  Culturally Competent Interviewing Strategies Part 1.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.pptx

☰  Interview Question Examples.pdf

☰ ▾ REFLECTION

☰  REFLECTION on CULTURAL RESPONSIVENESS

MODULES of COURSE



School District of Indian River County Culturally Responsive Interviewing Question Examples

How familiar is the candidate with race, equity and culture?

1. Have you ever taken part in a conversation centered on race in an educational setting? If yes, describe that conversation and how did it make you feel? If no, how comfortable would you be talking about race and its impact on education?
2. What does “Culturally Responsive Teaching” mean to you?
3. What experiences have you had that have helped you understand the impact of race, culture and ethnicity on teaching and learning?
4. What are your (or the) greatest successes and challenges teaching in a heterogeneous (levels and race) classroom?
5. How do you create equity in the classroom? How will you ensure that all students are engaged in their lessons?
6. How will the teaching and learning experience in your classroom engage African American and Latino students rigorously?
7. How do you get students to exert effective effort?
8. Discuss how you feel about students’ life and culture. How will you show an interest in their activities and successes?
9. Give an example of how, when and why you will communicate with parents.
10. How have you or how will you allow for student voice to change what you teach and how you teach?

Minority Student Achievement Network (MSAN) Sample Interview Questions Targeting Equity-Literacy



██████████
Wednesday

I learned that interviewing with a culturally responsive lens increases the chances that a candidate understands the values of the interviewer and decreases the chances that a candidate misconstrues the intention of interview questions.

I feel the pertinent information provided by the training is a good start to bringing more diversity to the district: follow-up action is required.

Edited by Aretha Vernetta on Feb 18 at 11:28pm

← Reply



██████████
Yesterday

1) Please share what you have learned about interviewing with a culturally responsive lens?

To be ethically responsible to competently interview and assess diverse populations, regardless of potential cultural barriers.

2) Do you feel that the training provided information pertinent to bringing more diversity to the district?

Yes.....It opened my eyes to practical implications for use of culturally responsive interviewing strategies and culturally competent communication skills.

← Reply

Row Labels	Hispanic	White	African American	Asian	Hawaiian	Native	Multi Race	Total Employees	% Hispanic	% White	% African	% Asian	% Hawaiian	% Native	% Multi Race
ALTERNATIVE CENTER FOR EDUCATI		3		7				10	0.0%	30.0%	70.0%	0.0%	0.0%	0.0%	0.0%
BEACHLAND ELEMENTARY		36	2					38	0.0%	94.7%	5.3%	0.0%	0.0%	0.0%	0.0%
CITRUS ELEMENTARY	2	55	4					59	3.4%	93.2%	6.8%	0.0%	0.0%	0.0%	0.0%
CURRICULUM & INSTRUCTIONAL		7		2				9	0.0%	77.8%	22.2%	0.0%	0.0%	0.0%	0.0%
DODGERTOWN ELEMENTARY	1	31	6					37	2.7%	83.8%	16.2%	0.0%	0.0%	0.0%	0.0%
ESE SCHOOL WIDE		8						8	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
FELLSMERE ELEMENTARY	9	39	1	1			1	41	22.0%	95.1%	2.4%	2.4%	0.0%	2.4%	2.4%
GIFFORD MIDDLE SCHOOL	1	38	9					47	2.1%	80.9%	19.1%	0.0%	0.0%	0.0%	0.0%
GLENDALE ELEMENTARY	3	41	3					44	6.8%	93.2%	6.8%	0.0%	0.0%	0.0%	0.0%
INDIAN RIVER ACADEMY	4	35	3				1	37	10.8%	94.6%	8.1%	0.0%	0.0%	0.0%	2.7%
LIBERTY ELEMENTARY	3	36	3			3		42	7.1%	85.7%	7.1%	0.0%	0.0%	7.1%	0.0%
OSCEOLA ELEMENTARY		39	3			2		41	0.0%	95.1%	7.3%	0.0%	0.0%	4.9%	4.9%
OSLO MIDDLE SCHOOL	1	43	19			1		61	1.6%	70.5%	31.1%	0.0%	0.0%	1.6%	1.6%
PELICAN ISLAND ELEMENTARY	2	34	1					35	5.7%	97.1%	2.9%	0.0%	0.0%	0.0%	0.0%
PRE- KINDERGARTEN PROGRAM		7						7	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ROSEWOOD ELEMENTARY	3	41	1					42	7.1%	97.6%	2.4%	0.0%	0.0%	0.0%	0.0%
SEBASTIAN ELEMENTARY	2	27	7					34	5.9%	79.4%	20.6%	0.0%	0.0%	0.0%	0.0%
SEBASTIAN RIVER HIGH SCHOOL	7	96	9				1	105	6.7%	91.4%	8.6%	0.0%	0.0%	0.0%	1.0%
SEBASTIAN RIVER MIDDLE SCHL	7	47	10	2			2	57	12.3%	82.5%	17.5%	3.5%	0.0%	0.0%	3.5%
STORM GROVE MIDDLE SCHOOL	2	61	5					67	3.0%	91.0%	7.5%	0.0%	0.0%	0.0%	0.0%
Strategic Planning and Support Services		1						1	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TEACHER CERT/STAFF DEVELOPMENT		3	2					5	0.0%	60.0%	40.0%	0.0%	0.0%	0.0%	0.0%
TREASURE COAST ELEMENTARY	1	45	2	1				49	2.0%	91.8%	4.1%	2.0%	2.0%	0.0%	0.0%
Treasure Coast Technical College		4	1					5	0.0%	80.0%	20.0%	0.0%	0.0%	0.0%	0.0%
VERO BEACH ELEMENTARY	1	39	7	1			1	46	2.2%	84.8%	15.2%	2.2%	0.0%	0.0%	2.2%
VERO BEACH HIGH - FLC	3	30	7	1				38	7.9%	78.9%	18.4%	2.6%	0.0%	0.0%	0.0%
VERO BEACH HIGH SCHOOL	8	102	11			1	1	113	7.1%	90.3%	9.7%	0.0%	0.0%	0.9%	0.9%
WABASSO SCHOOL FOR EXCEPTIONAL	1	11	1					12	8.3%	91.7%	8.3%	0.0%	0.0%	0.0%	0.0%
Grand Total	61	959	126	6	1	8	10	1090	5.6%	88.0%	11.6%	0.6%	0.1%	0.7%	0.9%

2020-2021 SDIRC AAAP Goal 4: Instructional Staff

5 Year Baseline Report for the Racial/Ethnic Breakdown of Retention Rates

Race/Eth	15-16 % of Teachers	16-17 % of Teachers	17-18 % of Teachers	18-19 % of Teachers	19-20 % of Teachers
White					
Hispanic					
Black					
Two or More					
Asian					
Am Indian					
Pac Islander					
District Total					
Black/White Gap					
Hisp/White Gap					

This data was not tracked systematically prior to the approval of the 2020-2021 AAAP.

2020-21 Progress Measure Data as of January 27, 2021

AAAP Action Step: 4.13. 4.28	Percent of Teacher Retained Since July 1, 2020
Race/Eth	% of Teachers
White	95%
Hispanic	95%
Black	97%
Two or More	92%
Asian	100%
Am Indian	100%
Pac Islander	50%
District	96%
Black/White Gap	-2%
Hisp/White Gap	-1%

Source: SDIRC Human Resources

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 of African American students
- 12: Need for additional academic support for African American students to achieve mastery
- 13: High cost of living

INSTRUCTIONAL	Location	Vacancies	Date Vacated	JOB ID	Posted	Hire Submitted	KEY
Title	Beachland	1	1/4/2021	4800 Y		approved AA candidate	New Openings
TEACHER ELEMENTARY	Beachland	1	1/8/2021	4875 Y - Per Mr. Bass		In Process	approved/complete
TEACHER KINDERGARTEN	Alt Ed	1	12/4/2020	4846 Y - Per Mr. Bass		In Process	
TEACHER, READING	Citrus	0	1/4/2021	4864 Y		approved/complete	
TEACHER, MUSIC	Citrus	1	2/1/2021	4898 Y		In Process	
TEACHER GRADE 2 (LTS)	TCTC	1	12/11/2020	4856 Y		Filled by internal transfer	
TEACHER ADULT EDUCATION	Rosewood	0	10/13/2020				
TEACHER EXCEPTIONAL ED - VE	Rosewood	1	11/3/2020	4770 Y		approved/complete	
TEACHER GRADE 2	Gifford Middle	0	8/3/2020	4403 Y		approved/complete	
TEACHER LANGUAGE ARTS MIDDLE	Gifford Middle	0	8/3/2020	4759 Y		approved/complete	
TEACHER MATH MIDDLE	Gifford Middle	1	12/18/2020	4867 Y		In Process	
TEACHER LANGUAGE ARTS MIDDLE	Gifford Middle	1	1/22/2021	4881 Y		In Process	
TEACHER EXCEPTIONAL ED - VE	Gifford Middle	1	8/3/2020	4638 Y		In Process	
TEACHER GRADE 4	Fellsmere	1	1/4/2021	4861 Y		In Process	
TEACHER GRADE 3	Fellsmere	0	11/16/2020	4815 Y		approved/complete	
TEACHER KINDERGARTEN	Fellsmere	0	8/3/2020			Filled by internal transfer	
TITLE I RSRC (READING)	Fellsmere	0	10/26/2020	4713 Y		approved/complete	
TEACHER EXCEPTIONAL ED - VE	Wabascoo	1	1/22/2021	4823 Y		In Process	
TEACHER EXCEPTIONAL ED - VE	Wabascoo	1	12/11/2020	4842 Y		In Process	
TEACHER EXCEPTIONAL ED - VI	ESE	1	1/29/2021	4866 Y			
SPEECH AND LANG PATH	ESE	0	12/18/2020	4857 Y		In Process/AA candidate	
TEACHER LANG ARTS	SGMS	1	8/3/2020	4668 Y		In Process	
TEACHER GRADE 3	Dodgertown	1	8/3/2020	4360 Y			
TEACHER GRADE 3	VBE	1	8/3/2020	4360 Y			
TEACHER GRADE 3	VBE	1	8/3/2020	4360 Y			
TEACHER INTERMEDIATE	Liberty	1	11/19/2020	4835 Y		In Process	
TEACHER SOCIAL STUDIES MIDDLE	Sebastian Midd	0	11/20/2020	4788 Y-per Mr. Bass		approved/complete	
TEACHER GRADE 4	Glendale	0	9/25/2020	4703 Y		approved/complete	
TEACHER GRADE 5	Glendale	1	10/5/2020	4743 Y		In Process	
TEACHER GRADE 5	Glendale	0	1/15/2021		Move to 3rd Grade	LONG TERM SUB	
TEACHER, ESE	Glendale	1	2/3/2021	4904 Y			
TEACHER, ESE	Glendale	1	1/11/2021	4874 Y			
TEACHER EXCEPTIONAL ED - VE	Oslo Middle	0	10/26/2020			Filled by internal transfer	
TEACHER PHYSICAL EDUCATION	Oslo Middle	0	11/3/2020	4798 Y-per Mr. Bass		Inprocess	
TEACHER LANGUAGE ARTS MIDDLE	Oslo Middle	0	11/16/2020	4832 Y		Inprocess	
TEACHER READING	Oslo Middle	0	11/4/2020	4799 Y-per Mr. Bass		Inprocess	
TEACHER LANGUAGE ARTS SR HIGH	Sebastian High	0	9/25/2020	4729 Y		approved/complete	

TEACHER MATH SR HIGH	Sebastian High	0	8/10/2020	4728 Y	approved/complete
TEACHER SOCIAL STUDIES SR HIGH	Sebastian High	0	8/26/2020	4695 Y	approved/complete
TEACHER EXCEPTIONAL ED - VE	Sebastian High	0	10/9/2020	4747 Y	approved/complete
TEACHER SOCIAL STUDIES	Sebastian High	1	1/4/2021		
TEACHER SOCIAL STUDIES	Sebastian High	1	2/12/2021		
TEACHER SOCIAL STUDIES	VBHS	1	3/1/2021	4892 Y	In Process
TEACHER EXCEPTIONAL ED - VE	VBHS	1	11/20/2020	4807 Y	
TEACHER LANGUAGE ARTS SR HIGH	VBHS	0	11/6/2020	4736 Y	approved AA candidate
TEACHER GRADE 4	TCE	1	10/2/2020	4781 Y	
TEACHER GRADE 3	TCE	1	11/6/2020	4787 Y	
TEACHER GRADE 4	TCE	1	1/4/2021	4835 Y	
TITLE I RSRC (MATH)	TCE	0	10/2/2020	4774 Y	Filled by internal transfer
Total		22			

KEY
New Openings
approved/complete

2020-2021 SDIRC AAAP Goal 4: Instructional Staff

5 Year Baseline Report for the Racial/Ethnic Breakdown of New Hires

Race/Eth	15-16		16-17		17-18		18-19		19-20	
	# of Applicants	% of Applicants								
White	76	81%	109	86%	113	82%	101	66%	60	73%
Hispanic	6	6%	1	1%	5	4%	5	3%	13	16%
Black	11	12%	14	11%	13	9%	12	8%	7	9%
Two or More										
Asian			2	2%	4	3%	1	1%	1	1%
Am Indian	1	1%	1	1%	2	1%			1	1%
Pac Islander										
District Total	94		127		137		154		82	
Black/White Gap	65	69%	95	75%	100	73%	89	58%	53	65%
Hisp/White Gap	70	74%	108	85%	108	79%	96	62%	47	57%

2020-21 Progress Measure Data as of January 27, 2021

AAAP Action Step: 4.3, 4.4, 4.9, 4.14, 4.15			Count and Percent of 2020-21 New Hires		
Race/Eth	# of Applicants	% of Applicants	Race/Eth	# of Applicants	% of Applicants
White	79	74%	White	79	74%
Hispanic	12	11%	Hispanic	12	11%
Black	14	13%	Black	14	13%
Two or More	1	1%	Two or More	1	1%
Asian			Asian		
Am Indian			Am Indian		
Pac Islander	1	1%	Pac Islander	1	1%
District Total	107		District Total	107	
Black/White Gap	65	61%	Black/White Gap	65	61%
Hisp/White Gap	67	63%	Hisp/White Gap	67	63%
Source: SDRIC Human Resources					

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 of African American students
- 12: Need for additional academic support for African American students to achieve mastery
- 13: High cost of living

2020-2021 SDIRC AAAP Goal 4: Instructional Staff

5 Year Baseline Report for the Racial/Ethnic Breakdown of Interviewers

Race/Eth	15-16		16-17		17-18		18-19		19-20	
	# of Interviewers	% of Interviewers								
White							23	79%	269	79%
Hispanic									10	3%
Black							6	21%	59	17%
Two or More										
Asian										
Am Indian										
Pac Islander										
District Total							29		340	
Black/White Gap							17	59%	259	62%
Hisp/White Gap									259	76%

This data was not tracked systematically prior to April 2019. Therefore, 2018-19 data only includes May through June 2019.

2020-21 Progress Measure Data as of January 27, 2021

AAAP Action Step: 4.25	Count and Percent of 2020-21 Interviewers	
Race/Eth	# of Interviewers	% of Interviewers
White	60	66%
Hispanic	8	9%
Black	22	24%
Two or More		
Asian		
Am Indian	1	1%
Pac Islander		
District Total	91	
Black/White Gap	38	42%
Hisp/White Gap	52	57%

Source: SDIRC Human Resources

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 of African American students
- 12: Need for additional academic support for African American students to achieve mastery
- 13: High cost of living

2020-2021 SDIRC AAAP Goal 4: Instructional Staff

5 Year Baseline Report for the Racial/Ethnic Breakdown of Interviewees

Race/Eth	15-16		16-17		17-18		18-19		19-20	
	# of Interviewees	% of Interviewees								
White							35	83%	461	82%
Hispanic							4	10%	33	6%
Black							3	7%	66	12%
Two or More										
Asian										
Am Indian									2	0%
Pac Islander									2	0%
District Total									42	564
Black/White Gap							32	76%	395	70%
Hisp/White Gap							31	74%	428	76%

This data was not tracked systematically prior to April 2019. Therefore, 2018-19 data only includes May through June 2019.

2020-21 Progress Measure Data as of January 27, 2021

AAAP Action Step: 4.2, 4.3, 4.7, 4.8, 4.9, 4.10, 4.11		
Race/Eth	# of Interviewees	% of Interviewees
White	333	74%
Hispanic	37	8%
Black	72	16%
Two or More		
Asian	6	1%
Am Indian	2	0%
Pac Islander	1	0%
District Total	451	
Black/White Gap	261	58%
Hisp/White Gap	296	66%

Source: SDIRC Human Resources

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 of African American students
- 12: Need for additional academic support for African American students to achieve mastery
- 13: High cost of living



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



SCHOOL DISTRICT OF INDIAN RIVER COUNTY



WORKFORCE HOUSING COMMITTEE

Our School District is seeking members for the Workforce Housing Committee (WHC), which is an advisory committee to the School Board. [Click here to apply](#), and submit your application to Nancy Esplen, Executive Assistant to the School Board.



The purpose of the Workforce Housing Committee is to address the issue of affordable housing opportunities for SDIRC employees and create incentive strategy recommendations.



WORKFORCE HOUSING COMMITTEE VOLUNTEER APPLICATION

The School District of Indian River County is seeking members for the Workforce Housing Committee (WHC), which is an advisory committee of the School District of Indian River County. This is a two-year commitment to attend quarterly meetings which will be held the 2nd week of January, March, June, and August 2021.

1. NAME: _____
2. ADDRESS: _____

3. PREFERRED CONTACT INFORMATION:
HOME: () _____ OFFICE: () _____
CELL: () _____ EMAIL: _____
4. AREAS OF EXPERIENCE:

5. AREAS OF INTEREST:

6. INDIAN RIVER COUNTY RESIDENCE SINCE: _____
7. BIOGRAPHY: Please attach a biography of yourself, your accomplishments, and any additional information you feel relevant for consideration. (no more than 250 words)

OATH: "I affirm that I am a resident of Indian River County and that I am not employed by the School District of Indian River County and have no personal gain regarding the volunteer position for which I am applying. I understand that I will represent the welfare of the students of the Indian River County School District."

Signature

Date

Note: Please submit your application to:
Nancy Esplen, Executive Assistant to the School Board
School Board of Indian River County
6500 57th Street, Vero Beach, Florida 32967
Phone: 772-564-3200
E-mail: Nancy.Esplen@indianriverschools.org

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

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"> • Conduct a Joint Meeting of the NAACP and School Board of Indian River County.¹ • In February 2021, provide the newly established Equity Committee with a summary of action steps for the time period from January 2021 to March 2021, for which a progress update will be provided in March 2021. • In February 2021 and March 2021, attend scheduled Equity Committee meeting and ensure relevant district staff members are in attendance.² • In March 2021, update 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, supports provided.

Progress Update

A Joint Meeting of the NAACP and School Board occurred on February 9, 2021. The Joint Meeting included discussion of the Fourth Joint Status Update, with a draft of a Fourth Joint Status Update created based upon the information that was shared. The Fourth Status Update was submitted to the court on February 12, 2021.

During the scheduled Equity Committee Meeting that took place on February 16, 2021, a process for sharing the District’s planned action steps and provision of artifacts for monitoring progress was presented to Equity Committee Members by Dr. David K. Moore. Subsequently, each Equity Member was individually emailed a copy of the “Joint Plan – District Progress Update – Action Steps” document to support a clear understanding of all Equity Committee members on the District’s planned action steps for the Joint Plan for the time period from January 2021 – March 2021. The current document, updated with artifacts and progress monitoring, will be provided to the Equity Committee earlier than the anticipated March 2021 timeline. At the February 16, 2021 Equity Committee Meeting, district staff members were present. The next Equity Committee meeting is scheduled for March 2, 2021 and relevant district staff members are expected to be in attendance.



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/18/2021

Office/Department(s): Office of the School Board
Office of the Superintendent
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 V – Partial Unitary Status and Continued Plan Supervision
Action Steps:

- Conduct a Joint Meeting of the NAACP and School Board of Indian River County.

Explanation of Evidence: The attached is the agenda for the Joint Meeting between the NAACP and School Board that took place on 02/9/21.

Results of Action Taken: The NAACP and School Board discussed the content of the correspondence that would be sent to the Court for the Fourth Joint Status Update, as well as future meetings, and roles/responsibilities of the involved parties. Based upon discussion and information shared at the Joint Meeting, a Fourth Joint Status Update was drafted. This draft document was provided to representatives of the NAACP for review and feedback. Feedback was provided and the collectively signed Fourth Joint Status Update was filed with the Court on February 12, 2021.

Reflection/Next Steps: The next Joint Meeting between the NAACP and School Board is scheduled to occur on Tuesday, March 9, 2021, prior to the due date for the submission of the Fifth Joint Status Update to the Court.



**Tuesday, February 9, 2021
Review of the Joint Plan with the NAACP**

**District School Board of Indian River County, Florida
6500 57th Street
Vero Beach, FL 32967**

If a person decides to appeal any decision made by the Board with respect to any matter considered at these meetings, he will need to ensure that a verbatim record is made which includes the testimony and evidence upon which the appeal is to be made.

Time: Immediately following the 5:01 Business Meeting/Approximately 6:00 p.m.

Room: Joe N. Idlette, Jr. Teacher Education Center (TEC)

Governor DeSantis' Executive Order 20-69 expired November 1, 2020. As a result of the public health emergency that exists in the State of Florida arising out of the coronavirus; and in light of the guidelines established by the Centers for Disease Control and the local/state Department of Health for the protection of all members of the community; and in order to continue to perform essential functions in a manner consistent with law and School Board policy, all persons are invited to participate in the following meetings by watching the meetings live-streamed at <https://www.youtube.com/schooldistrictofindianrivercounty>. For those without internet access, you may come to the meeting location to attend the meetings in person. The meeting room will be set up in compliance with the CDC recommendations that space will be provided based upon social distancing. Additional areas outside the meeting room will be available to watch the meetings on video screens. All individuals attending the meetings in person are encouraged to wear face coverings.

1. MEETING OPENING

- A. Call Meeting to Order
- B. Purpose of the Meeting

2. ITEMS BEING DISCUSSED

- A. Agenda to be Jointly Agreed Upon Prior to Posting Review from NAACP presented by Dr. Warrior.

3. ADJOURNMENT

- A. Adjournment

4. LEGAL DISCLOSURES

- A. Disclosure
- B. Additional Material from Meeting



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/18/2021

Office/Department(s): Office of the Superintendent
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 V – Partial Unitary Status and Continued Plan Supervision

- In February and March 2021, attend scheduled Equity Committee meeting and ensure relevant district staff members are in attendance.

Explanation of Evidence: The Superintendent has set the expectation that relevant district staff be in attendance at scheduled Equity Committee meetings. Aligned with the establishment of equity as a priority for the District, the attendance of district staff at Equity Committee meetings ensures that they maintain current knowledge of the work of the Equity Committee, while being available to address any questions that Equity Committee members may have. The attached evidence is the District Staff Sign-In Sheet for the Equity Committee Meeting that took place on 02/16/21.

Results of Action Taken: A range of district staff members were present to develop an ongoing understanding of the work, as well as address any questions raised by the Equity Committee. Given that the primary item on the 02/16/21 meeting agenda was the selection of the Equity Committee Chair, no questions were asked of district staff members present.

Reflection/Next Steps: The continued presence of district staff members at the Equity Committee meetings is key to creating a clearer understanding of the nature of the work associated with the Joint Plan. District staff will be in attendance at the scheduled Equity Meeting on Tuesday, March 2, 2021.

Equity Committee Meeting Sign-In Sheet for District Staff – February 16, 2021

	Name:	Physically Present Sign/Initial:	Attending Virtually:
1.	David K. Moore Ed.D.	✓ BO	
2.	Scott Bass		
3.	Pam Dampier	<i>Pam Dampier</i>	
4.	Ron Fagan	✓ BO	
5.	Richard Myhre	✓ BO	
6.	Dr. Christina Jacobs	<i>Christina Jacobs</i>	
7.	Dr. Deborah Long	✓ BO	
8.	Dr. Colleen Lord		
9.	Dr. Brian McMahon		
10.	Dr. Sharon Packard		
11.	Dr. Edwina Suit		
12.	Camille Batory		
13.	Kelly Baysura	<i>Kelly Baysura</i>	
14.	Robyn Bethel	<i>Robyn Bethel</i>	
15.	Victoria Burney		
16.	Libby Diehl	<i>Libby Diehl</i>	
17.	Cynthia Emerson	<i>Cynthia Emerson</i>	
18.	Beth Hofer	✓ BO	
19.	Heather Holden	<i>Heather Holden</i>	
20.	Jennifer Idlette		
21.	Karen Malits		
22.	Robert Michael		✓
23.	Michelle Olk		
24.	Anne Rieben		
25.	Eric Seymour	✓ BO	
26.	Traci Simonton		✓
27.	Michael Smeltzer		
28.	Jon Teske		
29.	Nick Westenberger		
30.	Cristen Maddux	<i>Cristen Maddux</i>	
31.	Sara Miller	✓ BO	
32.	Chris Heiser	✓ BO	
33.	Brenda Davis	✓	

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"> Revise the “Checklist of Gifted Characteristics” to include characteristics that assist in identifying gifted students from underrepresented populations.¹ Revise the required intellectual test score, in alignment with state feedback, for Gifted “Plan B” to capture a broader range of intellectual profiles.¹ Provide professional development and technical support related to revisions to the “Checklist of Gifted Characteristics” and revised Gifted “Plan B criteria.”^{1,2} Provide training to all principals and assistant principals in Courageous Conversations as part of the United Through Equity micro-credentialing.^{1,2} Require that all out-of-school suspensions are approved by the principal’s supervisor prior to assigning an out-of-school suspension to a student.¹ Conduct Cabinet Level reviews of academic and discipline data, including racial/ethnic disparities in achievement and discipline. Conduct DataCom reviews with principals to identify identified needs related to achievement and discipline disparities and follow-up action steps.¹ 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.^{1,2}
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. Matthews, 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 PD session(s) provided on 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).

Artifacts of Actions Taken: Revised “Checklist of Gifted Characteristics,” revised, state-approved Plan B criteria, 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, 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

During Quarter 3, revisions to the District’s state-approved Plan B criteria for gifted eligibility were made and included revisions to the Gifted Characteristics Checklist that is used as part of the gifted screening and eligibility processes, as well as a revision to the required intelligence quotient (IQ) score (from IQ ≥ 119 to IQ ≥ 115) needed to be identified for gifted eligibility. The goal of these revisions is to support increased identification of underrepresented student populations in gifted. Additionally, professional development has been provided to relevant staff related to these revisions. A review of the percentage of African American students identified as gifted shows that the percentage has remained relatively stagnant over time. Continued monitoring of gifted eligibility by race will occur to better determine the impact of these changes. Also, within the area of Exceptional Student Education, additional professional development sessions have been provided to ESE staff members for the revised prereferral checklist being used prior to identifying students with a disability and culturally responsive strategies. The checklist includes rule-out factors that must be considered prior to an ESE evaluation to ensure that there are no factors unrelated to a disability that can be identified as the primary factor contributing to a student’s learning difficulties, and also an assurance that culturally responsive strategies are being implemented with the student in the classroom setting. From Quarter 4 of 2019-2020 to Quarter 3 of 2020-2021, the percentage of African American students identified with a disability has decreased by one percentage point (i.e., 23% to 22%).

During January and February 2021, Courageous Conversations professional learning was provided to principals and assistant principals as part of the United Through Equity Framework that has been developed to increase the cultural competence of staff employed by the District. The United Through Equity framework provides four modules and a practicum that lead to the microcredentialing of staff in cultural competence. Feedback provided (see attached artifacts) related to the Courageous Conversations sessions was positive overall.

To address disparities in discipline, all principals are required to request approval from the Deputy Superintendent prior to assigning an out-of-school suspension to a student. The District continues to provide the Alternative to Out-of-School Suspension program in lieu of out-of-school suspensions to provide students with a structured, supportive educational experience while minimizing the loss of instructional time. Also, to address existing disparities in discipline (and achievement), a District DataCom session was conducted on 02/17/21 with principals to identify needs related to discipline or academic disparities and to provide needed follow-up supports. Various trainings in the use of the PowerBI platform to identify discipline and academic disparities have been conducted during Quarter 3, with staff members ranging from administrators to instructional coaches and department chairs. Additionally, four Cabinet level reviews of data have been conducted thus far during Quarter 3 to plan and support for all of the efforts previously mentioned.

Current progress monitoring data related to disparities in discipline show modest decreases in the African American – White Risk Ratios (RR) for Office Discipline Referrals from Quarter 4 2019-2020 (RR = 2.08) to Quarter 3 2020-2021 (RR = 1.88). This means that African American students are currently 1.88 times as likely as White students to receive an Office Discipline Referral. With regard to classroom removals (i.e., in-school and out-of-school suspensions), the African American – White Risk Ratios (RR) also showed a slight decrease from Quarter 4 2019-2020 (RR = 2.57) to Quarter 3 2020-2021 (RR = 2.38), which mean that African American students are 2.38 times as likely than White students to be assigned an in- or out-of-school suspension. While slight decreases in discipline risk ratios are observed, an increased representation of African American students at the Alternative Center for Education (ACE) has been observed. At the end of the 2019-2020 academic year, 47% of students enrolled at the ACE were African American, while presently 77% of the students enrolled are African American. It is important to note that discipline data should be interpreted with caution given that students were in varied instructional settings during the time period monitored.

With regard to the achievement gap, current data related to various assessments administered shows increases from Quarter 1 to Quarter 3 of the current academic year. The percentage of African American students showing proficiency on i-Ready Diagnostics or performing at a level that typically correlates to a level 3 or higher on statewide assessments on Unit Assessments have increased during this time. While increases on these assessments have been observed, there currently is no clearly identified pattern of the achievement gap closing between African American and White students, with African American students showing more progress compared to White students on some assessments, while the reverse is true for other assessments.

Percentage of Students within Each Racial/Ethnic Subgroup Enrolled in the Brick & Mortar Setting Retrieved on 02/23/21				
Race/Ethnicity	Quarter 4 (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
African American	All students received remote instruction because of school closures due to COVID-19.	56%	71%	82%
American Indian/Alaskan Native		70%	68%	85%
Asian		63%	70%	78%
Hispanic		64%	79%	86%
Other		67%	75%	81%
White, Non-Hispanic		75%	83%	88%

Percentage of Each Racial/Ethnic Subgroup Eligible for Gifted Education Retrieved 02/23/21				
Racial Subgroup	17-18	18-19	19-20	20-21
African American	0.98%	1.17%	1.11%	1.07%
White, Non-Hispanic	6.41%	6.50%	6.27%	5.98%

Percentage of Each Racial/Ethnic Subgroup Identified for Exceptional Student Education (ESE) Retrieved 02/23/21				
Race/Ethnicity	Quarter 4 (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
African American	23%	22%	22%	22%
American Indian/Alaskan Native	*	8%	8%	8%
Asian	7%	9%	9%	8%
Hispanic	16%	16%	16%	16%
Other	17%	17%	17%	16%
White, Non-Hispanic	15%	14%	14%	14%

Disparities in Office Discipline Referrals – African American-White (Risk Ratio)*

Retrieved 02/23/21				
	Quarter 4 (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
African American – White	2.08	2.78	2.13	1.88

* 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 02/23/21				
	Quarter 4 (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
African American – White	2.57	2.88	2.39	2.38

*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 02/23/21				
Race/Ethnicity	Quarter 4 (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
African American	47%	33%	51%	77%
Hispanic	13%	10%	5%	NA
Other	6%	10%	5%	4%
White, Non-Hispanic	34%	48%	38%	19%

i-Ready Diagnostic Performance – Reading				
Percentage of Students Performing On or Above Grade Level				
(i-Ready Diagnostic Results Provided for Students Enrolled in the Brick & Mortar Setting Quarter 1 & Quarter 2)				
Racial Subgroup	Quarter 4 (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
African American	Data not available due to school closures.	25%	39%	NA – Diagnostic not administered during Quarter 3
White, Non-Hispanic		44%	60%	

i-Ready Diagnostic Performance – Mathematics				
Percentage of Students Performing On or Above Grade Level				
(i-Ready Diagnostic Results Provided for Students Enrolled in the Brick & Mortar Setting Quarter 1 & Quarter 2)				
Racial Subgroup	Quarter 4 (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
African American	Data not available due to school closures.	28%	29%	NA – Diagnostic not administered during Quarter 3
White, Non-Hispanic		37%	53%	

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 02/23/21				
Racial Subgroup	Quarter 4 (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
African American	Data not available due to school closures.	20%	28%	31%
White, Non-Hispanic		45%	53%	57%

Unit Assessments – Combined Math (Math, Algebra 1 & Geometry)

Percentage of Students Performing at 55%+

Retrieved 02/23/21

Racial Subgroup	Quarter 4 (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)
African American	Data not available due to school closures.	30%	27%	35%
White		41%	47%	49%

Unit Assessments – Science & Biology

Percentage of Students Performing at 55%+

Retrieved 02/23/21

Racial Subgroup	Quarter 4 (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)*
African American	Data not available due to school closures.	20%	26%	34%
White		38%	43%	48%

Unit Assessments – Civics & US History

Percentage of Students Performing at 55%+

Retrieved 02/23/21

Racial Subgroup	Quarter 4 (19-20)	Quarter 1 (20-21)	Quarter 2 (20-21)	Quarter 3 (20-21)*
African American	Data not available due to school closures.	9%	13%	18%
White		15%	18%	21%



Evidence of Progress Monitoring
School District of Indian River County
#SDIRCStrongerTogether

Date: 2/18/2021

School/Department: Office of Strategic Planning and Support Services

Action Step # and Description: Joint Plan Section VI – African American Student Achievement / Resource Allocation
(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)

Action Step:

- 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: A Pre-Referral Checklist is used at each school site prior to parental consent for an ESE evaluation and the eligibility meeting. The Checklist includes rule-out factors that must be considered prior to an ESE evaluation and eligibility determination to ensure that there are not outside factors or extenuating circumstances contributing to the student’s educational struggles. The checklist that was utilized in the past was updated August 2020 to include an additional rule-out factor that specifically states that culturally responsive strategies are being implemented within the classroom setting. Utilization of these strategies ensure students’ struggles are not related to the lack of implementation of culturally responsive practices. The ESE Program Specialist who provides direct support and technical assistance for Cultural Responsiveness provided a training to all ESE Resource Specialists and School Psychologists regarding common characteristics of culturally diverse and culturally linguistic learners not typically recognized by teachers, and additionally, specific evidenced based culturally responsive strategies. This training was provided to the school psychologists on 10.20.20; 11.17.20; and 2.16.21, respectively. The training was provided to the ESE Resource Specialists on 10.14.20; 10.23.20; 11.18.20; 1.8.21; and 2.16.21. Additionally, the Interim Director of Exceptional Student Education provided a training on evidence based culturally responsive practices to all ESE resource specialists on September 23rd, between 12:30 and 1:30 pm. All trainings were provided via Microsoft Teams. The resource specialists were given a pre and post-test with the expectation to demonstrate a knowledge base of at least 80% or greater to demonstrate understanding of the content. Post test results revealed 100% of Resource Specialists met 80% or higher. The resource specialists were asked to keep written documented logs of pre-referral checklists which are being submitted on a monthly basis to the ESE Program Specialist for Cultural Responsiveness who reviews for fidelity.

Results of Action**Taken:**

The updated checklist is being utilized at all school sites before a student is evaluated for Exceptional Student Educational Services to ensure that culturally responsive strategies and practices are being implemented in the classroom setting. Additionally, trainings have been repeated to encourage mastery of the content. Post-tests confirm that staff are competent.

Reflection:

Our expectation is that given this revision of the checklist, trainings and technical assistance around culturally responsive practices, over time we will see a significant reduction in overrepresentation for ESE eligibility in our minority subgroups, specifically, black males, and we will see a reduction in disparity and disproportionality in black male students identified as having a disability.



Avoiding Symptom → Solution PITFALLS:



Effectively Addressing Educational Inequities
Through Meaningful Root Cause Analysis

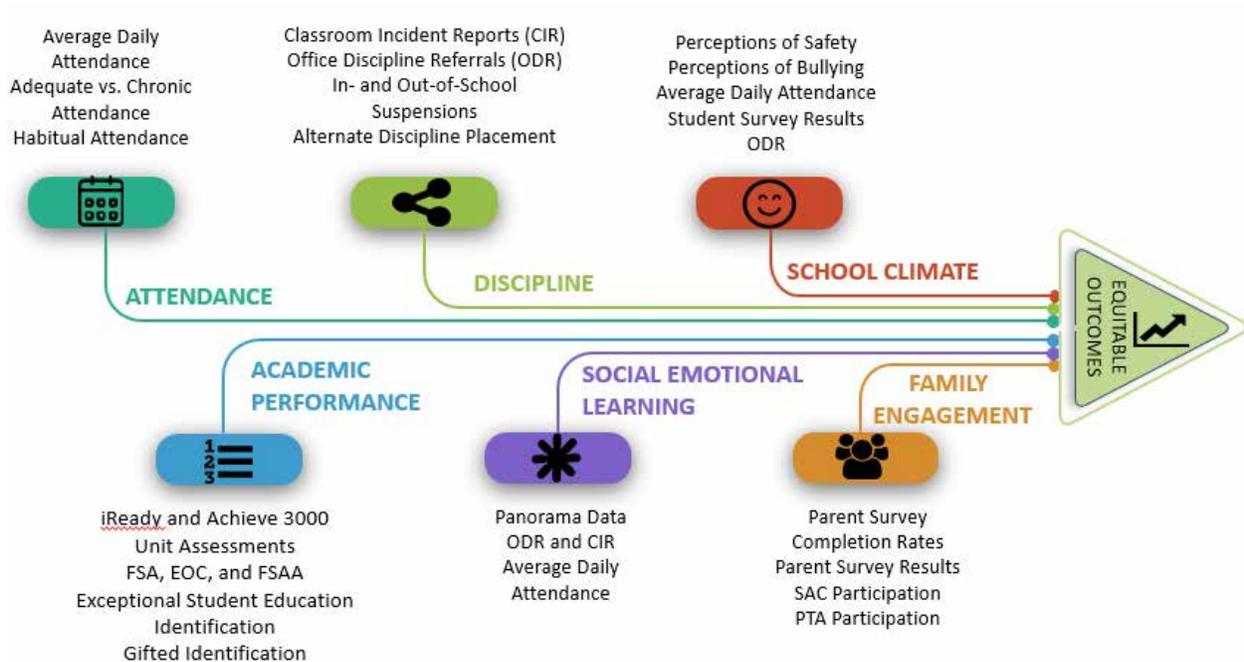
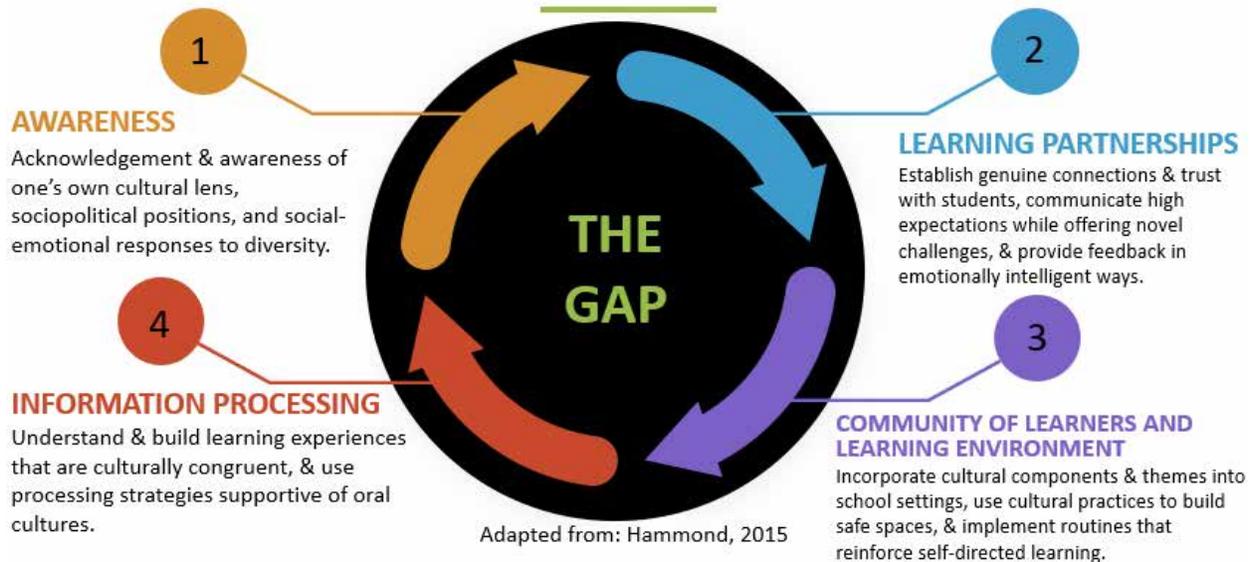
September 2019

In education, there is a golden triangle of quantity, quality, and equity. You just can't ignore one, while strengthening others. -Sitaram Yechury

Equality	Equity	Justice
The assumption is that everyone benefits from the same supports. This is equal treatment.	Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.	All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.



“Ready for Rigor” Framework for Culturally-Responsive Education



Ready for Rigor Framework COMPONENT 1: AWARENESS Strategy Crosswalk for Culturally Responsive & Inclusive School Settings			
Acknowledgement & awareness of one's own cultural lens, sociopolitical positions, and social-emotional responses to diversity.			
Domain	Strategy	Marzano Element(s)	Source/Reference
Academic Performance	Establish an understanding of the primary cultural archetypes and how they impact student learning and performance.	36, 52	Hollie (2 nd Ed.), 2018 Srinivasan, 2019
Discipline & School Climate	Utilize the "Mindful Reflection" protocol developed by Dray and Wisneski (2011) to process through cross-cultural interactions with students.	56	Dray & Wisneski, 2011; Hammond, 2015
Social Emotional Learning	Practice self-compassion, through conducting self-directed check-ins using the SPIRE Model of Whole-Being Wellness: Spiritual, Physical, Intellectual, Relational, Emotional.	55, 56	Stockman & Gray, 2018 https://wholebeinginstitute.com/self-care-coach-pt1-spire/
School Climate	Conduct a self-assessment related to implicit bias.	55, 56	Project Implicit, 2001; https://implicit.harvard.edu/implicit/takeatest.html
School Climate	Create opportunities to expose one's self to cultural experiences which are reflective of one's student which he/she serves to learn more about alternate ways of interacting with the world.	36, 55, 56	Hammond, 2015

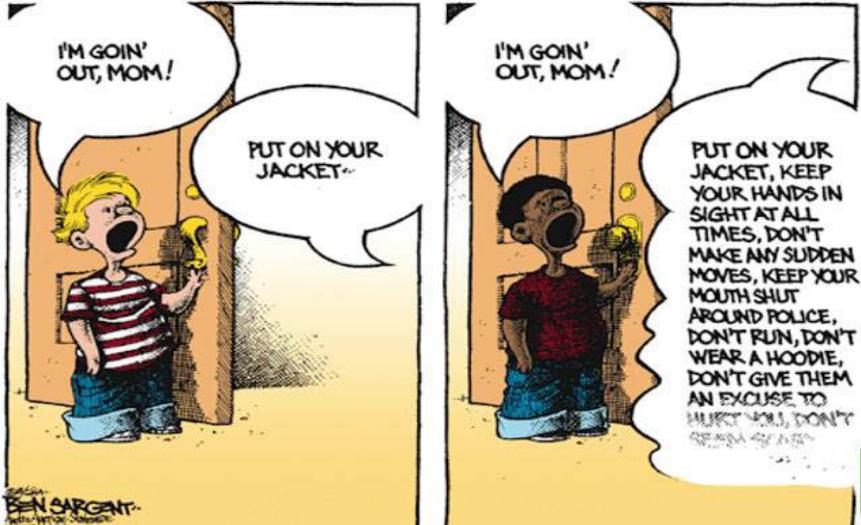
COMPONENT 2: LEARNING PARTNERSHIPS Strategy Crosswalk for Culturally Responsive & Inclusive School Settings			
Establish genuine connections & trust with students, communicate high expectations while offering novel challenges, & provide feedback in emotionally intelligent ways.			
Domain	Strategy	Marzano Element(s)	Source/Reference
Academic Performance	Incorporate Universal Design for Learning principles into instruction, including student choice in modalities of responding to prompts or tasks, to increase connection with what they value.	47, 48, 49	Yeager, 2017 Hollie (2 nd Ed.), 2018 http://www.cast.org/
Academic Performance & Social Emotional Learning	Cultivate understanding of the overall importance of validation and affirmation of students' backgrounds in culturally responsive approaches, including honoring the words that students bring from home.	36	Hollie (2 nd Ed.), 2018
Discipline	Provide students with opportunities to practice resolving conflicts peacefully, by having students rehearse being on opposite sides of a conflict while using reflective listening skills, identifying solutions to disputes, and engaging in positive self-expression.	30, 35	Stockman & Gray, 2018
School Climate	<i>Establish "welcoming rituals" on a daily basis for establishing consistency, equity in voice, respectful listening, student connection, and belonging.</i>	4, 37	Srinivasan, 2019 Hollie (2 nd Ed.), 2018
School Climate	Practice validating marginalized students through acknowledging the realities of inequity and how inequities have influenced the majority culture's perspectives on the behaviors of marginalized individuals, while communicating the resiliency of marginalized populations.	31, 37	Hammond, 2015

Ready for Rigor Framework			
COMPONENT 4: INFORMATION PROCESSING			
Strategy Crosswalk for Culturally Responsive & Inclusive School Settings			
Understand & build learning experiences that are culturally congruent, & use processing strategies supportive of oral cultures.			
Domain	Strategy	Marzano Element	Source/Reference
Academic Performance	Strategically incorporate "Brain Breaks" to which involves opportunities to reset the brain utilizing movement, music, or reflective practices, and supports increased storage of information in long-term memory.	27	Willis, 2016
Academic Performance	Provide explicit opportunities for student to practice metacognitive conversations about their own learning and the strategies they used when engaged in the learning process. Consider providing sentence frames as conversation starters.	13, 19, 31	Hammond, 2015
Academic Performance	Determine what students already know and gain understanding as to how they organized it in their schema, then create culturally based connections or "scaffolds" between the existing schema and the new content.	13, 15, 19	Hammond, 2015
Academic Performance	Create instructional conditions that stimulate neuron growth and myelination by giving work that is relevant and focused on problem solving. The brain must be stretched beyond its comfort zone to stimulate growth.	13, 15, 19	Hammond, 2015
Academic Performance	Plan instruction that deliberately moves students' brains through the three stages of information processing: input (information brain decides to pay attention to), elaboration (making information memorable and meaningful), and application (applying knew knowledge through deliberate practice and real life application).	10, 13, 15, 19	Hammond, 2015
Academic Performance & Social Emotional Learning	Incorporate Project-Based Learning Opportunities into instruction to cultivate critical thinking skills through the	13,	Graeber, 2012



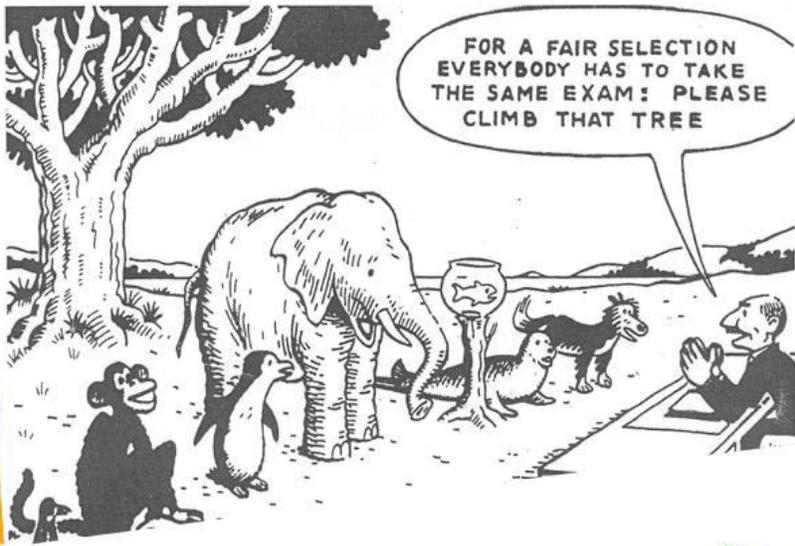
Do We Really Know our Students?

STILL TWO AMERICAS



Big Picture

So why do we teach as if all our students are the same?



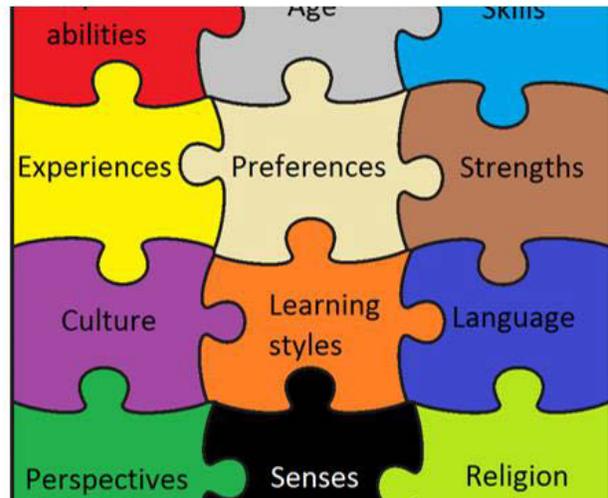
Big Picture

What Should the Classroom Look Like?

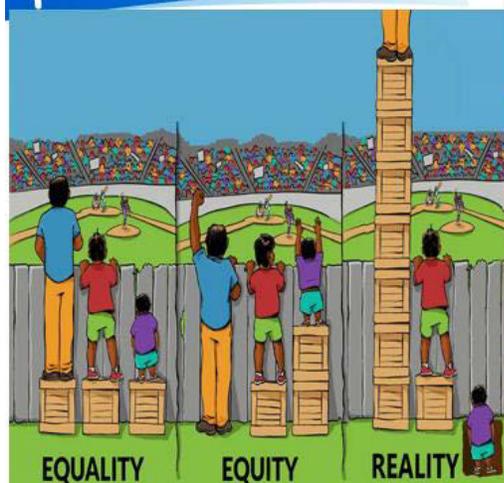


“Culturally responsive teachers have unequivocal faith in the human dignity and intellectual capabilities of their students.” (Geneva Gay, 2000, pp. 43-44)

How do teachers make the pieces fit?



The goal is to provide opportunity!

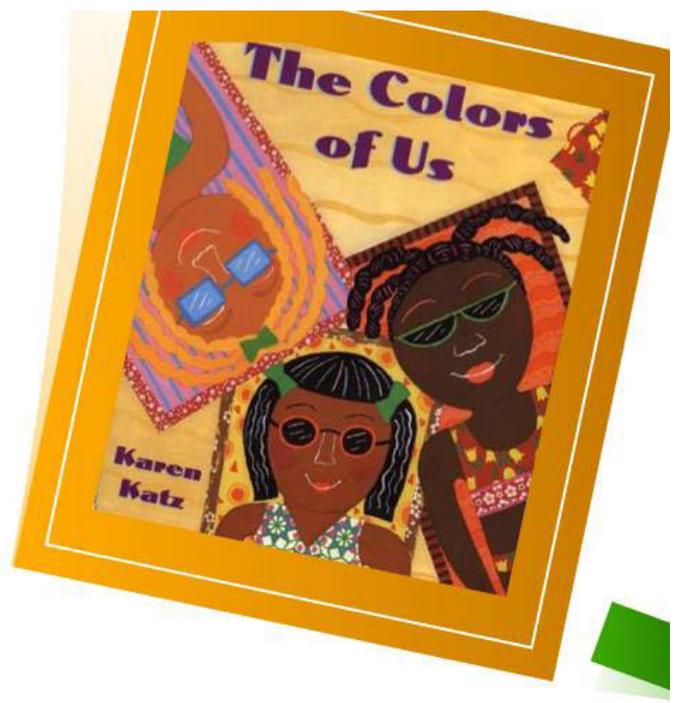


Practices	Existing	Implement	Outcome or Change
Socio-cultural consciousness	How are you influenced by Cultural differences?	Examine your way of thinking or current mindset	Recognize and confront biases
Attitude	How do you feel about culturally diverse students?	An affirming attitude impacts student learning	Schools and classrooms become inclusive and diverse
Commitment and Skills	Is your school role impacting diversity?	Confront barriers and develop skills for collaboration	Over time, schools will become more equitable
Knowledge of Student's Life	How much do you really know about your students?	Teachers learning about a student's past experiences	Recognizes multiple perspectives

Linguistically Diverse

Multicultural Literature and A Print-Rich Classroom

Literacy can serve as a springboard providing students with access to multicultural literature and books. Reading lessons involving multicultural literature then to lessons involving written responses about multicultural experiences. These reading and writing opportunities evoke a community of active learning inclusive of race, language and culture.

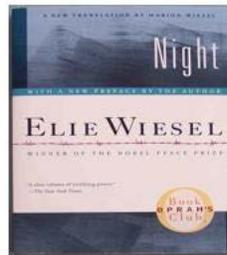


What that Looks Like in an English or Reading Classroom...

Ask students to share what happened to them on their way to school or about a particular event in their lives. Now, you have promoted **cultural sensitivity**. This prompt can be shifted to a writing activity.



High School teachers can include novels such as *Night*, by **Elie Wiesel** and learn about the Jewish culture and the Holocaust, or African-American culture from authors such as **Zora Neale Hurston**, who lived in Florida and is buried in close by Ft. Pierce.



It's Our Responsibility...

To maximize learning opportunities by gaining knowledge of students' cultures represented in their schools and classrooms and transform this to content-based lessons by using instructional practices



REVISED PRE-REFERRAL CHECKLIST

Pre-Referral Documentation Checklist Required for All Staffings K-12

(Except Gifted, HHB + SIP [IF INTERVENTIONS NOT NECESSARY])

Student Name _____ Grade _____

ID# _____

Parent Permission Signed _____ 45 days _____ 60 days _____

REQUIREMENTS

- ____ Parent Conference Notes and Dates
- ____ Parent Notification of Screening
- ____ Vision and Hearing Results
- ____ Guided Observation Summary Forms
 - ____ (1) Teacher RFA
 - ____ (1) Staff MTSS Observation as related to the area of concern
- ____ Progress Monitoring Data
- ____ Attendance for the year; attendance in intervention
- ____ Documentation of parent opportunity to participate in problem solving
- ____ Problem solving pages including meeting notes completed by MTSS team
- ____ Report Card
- ____ Evaluation reports, team summary reports, screening results
- ____ Release of Information form completed, if applicable

SLD Consideration:

A specific learning disability is defined as a disorder in one or more of the basic learning processes involved in understanding or in using language, spoken or written, that may manifest in significant difficulties affecting the ability to listen, speak, read, write, spell, or do mathematics. Associated conditions may include, but are not limited to, dyslexia, dyscalculia, dysgraphia, or developmental aphasia. A specific learning disability does not include learning problems that are primarily the result of a visual, hearing, motor, intellectual, or emotional/behavioral disability, limited English proficiency, or environmental, cultural, or economic factors.

- ____ Parent Permission to Evaluate (obtained prior or at meeting)
- ____ SLD Eligibility Summary Draft
- ____ Graphic documentation of repeated measures of achievement provided to parents
- ____ Utilization of evidenced based culturally responsive strategies accurately linked to the identified problem and implemented with the needed level of intensity and fidelity (teams are to utilize the CR Strategy Crosswalk)

Signed by Principal or Designee _____

Date _____



Evidence of Progress Monitoring
School District of Indian River County
#SDIRCStrongerTogether

Date: 2/18/2021

School/Department: Office of Strategic Planning and Support Services

**Action Step #
and Description:**

**(If more than one action
step is evidenced here,
please include all action
step #'s and a brief
description of each.)**

Joint Plan Section VI – African American Achievement / Resource Allocation

Action Steps:

- Revise the “Checklist of Gifted Characteristics” to include characteristics that assist in identifying gifted students from underrepresented populations
- Revise the required intellectual test score, in alignment with state feedback, for Gifted “Plan B” to capture a broader range of intellectual profiles
- Provide professional development and technical support related to revisions to the “Checklist of Gifted Characteristics” and revised Gifted “Plan B criteria
- 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 Gifted Characteristics Checklist it used at each school site as part of the screening process and evaluation for gifted eligibility. The former Gifted Characteristics Checklist was thoroughly revised to reflect characteristics commonly seen in students who are gifted, who may be viewed by teachers in a negative or problematic manner. Some examples include: disagreeing with peers and teachers; having difficulty moving from a preferred topic to a non-preferred topic; may be perceived as overreactive or emotional; not concerned with “fitting in” with peers; produces work samples that are not reflective of potential; etc... Additionally, the revised checklist is more culturally and linguistically sensitive and responsive. Characteristics that may have been perceived as culturally loaded were removed and characteristics that have shown to be free of cultural bias and more culturally sensitive were added. The ESE Program Specialist for Cultural Responsiveness and Gifted Services provided multiple and repeated trainings to both the School Psychologists, Teachers of the Gifted, and the ESE Resource Specialists. School Psychologists were provided the training and/or technical assistance on 10.20.20; 11.17.20; 12.1.20; 12.15.20; and 2.16.21, respectively, via Microsoft Teams. Training and technical assistance were provided to the ESE Resource Specialists on 12.15.20; 1.8.20; and 2.16.21 via Microsoft Teams. Review and technical assistance were provided to the Teachers of the Gifted on 2.10.21 via Microsoft Teams. The revised Gifted Characteristics Checklist was uploaded into FOCUS for immediate use on 1.12.21. Lastly, the IQ cut-off score for Plan B Gifted Eligibility was reduced from 119 to 115 in order to increase gifted eligibility in underrepresented subgroups, including culturally and linguistically diverse students. Culturally diverse students are defined as those who are being reared in any group that differs significantly in

values and attitudes from the dominant culture. To qualify for the Option B Plan, the student must either be identified as having economic disadvantage (free or reduced lunch candidates) or identified as one of the 4 categories of English Language Learners (ELL). Students who fall under the Plan B Option are now required to meet an IQ of 115 (reduced from 119) on a standard full battery test of Intelligence, as oppose to meeting the original Plan A Eligibility Option IQ cut-off score of 130. This is a one standard deviation difference (15pts). This is in place to control for unearned disadvantage such as economic disadvantage, lack of exposure, and language barriers. Furthermore, it provides equitable opportunities regarding eligibility, services, and programming.

Results of Action Taken:

The updated checklist is now being utilized at all school sites. Pertinent ESE staff have been repeatedly trained to promote increased understanding and effective implementation. Administrators have been notified of the changes and revisions on October 15th, 2020. School Psychologists are currently disseminating training to pertinent school-based staff at their school sites. Written and electronic documentation logs are collected by the ESE Program Specialist for Cultural Responsiveness and Gifted Services for monthly review.

Reflection:

We hypothesize that with the changes and revisions that have been made, we will see increased gifted eligibility in our underrepresented populations, including culturally and linguistically diverse students, especially our black student population.

GIFTED ELIGIBILITY & FLORIDA

6A-6.03019 Special Instructional Programs for Students who are Gifted.

(1) Gifted. One who has superior intellectual development and is capable of high performance.

(2) Criteria for eligibility. A student is eligible for special instructional programs for the gifted if the student meets the criteria under paragraph (2)(a) or (b) of this rule.

(a) The student demonstrates:

- 1. Need for a special program.
- 2. A majority of characteristics of gifted students according to a standard scale or checklist; and,
- 3. Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence.

(b) The student is a member of an under-represented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students.

1. For the purpose of this rule, under-represented groups are defined as groups:

- a. Who are limited English proficient, or
- b. Who are from a low socio-economic status family.

Plan B in SDIRC

- Screening criteria is the same (115)
- Required IQ score is 115

WHO ARE THE 'CULTURALLY AND LINGUISTICALLY DIVERSE'?

“Culturally diverse students : those being reared in any group that differs significantly in values and attitudes from the dominant culture.”

(Barbara Clark, *Growing Up Gifted*, p. 499.)

Culturally and linguistically diverse (CLD) students who are gifted need to be provided opportunities to develop their gifted talents as others that have been deemed gifted learners.

GIFTED CHARACTERISTICS NOT TYPICALLY IDENTIFIED BY TEACHERS

Bored with routine task, refuses to do rote homework

Difficult to get him/her to move into another topic

Is self-critical, impatient with failures

Is critical of others and of the teacher

Often disagrees vocally with others, with the teacher

Makes jokes or puns at inappropriate times

Emotionally sensitive – may overreact, get angry easily or ready to cry if things go wrong

Not interested in details, hands in messy work

Refuses to accept authority; non-conforming, stubborn

Tends to dominate others

CULTURALLY AND LINGUISTICALLY DIVERSE GIFTED STUDENTS

Acquire language with ease and rapidity

Set high standards for themselves

Use creative ability in problem solving

Demonstrate strong leadership skills in their own culture

Show abilities in fine or practical arts

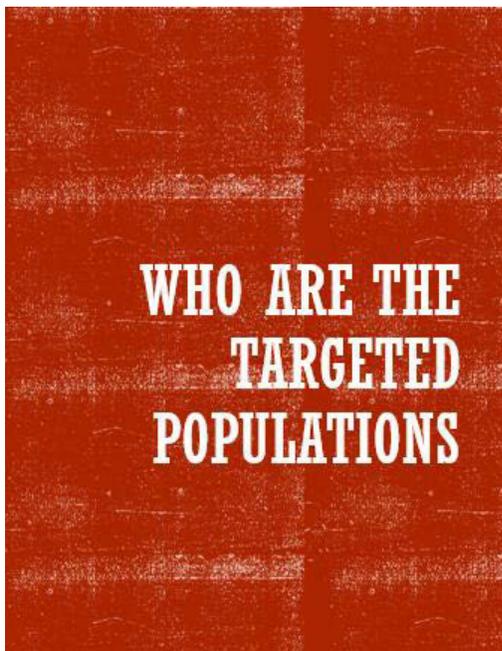
Have a richness in imagination and informal language

Easily adapt to new situations

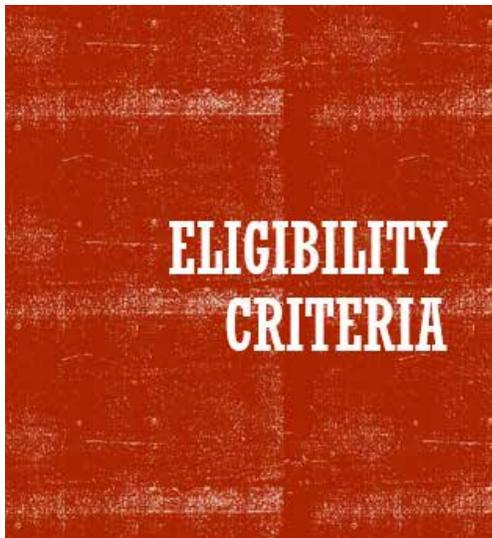
Self-directed



DISTRICT PLAN TO INCREASE PARTICIPATION OF UNDERREPRESENTED STUDENTS IN THE PROGRAM FOR STUDENTS WHO ARE GIFTED



- **LY:** K – 12 grade ELL students enrolled in classes specifically designed for ELL students.
- **LP** = K – 12 grade ELL students for whom the reading/writing test is pending
- **LF** = K – 12 grade former ELL students who exited the program within the last two years
- Students whose primary language spoken in the home is other than English (as indicated on their initial registration form) whose score on a test of English proficiency indicates a CALP level of fluent, but only within the first two years of being enrolled in a classroom where instruction is delivered primarily in English
- Low SES as defined as students who are eligible for the government-subsidized free or reduced lunch program.



A student is eligible for special instructional programs for the gifted under Plan B from kindergarten through grade 12, if the student demonstrates:

- ✓ The need for a special program as indicated by one or more of the following statements checked in the referral paperwork.
 - Ability above regular class curricula
 - Interest far advanced for regular classwork
 - Social maturity above classmates
 - Needs stimulation of advanced program
- ✓ A majority of characteristics of gifted students according to a standard scale or checklist completed by at least one of the student's teachers. Please see forms included below.
- ✓ Above average intellectual development as measured by an intelligence quotient of 115 or above on an individually administered standardized test of intelligence.

UPDATED GIFTED CHARACTERISTICS CHECKLIST

Please read through, and mark with an X as appropriate, the following list of behaviors in the areas of creativity, leadership, motivation, and learning that are associated with gifted learners.

- 1. Demonstrates strong leadership skills in their own culture
- 2. Has an expanded vocabulary
- 3. Becomes deeply involved with topics or problems
- 4. Often turns in work that is inconsistent with ability level; may hand in messy work
- 5. Will attempt the challenge of new and different topics
- 6. Often disagrees vocally with others, possibly including the teacher
- 7. Asks many questions to gain a deeper understanding
- 8. Is resourceful; tries to reason things out independently and in ingenious ways
- 9. Transfers learning to new situations
- 10. Eagerly shares ideas or discoveries
- 11. Can be perfectionistic
- 12. Becomes bored with routine tasks; is reluctant to do rote work
- 13. Acquires languages with ease and rapidity

- 14. Is self-critical and can be impatient with own failures
- 15. Demonstrates idealism and sense of justice at an earlier age than peers
- 16. Does not mind being different from peers
- 17. Displays intense concentration in areas of interest
- 18. Is a "self-starter"; needs little external motivation
- 19. Expresses ideas well
- 20. Generates many ideas or solutions to problems
- 21. Displays a richness in imagery and language
- 22. Displays originality
- 23. Has a vivid imagination
- 24. Demonstrates ability to express feelings and emotions
- 25. Can give directions clearly and effectively
- 26. Is able to see and consider the perspective of others
- 27. Carries responsibility well
- 28. Initiates activities
- 29. Has the ability to think logically
- 30. Demonstrates resiliency, or the ability to cope, when presented with challenging circumstances
- 31. Has the ability to take on adult roles at home, such as managing the household and supervising siblings, (may negatively impact school attendance and achievement)
- 32. Has a strong sense of self, pride, and/or worth
- 33. Is critical of others which may include adults in authority (i.e., teachers, parents, coaches, etc.)
- 34. Makes jokes or puns at inappropriate times
- 35. Can be emotionally sensitive, anger easily, and/or be over-reactive
- 36. Can be non-conforming or stubborn
- 37. Uses creative abilities in problem solving
- 38. Rapidly processes information in complex ways
- 39. Is observant
- 40. Is excited about new ideas
- 41. Tries to adapt or improve things

- 42. Has an excellent memory
- 43. Is able to retain more information with less repetition
- 44. Foresees consequences and implications of decisions
- 45. Likes structure
- 46. Is self-confident
- 47. Is persistent about areas of passion
- 48. Exhibits creative and inventive expression (i.e., various art forms)
- 49. Has the ability to take novel information and make connections with previously learned material
- 50. Is difficult to get him/her to move from a desired topic of interest to a less desired topic

Scoring Rubric

25 or more endorsed/51%-100%=3pts

16-25 endorsed/31%-50%=2pt

15 endorsed or less/0-30%=0pt

UPDATES UPLOADED IN RESOURCE SPECIALIST TEAMS FOLDER FOR REVIEW

Updates regarding gifted eligibility:

- The new IQ cutoff score for PLAN B ELIGIBILITY (only) is now **115** as opposed to 119. I will update the power point trainings accordingly.
- Any student that falls into the Plan B option/category, who has been tested within **THIS CURRENT SCHOOL YEAR** and earned an IQ score of at least **115**, should have a new eligibility meeting scheduled.
- I worked with a team of school psychologists to update/revise the gifted characteristic checklist. It was adjusted to be more culturally and linguistically sensitive and responsive. It now also includes characteristics less commonly recognized by teachers, but through research and evidence, are shown to be characteristics commonly seen in students who are gifted. It has been approved and is ready for use. RS's, we will hold a training with you specific to the new checklist and answer any questions you may have. (A huge thanks to Traci McGough and Jennifer Oseroff)!

Procedural updates on the Plan B students who have met the new 115 cut-off score this school year:

- A meeting is to be scheduled for Plan B students that now meet eligibility with the new 115 IQ cut-off score.
- A new consent must be obtained since a meeting was already held and students were originally DNQ'd.
- No additional testing is required as the previous testing is still current and valid.
- A new eligibility discussion is to be held, and development of an Educational Plan is to be completed.
- This can all be done a one meeting. Please call parents to schedule meeting and provide appropriate PWN.



Evidence of Progress Monitoring
School District of Indian River County
#SDIRCStrongerTogether

Date: 2/18/2021

School/Department: Office of Strategic Planning and Support Services

Action Step # and Description: Joint Plan Section VI – African American Student Achievement / Resource Allocation
Action Steps:

(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)

- Revise the “Checklist of Gifted Characteristics” to include characteristics that assist in identifying gifted students from underrepresented populations.
- Provide professional development and technical support related to revisions to the “Checklist of Gifted Characteristics” and revised Gifted “Plan B criteria”

Explanation of Evidence:

Procedures for the provision Indian River (IR) Multi- Tiered System of Supports (MTSS) Tier 2 Enrichment Support Services have been developed to assist in meeting the academic needs of students who could benefit from supplemental enrichment supports through the IR MTSS framework. Elementary schools who should consider integrating these supports into their Multi-Tiered System of Supports framework are those in which a chronic underrepresentation of students found eligible for gifted services has been identified. This school year, five schools have been identified with chronic underrepresentation. They are Vero Beach Elementary, Pelican Island Elementary, Dodgertown elementary School, Sebastian Elementary School, and Fellsmere Elementary School. The Tier 2 enrichment support services are designed with the intent to increase the probability that additional students are identified for gifted services within the school, with the school’s responsibility for identifying students in need of gifted services remaining the same. The enrichment support services will be provided during the block of time that gifted services are provided at the assigned school and within time frames identified as appropriate by the school and will be provided by a gifted-endorsed teacher. This scheduling provides the additional benefit by providing students already in the gifted program, along with high achieving peers, increased accelerated cooperative learning opportunities and time for peer interaction. A list of Fall iReady scores for students scoring 83% or higher in math or reading were disseminated to schools on October 15th, 2021. This, along with other considerations outlined in the directions (can be viewed in the evidence and artifacts section) should be reviewed when determining which students would likely benefit from the enrichment programming. The ESE Program Specialist for Cultural Responsiveness and Gifted Services has provided multiple and repeated trainings to both the School Psychologists, Teachers of the Gifted, and the ESE Resource Specialists. School Psychologists were provided the training and/or technical assistance on 10.20.20; 11.17.20; and 2.16.21, respectively. Training and technical assistance were provided to the ESE

Resource Specialists on 10.14.20; 11.18.20; 1.8.21; 2.16.21. These trainings were provided via Microsoft Teams.

Results of Action Taken:

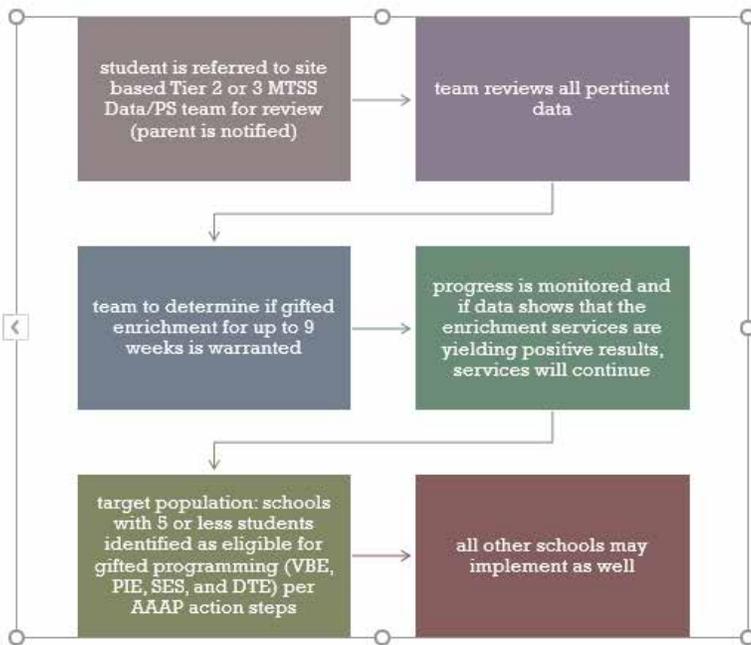
As a result of the list of students with iReady scores at or above the 83rd % being disseminated to schools, identification and notification to schools with significant underrepresentation, and explicit and repeated training provided to pertinent staff, students who may not have qualified for gifted services under traditional eligibility requirements are now benefitting from gifted enrichment services provided by a teacher who is gifted endorsed.

Reflection:

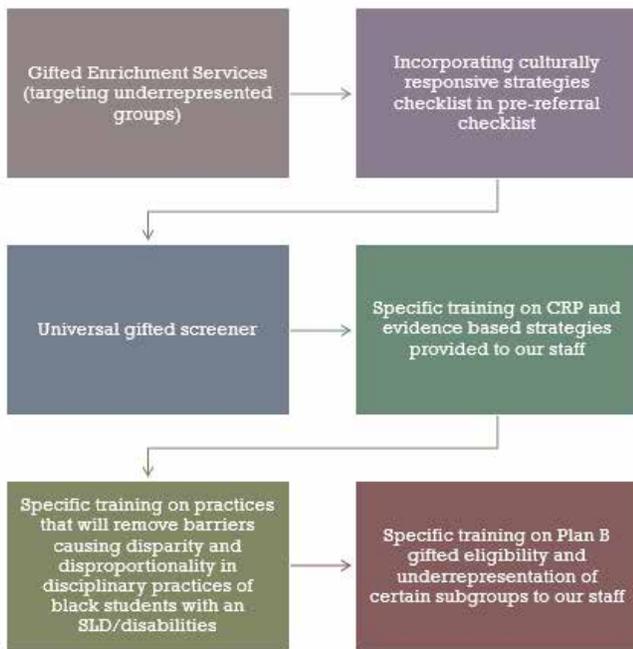
It is hypothesized that schools with underrepresented populations, especially including students who are culturally and linguistically diverse, will have increased opportunity for gifted enrichment services.

TIER 2 GIFTED ENRICHMENT REFERRALS- POTENTIAL CANDIDATES

- those scoring higher than the 83rd % on Iready diagnostic, but did not meet gifted screening criteria
- 4th-6th graders scoring a level 4 or 5 on FSA, but did not meet gifted screening criteria
- students referred by teachers that show evidence of being a student who would benefit from gifted enrichment services and more rigor



TIER 2 GIFTED ENRICHMENT REFERRAL PROCESS



GIFTED ENRICHMENT INSTRUCTIONS AND LOG



**School District of Indian River County
Indian River Multi-Tiered System of Supports**



**Tier 2 Enrichment Support Services –
Referral and Implementation Procedures**

Procedures for the provision IR MTSS Tier 2 Enrichment Support Services have been developed to assist in meeting the academic needs of students who could benefit from supplemental enrichment supports through the IR MTSS framework. Elementary schools who may consider integrating these supports into their Multi-Tiered System of Supports framework are those in which a chronic underrepresentation in students found eligible for gifted services has been identified. The Tier 2 enrichment support services are designed with the intent to increase the probability that additional students are identified for gifted services within the school, with the school’s responsibility for identifying students in need of gifted services remaining the same. The enrichment support services will be provided during the block of time that gifted services are provided at the assigned school and within time frames identified as appropriate by the school, and will be provided by an gifted-endorsed teacher. This scheduling provides the additional benefit by providing students already in the gifted program and high achieving peers increased, accelerated cooperative learning opportunities and time for peer interaction.

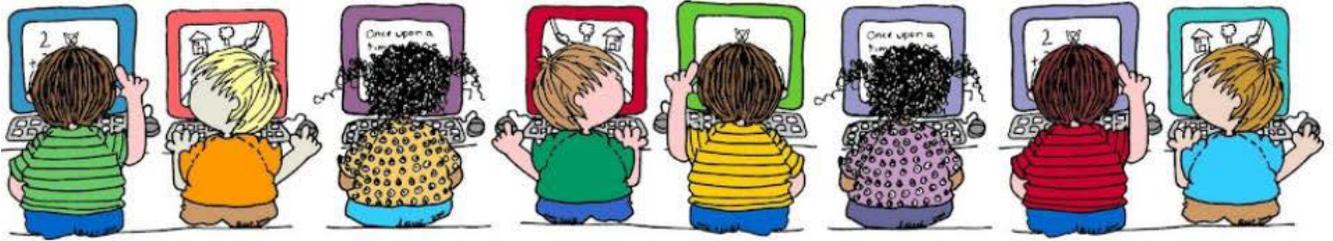
1. Schools identified to received formalized, district-supported Tier 2 Enrichment Services meet the following criteria:

- a. During the two previous academic years, the total school gifted population (grades K-5) has been 10 or less students, and
 - b. During the first day of the current academic year, the total school gifted population is five (5) or less students (K-5)
2. Schools identified using these criteria through a district-level review process by the Program Specialist for Psychological and Gifted Services at the beginning of the academic year, will be notified via written notice that they may want to integrate these supports into their multi-tiered framework.
 3. After the school receives their notification of the option of supporting IR MTSS Tier 2 Enrichment Services within their school setting, a committee review of student data for grades K-5 will be conducted to identify potential candidates for enrichment support services. This committee should, at a minimum, contain the following members: school-based administrator, ESE resource specialist, and school psychologist.
 4. The review process should occur twice a year (once at the beginning of each school semester). The review process of student data should consider, but is not limited to, the following elements: previous FSA scores, district unit test scores, iReady scores, student grades, classroom assessment data, previous consideration for gifted eligibility, teacher report of need for enrichment services. Please see Worksheet for Enrichment Support Services for documentation of this review process.
 5. Based upon this review process, students demonstrating the strongest overall need for enrichment support services should be identified. The number of available student seats for IR MTSS Tier 2 Enrichment Support Services will be determined based upon the existing population of students receiving gifted services and can be calculated using the following formula:

The number of students receiving gifted services + the number of student seats for enrichment support services = 8 students.

6. Following the committee identification of students for enrichment support services, the school-based ESE Resource Specialist will send the Parent Notice for IR MTSS Tier 2 Enrichment Support Services to the student's parents/guardians. This notice will explain the purposes, delivery method, and timeframes of the enrichment support services to be provided. This notice will clearly outline to parents that the enrichment support services are offered on a 9-week to semester basis. Notice for enrichment support services will be sent out at the beginning of each semester, as the identified students may change based upon committee review, upon identification of a student need to benefit from core instruction and supports in his/her general education classroom, and also to increase the availability of this opportunity to additional students who may benefit within the overall school population.
7. While students are receiving enrichment support services, the school reserves the right to make adjustments to the student's receipt of the support services based upon any academic concerns identified as related to the student's non-participation in core instruction as a result of participation in Tier 2 enrichment support services programming. If it is determined through committee review that it is in the best interest of a student's educational progress and development to discontinue these supports, this determination will be discussed with the student's parent/guardian to identify the best method of transition back into core instruction in the general education classroom during the enrichment support services block.
8. Students will not be expected to make up work that occurred in their general education classroom, while in attendance in the enrichment support services block. Any specific questions or concerns parents/guardians may have related to student performance during the enrichment support services block may be addressed by contacting the student's teacher for the enrichment support services block.

GIFTED ENRICHMENT SCHOOL EXAMPLE 2020-21 LOG- REDACTED



Enrichment Support T2/ DTE

STUDENT	GR.	11-9-20	11-16-20	11-23-20	11-30-20
MW - [REDACTED]	1st	x	x	No School	x
CP- [REDACTED]	1st	x	x	No School	x
DM [REDACTED]	2nd	x	x	No School	x
ZC [REDACTED]	2nd	x	x	No School	x
JA [REDACTED]	2 nd	x	x	No School	x
SQ [REDACTED]	2nd		x	No School	x
JG [REDACTED]	4th	x	x	No School	x

GIFTED ENRICHMENT SERVICES- EXAMPLE MATERIALS

Teaching Resources (comprehensive but not exhaustive)

for 2020-2021 Enrichment Support w/ Gifted

Beth Lieberman; *SDIRC; ESE Gifted Resource K-12*

ELA:

Active Questioning; Nancy Johnson

Mindanderings; Bob Stanish

Brainstorms CODE.Org

Brittanica BrainBusters

Scholastic.com

Thesuburbanmom.com; escape rooms (based on literature)

TECHNOLOGY and Computer Skills

Code.Org\ Computer Science Fundamentals

CODE.Org

LOGIC AND PROBLEM SOLVING

Masterminds Math; Opie and McAvin

Enhancing Independent Problem Solving in Math; Hresko and Herron

Co-Operative Learning, Thinking and Problem Solving; Sonnenberg and Windsor

Puzzle It! Logic Puzzles, Challenges, and Tricks; Moshe Levy

WooJr.com

Chesskid.com

Kidchess.com

YouTube/RubeGoldberg

SCIENCES and SOCIAL STUDIES

Visual Thinking Strategies; Philip Yenawine

Smithsonianeducation.org/ si.edu/openaccess

www.kids.nationalgeographic.com

Spaceplace.nasa.gov

www.youtube.com/user/ScienceChannel



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/22/2021

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

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

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

- Require that all out-of-school suspensions are approved by the principal’s supervisor prior to assigning an out-of-school suspension to a student.

Explanation of Evidence: In an effort to provide alternatives to out-of-school suspension, all principals are required to submit a Student Suspension Form to the Deputy Superintendent for approval. Once approved, the school may move forward with the suspension. All other forms of alternative methods should be discussed prior unless it is a major discipline incident. Attached are examples of submitted suspension approval forms along with a sampling of emails from Mr. Scott Bass, Deputy Superintendent, showing approval of suspension.

Results of Action Taken: As a result, schools are using ALTOSS (Alternative to Out of School Suspension) Program instead of out-of-school suspensions when possible. ALTOSS provides students the opportunity to complete their work in a safe, structured and educational experience. This program allows students the opportunity to avoid falling behind and also stresses the importance of making a student’s education a priority.

Reflection/Next Steps: All school administrative teams will continue to build positive relationships with all students and families so that the appropriate resources and support are available at all times. Alternatives to out-of-school suspensions will continue to be a priority. When absolutely necessary, administrators will seek guidance and approval for an out-of-school suspension.

Student Suspension Form



School

Sebastian River Middle

Date

02/17/2021

Student's Name

[REDACTED]

Grade

8

Dates of suspension

2/18, 2/19, 2/22, 2/23, 2/24/21

Number of days

5

Reason for Request

5 girls were involved in a huge fight during 8th grade lunch - the fight was preplanned - it involves Snapchat texting - it took the SRO and 4 staff members to get them apart - one staff member sustained injuries and is on her way to be seen. I cannot send these 5 girls to ALTOSS together as there may be further problems.

Student Suspension Form



School

Alternate Center for Education

Date

02/11/2021

Student's Name

[REDACTED]

Grade

12

Dates of suspension

5

Number of days

Reason for Request

During the 2nd block transition [REDACTED] and [REDACTED] were having a mutual verbal exchange for approximately 20 seconds, which led to [REDACTED] rushing to attack [REDACTED] eluded [REDACTED] a few times, before [REDACTED] was able to grab hold of him and take him to the ground and began pounding him with his fist. The video recording shows [REDACTED] being the primary aggressor as myself, SRO Howder, Mr. Hewitt and Mr. McIntosh having to separate both students. [REDACTED] will be taken into custody by the Indian River Sheriff's Department and will be charged as an adult.

Student Suspension Form



School

Osceola Magnet

Date

01/10/2021

Student's Name

[REDACTED]

Grade

5

Dates of suspension

2/11/21-11/16/21-11/17/21

Number of days

3

Reason for Request

[REDACTED] was found to be guilty of a bullying allegation. There is evidence of cyberbullying and verbal bullying in class. The bullying has been happening for over a month. The bullying is so severe that the parents mother has been keeping the student home in hopes that the verbal abuse would reside to no prevail.

Student Suspension Form



School VBHS

Date

2-9-21

Student's Name

[REDACTED]

Grade

Dates of suspension

2-10 → 2-25

Number of days

10

Reason for Request

Student was messing around at the bell and flicked a lighter and burned a students hair in a small area!

NOT intentional they are friends, but a very serious unsafe act.

Both parents were contacted and no charges were pressed by victim. Student WAS Violated due to VOP - Transported to DJJ.

Greg

Student Suspension Form



School

Sebastian River Middle

Date

02/17/2021

Student's Name

[REDACTED]

Grade

8

Dates of suspension

2/18, 2/19, 2/22, 2/23, 2/24/21

Number of days

5

Reason for Request

5 girls were involved in a huge fight during 8th grade lunch - the fight was preplanned - it involves Snapchat texting - it took the SRO and 4 staff members to get them apart - one staff member sustained injuries and is on her way to be seen. I cannot send these 5 girls to ALTOSS together as there may be further problems.

Student Suspension Form



School

Sebastian River Middle

Date

02/17/2021

Student's Name

[REDACTED]

Grade

8

Dates of suspension

2/18, 2/19, 2/22, 2/23, 2/24/21

Number of days

5

Reason for Request

5 girls were involved in a huge fight during 8th grade lunch - the fight was preplanned - it involves Snapchat texting - it took the SRO and 4 staff members to get them apart - one staff member sustained injuries and is on her way to be seen. I cannot send these 5 girls to ALTOSS together as there may be further problems.

Student Suspension Form



School

Date

Student's Name

Grade

Dates of suspension

Number of days

Reason for Request

5 girls were involved in a huge fight during 8th grade lunch - the fight was preplanned - it involves Snapchat texting - it took the SRO and 4 staff members to get them apart - one staff member sustained injuries and is on her way to be seen. I cannot send these 5 girls to ALTOSS together as there may be further problems.

Student Suspension Form



School

Sebastian River Middle

Date

02/17/2021

Student's Name

[REDACTED]

Grade

8

Dates of suspension

2/18, 2/19, 2/22, 2/23, 2/24/21

Number of days

5

Reason for Request

5 girls were involved in a huge fight during 8th grade lunch - the fight was preplanned - it involves Snapchat texting - it took the SRO and 4 staff members to get them apart - one staff member sustained injuries and is on her way to be seen. I cannot send these 5 girls to ALTOSS together as there may be further problems.

Hofer, Beth

From: Bass, Scott
Sent: Friday, February 12, 2021 9:15 AM
To: Hofer, Beth; Correa, Marie-Solange
Subject: FW: GMS OSS Approval

approved

Scott Bass
Deputy Superintendent
School District of Indian River County
6500 57th Street
Vero Beach, FL 32967
772-564-3075
Scott.bass@indianriverschools.org

www.indianriverschools.org

From: Jones, Tosha <TOSHA.Jones@indianriverschools.org>
Sent: Thursday, February 11, 2021 6:48 PM
To: Bass, Scott <Scott.Bass@indianriverschools.org>
Subject: GMS OSS Approval

Name of student:

[REDACTED]

Description of the incident:

[REDACTED] was skipping class. The bell rang for class change and he was located in the 1300 Math Building coming out of the Bathroom. The Math Coach was directing him to go to the Discipline Office as he heard a radio call that he was MIA. While directing [REDACTED] to report to the office he pushed Mr. Schwenger and used obscene profanity towards him in ear shot of other students and staff members.

ESE Status:

n/a

Number of total days suspended during the current school year

0

Other students involved and their consequences

n/a

Etc.



Tosha Jones, Principal
Gifford Middle School
772-564-3607(Office)
772-321-3891(Cell)

Tosha.Jones@indianriverschools.org

TOGETHER WE MAKE OUR SCHOOL A SUCCESS

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.

Student Suspension Form



School VBHS

Date

1-28-21

Student's Name

[Redacted]

Grade

Dates of suspension

1-29 — 2-3-21

Number of days

4

Reason for Request

Fight on Campus before 1st bell.
Campus disruption and disrespectful attitude
and language. Had to be detained by
SRO

4 days

Greg Ahn

Student Suspension Form



School Vero Beach High School

Date

1/28/21

Student's Name

[Redacted]

Grade

10

Dates of suspension

1/29 - 2/5 return 2/6 Monday

Number of days

6

Reason for Request

- [Redacted] initiated a fight on campus at 7:10 a.m.

- [Redacted] stated that he and Student exchanged social media communications the night before that led to the fight.

School

Alternate Center for Education

Date

01/28/2021

Student's Name

[REDACTED]

Grade

8

Dates of suspension

1/27, 1/28 & 1/29

Number of days

3

Reason for Request

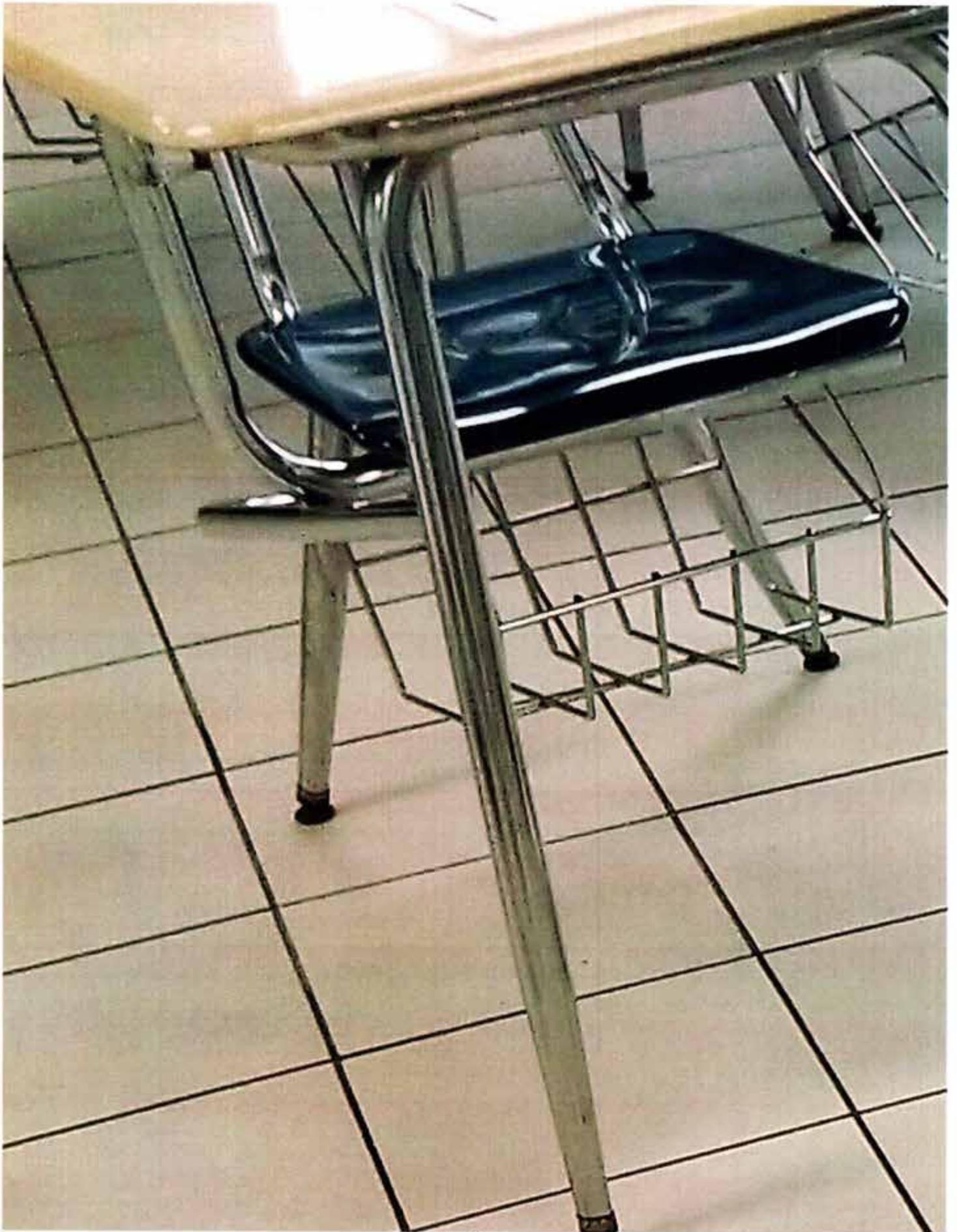
The student entered class, we went through our class preliminaries, and students were assigned tasks to complete. Three students started their assignment and the student in question went to sleep. One student completed his assignment and asked if he could wake her and I gave permission. The student was not able to wake her so he went to his seat. after some time, she got up and started a heated conversation with the student who tried to wake her. She approached him and threw his binder and work materials to the ground and got in his face. Mr. Smith entered the classroom and stood between them preventing an outright altercation. she continued to curse at him while pushing desks and chairs around the classroom. The then took a chair from the computer desk and smashed it on the floor. At this time the deputy was called in for assistance and she walked out of the classroom. The student entered class, we went through our class preliminaries, and students were assigned tasks to complete. Three students started their assignment and the student in question went to sleep. One student completed his assignment and asked if he could wake her and I gave permission. The student was not able to wake her so he went to his seat. after some time, she got up and started a heated conversation with the student who tried to wake her. She approached him and threw his binder and work materials to the ground and got in his face. Mr. Smith entered the classroom and stood between them preventing an outright altercation. she continued to curse at him while pushing desks and chairs around the classroom. The then took a chair from the computer desk and smashed it on the floor. At this time the deputy was called in for assistance and she walked out of the classroom. The student entered class, we went through our class preliminaries, and students were assigned tasks to complete. Three students started their assignment and the student in question went to sleep. One student completed his assignment and asked if he could wake her and I gave permission. The student was not able to wake her so he went to his seat. after some time, she got up and started a heated conversation with the student who tried to wake her.

From: Brown, Dariyall <Dariyall.Brown@indianriverschools.org>

Sent: Tuesday, January 26, 2021 2:53 PM

To: Brown, Dariyall <Dariyall.Brown@indianriverschools.org>

Subject: Property Damage pic 2



Student Suspension Form



School

Vero Beach Elementary

Date

01/14/2021

Student's Name

[REDACTED]

Grade

1

Dates of suspension

01/15/2021

Number of days

1

Reason for Request

Student has had multiple physical aggressions toward staff members within the week. While trying to maintain student safety, the assistant principal was kicked in the leg resulting in a 3 inch bruise. Student pulled the hair of the behavior tech assigned to the classroom and would not let go. Student slammed behavior tech's arm in the door, resulting in injury that prompted immediate attention at a doctor's office.

Student is a kindergarten student but the drop down would not allow for that selection.

Lyndsey Matheny, Principal, contacted Mr. Scott Bass prior to the implementing the suspension.

Student Suspension Form



School *Vero Beach High School*

Date

1/12/21

Student's Name

[REDACTED]

Grade *10th*

Dates of suspension

1/12/21 - 1/14/21

Number of days

3

Reason for Request

- [REDACTED] stole another student's iPhone while it was on the gym floor during class.
- [REDACTED] then ditched the phone in the bleachers while students were being searched.
- Video confirms incident.
- Changed to OSS because student refused to attend. Confirmed by guardian on 1/12/21.

Student Suspension Form



School

Vero Beach Elementary

Date

01/07/2021

Student's Name

[REDACTED]

Grade

4

Dates of suspension

01/08/2021

Number of days

1

Reason for Request

Student had two knives on campus on 1/7/2021. Student showed the knives to another student at car pick up at approximately 3:40 pm. After the teacher was notified, she was able to verify that the student did have two knives. Aunt came into the school to discuss and verified that the two knives were from the home.

Lyndsey Matheny, Principal, contacted Mr. Scott Bass prior to the implementing the suspension.

Student Suspension Form



School V.B.H.S

Date

1/6/2021

Student's Name

[REDACTED]

Grade

9

Dates of suspension

1/6 - 1/12

Number of days

5

Reason for Request

VULGAR LANGUAGE DIRECTED AT FEMALE SECURITY GUARD. STUDENT STATED "I HATE SECURITY, "NEEDED SOME [REDACTED]"

Hofer, Beth

From: Bass, Scott
Sent: Thursday, January 28, 2021 12:17 PM
To: Brown, Dariyall
Cc: Correa, Marie-Solange; Hofer, Beth
Subject: RE: Property Damage pic 2

Approved

Scott Bass
Deputy Superintendent
School District of Indian River County
6500 57th Street
Vero Beach, FL 32967
772-564-3075
Scott.bass@indianriverschools.org

www.indianriverschools.org

From: Brown, Dariyall <Dariyall.Brown@indianriverschools.org>
Sent: Thursday, January 28, 2021 8:55 AM
To: Bass, Scott <Scott.Bass@indianriverschools.org>
Cc: Correa, Marie-Solange <MarieSolange.Correa@indianriverschools.org>
Subject: Fw: Property Damage pic 2

Hofer, Beth

From: Bass, Scott
Sent: Thursday, January 28, 2021 12:25 PM
To: Hofer, Beth; Correa, Marie-Solange
Subject: FW:
Attachments: doc03340320210128081545.pdf

approved

Scott Bass
Deputy Superintendent
School District of Indian River County
6500 57th Street
Vero Beach, FL 32967
772-564-3075
Scott.bass@indianriverschools.org

www.indianriverschools.org

-----Original Message-----

From: Ahrens, Greg <GREG.Ahrens@indianriverschools.org>
Sent: Thursday, January 28, 2021 8:23 AM
To: Bass, Scott <Scott.Bass@indianriverschools.org>
Cc: O'Keefe, Shawn <Shawn.Okeefe@indianriverschools.org>
Subject: FW:

-----Original Message-----

From: SDIRC Xerox <sdircxerox@indianriverschools.org>
Sent: Thursday, January 28, 2021 8:16 AM
To: Ahrens, Greg <GREG.Ahrens@indianriverschools.org>
Subject:

Scanned Document Attached.

Sent from a Kyocera Copier

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: 2/19/2021

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

Report generated by: Colleen H. Lord, Ed.D., Terri Beckham, and Deborah Long, Ed.D.

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

- Provide training to all principals and assistant principals in Courageous Conversations as part of the United Through Equity micro-credentialing.

Explanation of Evidence: The attached evidence documents the United Through Equity (UTE) Framework which includes a practicum and four courses – Courageous Conversations, Equity of Effort, Culturally Relevant Teaching, and Implicit Bias. The attached evidence includes the Framework and the face-to-face and online course content for Courageous Conversations. Courageous Conversations is the first course in the 60-hour UTE micro-credential. The attached evidence documents the attendance and content delivered at the January 13, 2021 and February 17, 2021, Courageous Conversations professional learning for principals and assistant principals. The agendas, rosters, and pictures document the dates and participants of the training. The PD materials for the Courageous Conversations professional development verify the content delivered to the administrators and the online component of United Through Equity via Canvas, our Learning Management System. The participant feedback from those attending Courageous Conversations provides insight into the relevance and quality of the content delivered in the sessions.

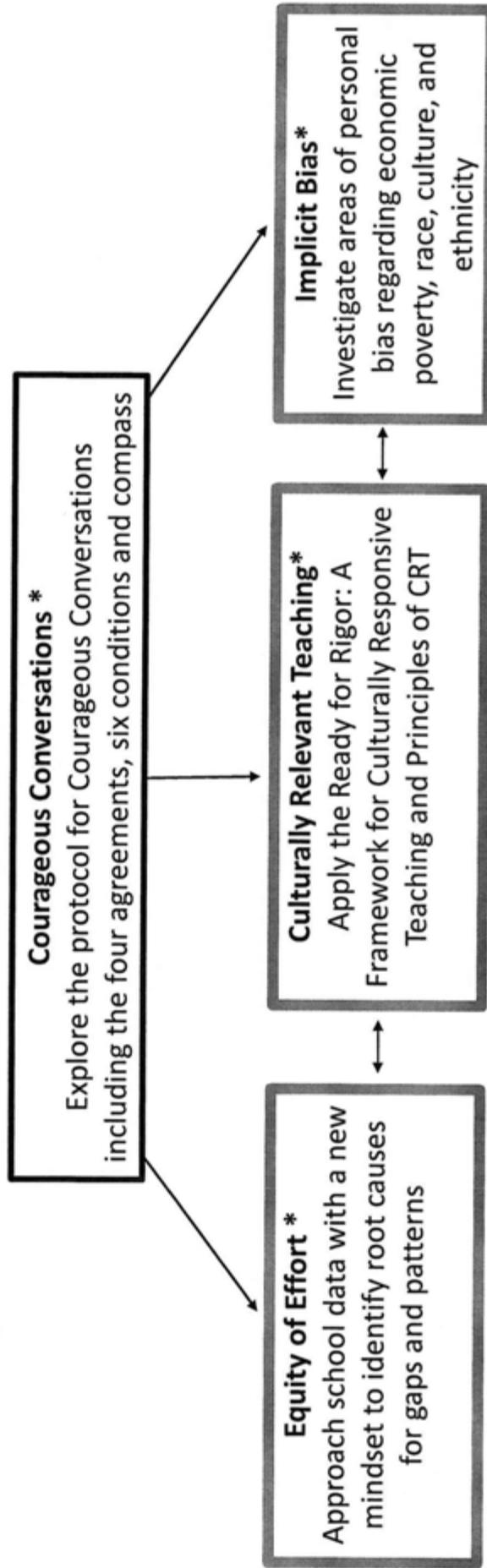
Results of Action Taken: The United Through Equity Framework was created beginning October 2, 2020 and the most recent session held on February 16, 2021. The team consists of professional development specialists, Director of Educator Quality, and Coordinator of Equity, Family, and Community Engagement. Courageous Conversations, a five-session course, has been fully developed. Courageous Conversations includes three face-to-face (six hours) and two online sessions (6 hours) conducted and documented in Canvas. Twenty-three principals and thirty-four assistant principals attended the Courageous Conversations Sessions. (100% of administration in attendance) The school administrators have also completed two Courageous Conversations modules online in Canvas as part of the course. Principals and assistant principals had several opportunities to reflect on their own beliefs, values, and

actions and related it to their position as school leaders. They did this both in their reflection journal and in groups with their colleagues.

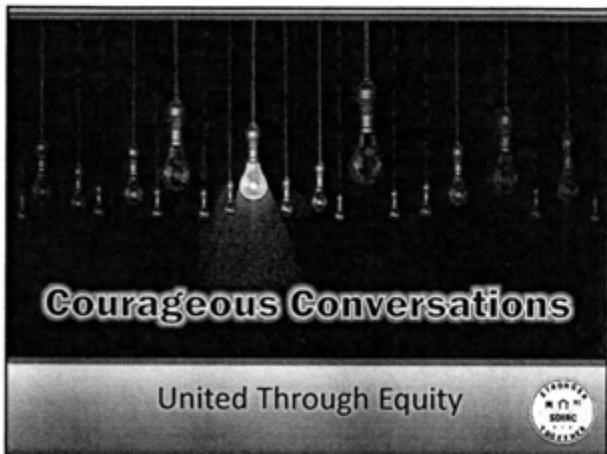
Reflection/Next Steps:The UTE Framework provides a robust, systemic professional development on equity. The Departments of Educator Quality and Equity and Family & Community Engagement will review the feedback from the sessions delivered and make necessary revisions. The Culturally Responsive Teaching coursework will be completed and ready for delivery in the summer and 2021-22 school year. Additional sessions will be delivered in the fourth quarter of the 2020-21 school year to district and school administrators. The Departments of Educator Quality and Equity and Family & Community Engagement will review the feedback and make revisions as necessary for future professional development. By the end of three calendar school years, it is our goal to have trained 100% of the employees within the School District of Indian River County in this UTE micro-credentialing.



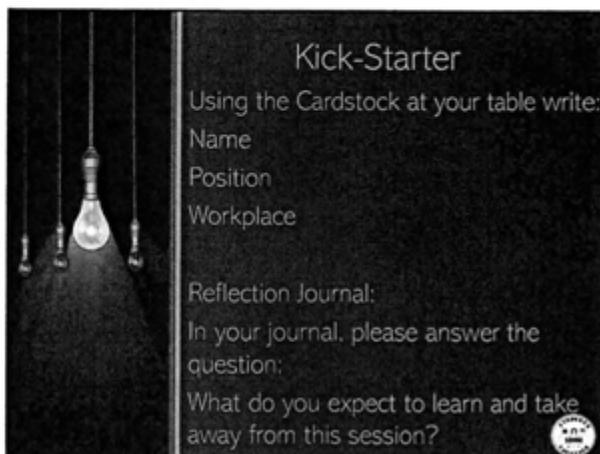
SDIRC United Through Equity Micro-credentialing (UTE)



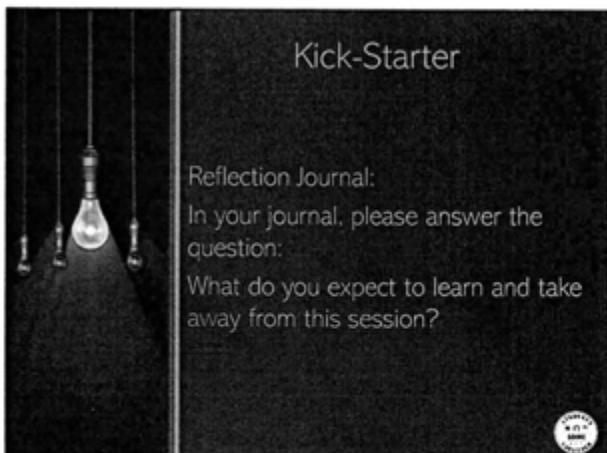
**Each 15-hour course includes 3 face-to-face sessions, 2 Canvas Online sessions, and a 3-hour practicum.*



1



2



3



4

The Team

Dr. Deborah Long
Coordinator of Equity, Family,
and Community Engagement



Leslie Connelly
Professional Development & TLA
Specialist



Anitra W. Cummings
Professional Development
Specialist





5

The Team

Dr. Colleen Lord
Director of Educator
Quality



Terri Beckham
Professional Development
Specialist



Fran McDonough
Professional Development & TLA
Specialist





6

The Team

Dr. Deborah Long
Coordinator of Equity, Family,
and Community Engagement



Terri Beckham
Professional Development
Specialist



Anitra W. Cummings
Professional Development
Specialist



Fran McDonough
Professional Development & TLA
Specialist





7

United through Equity

Department of Equity, Family, and Community Engagement
Department of Educator Quality
Department of Academic Success





SDIRC United Through Equity Micro-credentialing (UTE)

Changes in ConversationsSM
Engage in practices to create equitable situations, including, but not limited to, in credit and curriculum

Equity of ChoiceSM
Approach school data with a new
mindset to identify root causes
for gaps and patterns

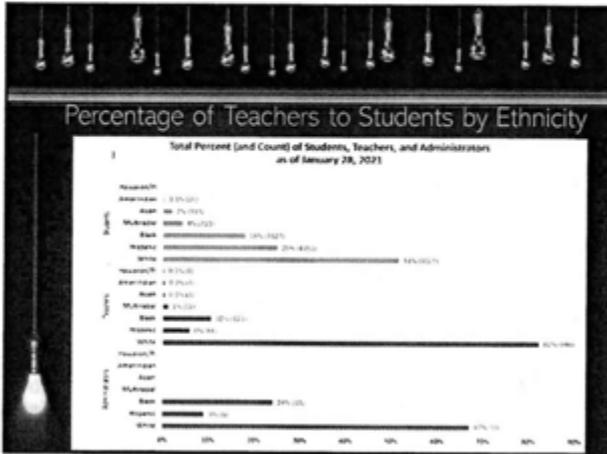
Culturally Relevant TeachingSM
Approach theory to practice in
practices for culturally responsive
teaching and principles of CRT

English LearnerSM
Investigate areas of personal
bias regarding students of
varying races, cultures, and
abilities

*Each 12-hour course includes 3 face-to-face sessions, 2 Canvas Online modules, and a 3-hour practicum.



8



9

Objective

To initiate and engage adults in Courageous Conversations while upholding the four agreements of a Courageous Conversation.



10

Purpose

- Engages those who won't talk
- Sustains the conversation when it gets uncomfortable or diverted
- Deepens the conversation to the point where authentic understanding and meaningful actions occur.



11

The Why

Having courageous conversations serves as a strategy for deinstitutionalizing racism and improving student achievement.




12

Norms

- Start and end on time
- Cell phones on vibrate/silent
- Be respectful toward colleagues
- Be Open Minded
- Listen to and hear one another's viewpoints
- Come prepared to participate
- Remain engaged
- Be positive

13

Building Community

Create a visual that represents you culturally

Gallery Walk
What are some noticing's and wonderings

14

Story of Your Name

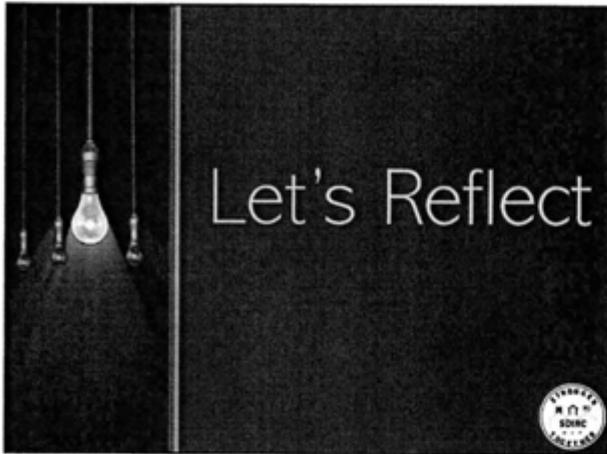
Make a new friend in the room

Share the story of your visual, and find something you have in common

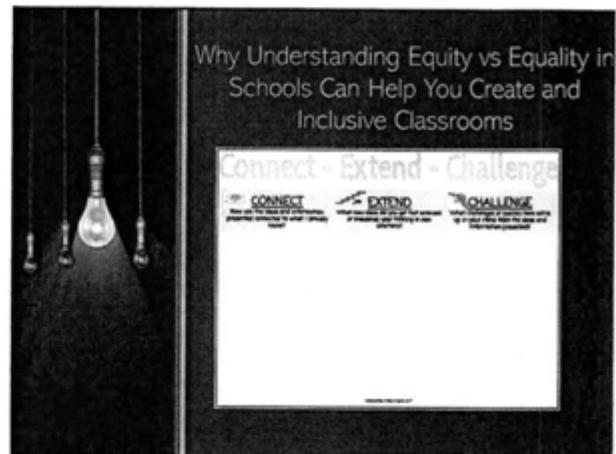
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Unveiling Racism

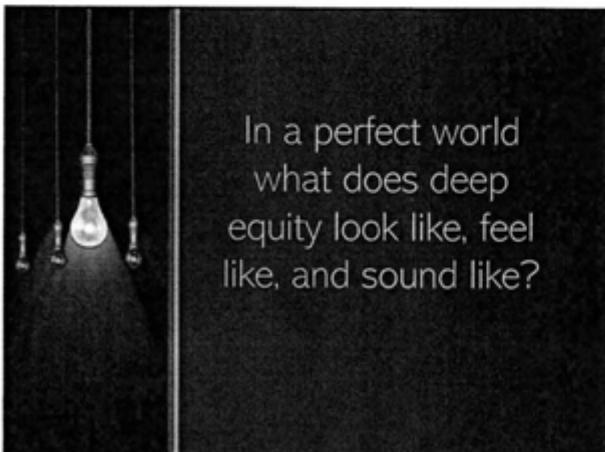
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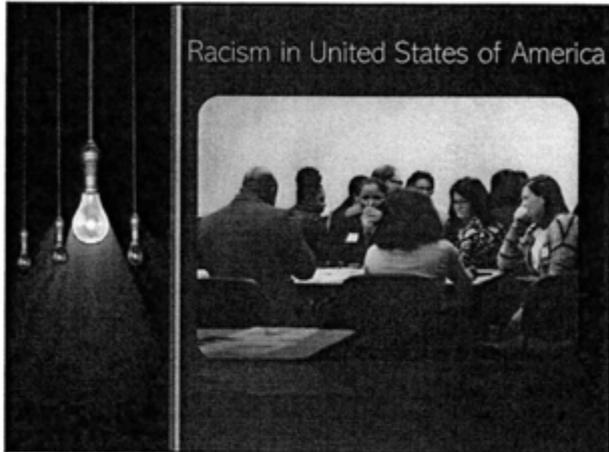
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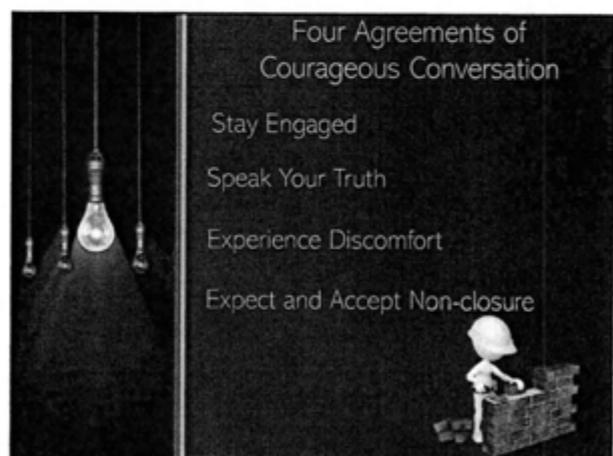
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24

*Six Conditions of
Courageous Conversations*

- Establish Racial Context: Establish a racial context that is personal, local, and immediate.
- Isolate Race: Isolate race while acknowledging the broader scope of diversity and the variety of factors that contribute to a racialized problem.
- Develop Understanding of Race: Acknowledge the process through which racial meaning is inherited, interpreted, and passed down from one generation to the next.

25

*Six Conditions of
Courageous Conversations*

- Monitor the Parameters of the Conversation: Monitor agreements, conditions and establish parameters.
- Establish agreement of working definition of race: Decide on a definition of race that clearly differentiates it from ethnicity and nationality.
- Examine the presence and role of whiteness: It's impact on the conversation, and the problem being addressed.

26

Six Conditions of
Courageous Conversations

- Establish Racial Context
- Isolate Race
- Develop Understanding of Race
- Monitor the Parameters of the Conversation
- Establish agreement of working definition of race
- Examine the presence and role of Whiteness

27

Courageous Conversation
Compass

- Moral
- Intellectual
- Emotional
- Relational

28

Compass Conversation

- Living in America
- Affirmative Action
- Black Lives Matter
- LGBTQ
- White Privilege



29

Moving Forward

After today's session,
how will YOU be
different when you
walk into your
workspace tomorrow?



30

Canvas Course

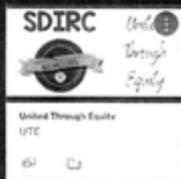
- Session 3, February 10th
- Session 5, April 8th
- Complete all assignments by March 16th



31

Canvas Course

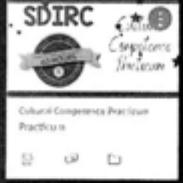
- Session 3, February 17th
- Session 5, April 14th
- Complete all assignments by June 1st



32

Canvas Course

- Session 3, April 19th
- Session 5, June 10th or 11th
- Complete all assignments by June 30th



United Through Equity
UTE

Cultural Competence Practicum
Practicum

33

Canvas Course

- Session 3, April 22nd
- Session 5, June 10th or 11th
- Complete all assignments by June 30th



United Through Equity
UTE

Cultural Competence Practicum
Practicum

34

Canvas Course

- Session 3, April 22nd
- Session 5, June 10th or 11th
- Complete all assignments by June 30th



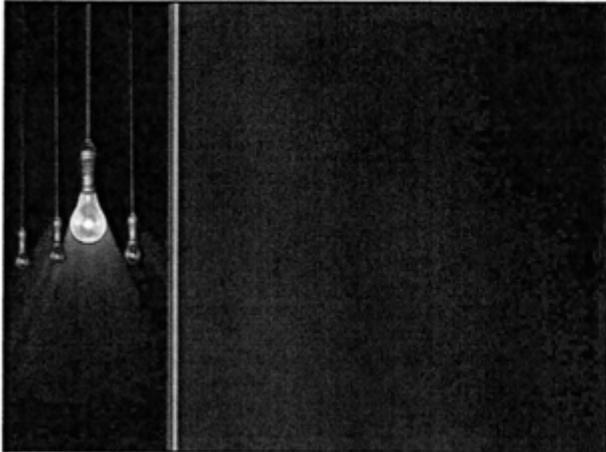
United Through Equity
UTE

Cultural Competence Practicum
Practicum

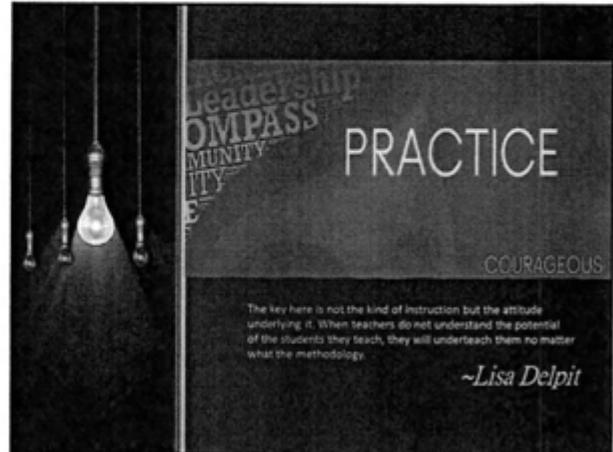
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Session 2

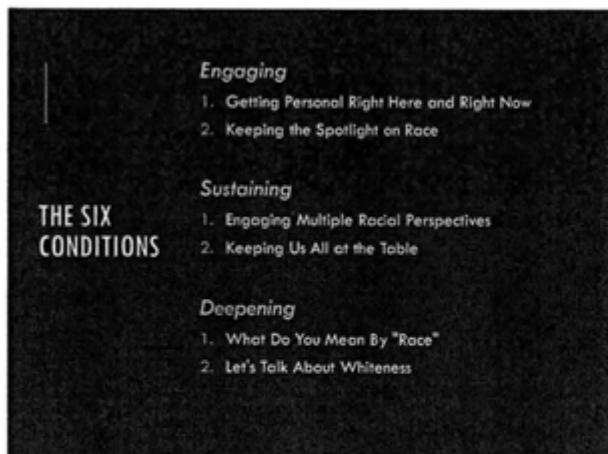
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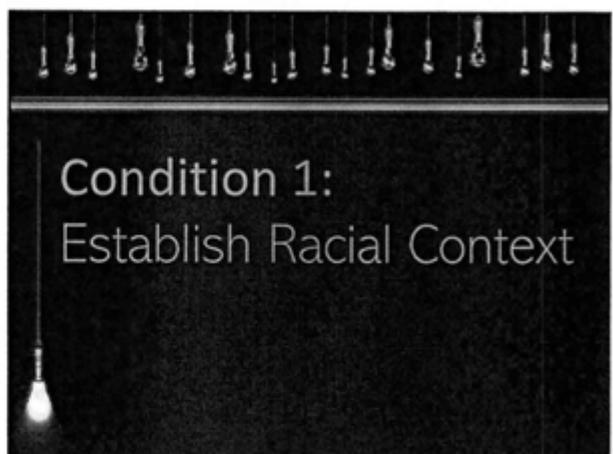
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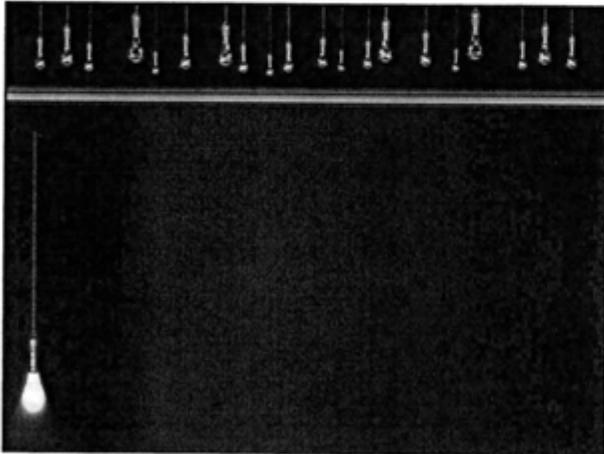
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41

How does my own race impact me personally, locally, and immediately?

42

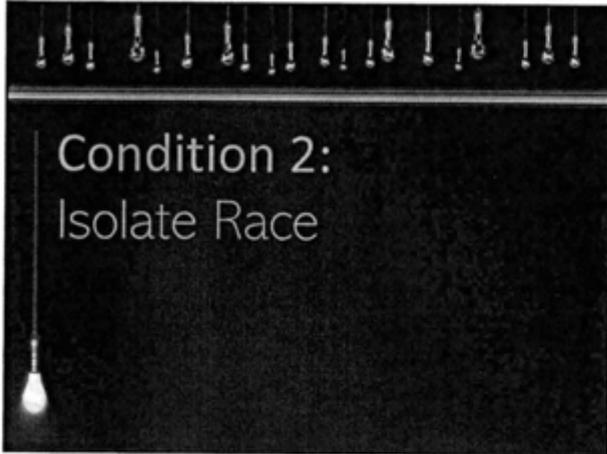
How much is your life impacted by race?

43

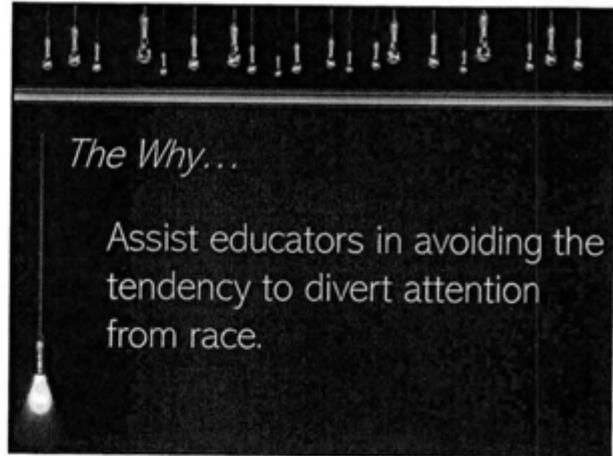
Discuss....

- 1) What are our highest and lowest percentages?
- 2) What are the reasons for discrepancies or similarities in our percentages?

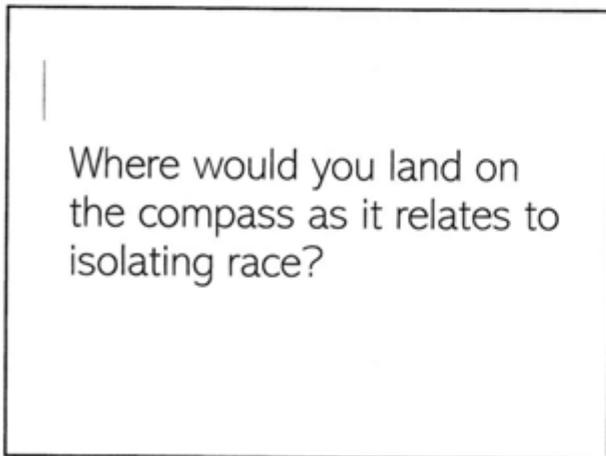
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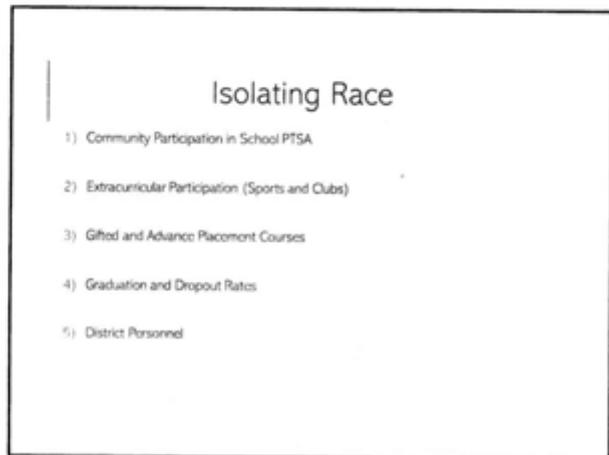
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48

Why is it important to isolate race in the conversation rather than avoiding it altogether or addressing it in conjunction with other diversity issues such as poverty and gender?

49

Condition 3: Develop Understanding of Race

Normalize social construction and multiple perspectives. (Acknowledge the process through which racial meaning is inherited, interpreted, and pass down from one generation to the next.)

50

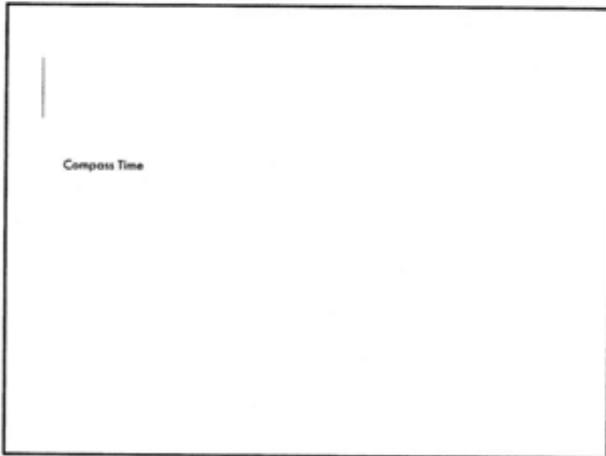
The Why...

Enables educators to develop will, skill, and capacity to listen to and engaging with conflicting racial perspectives and experiences.

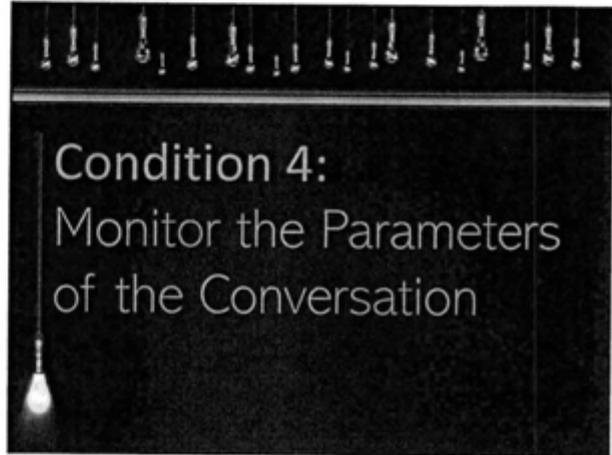
51

"I Dream"

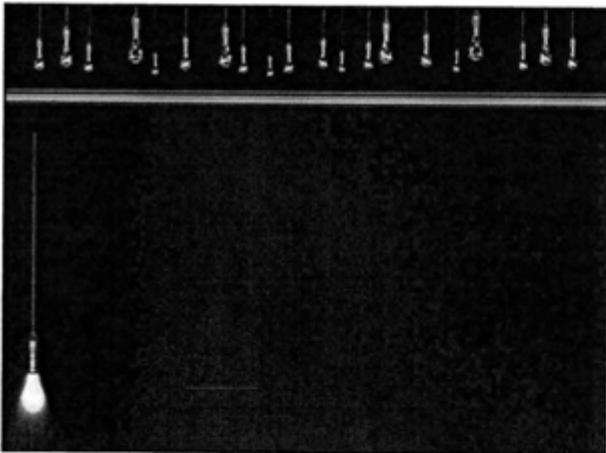
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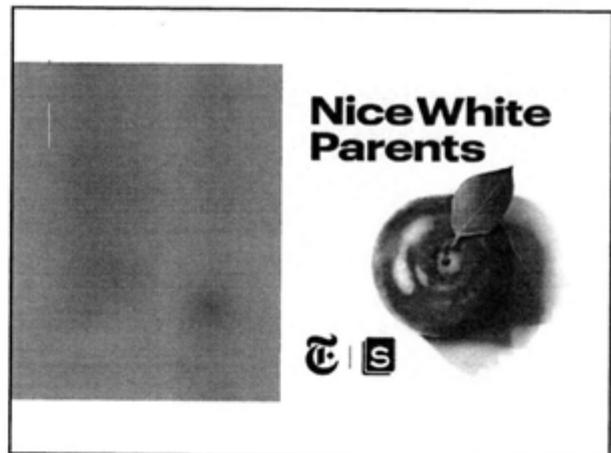
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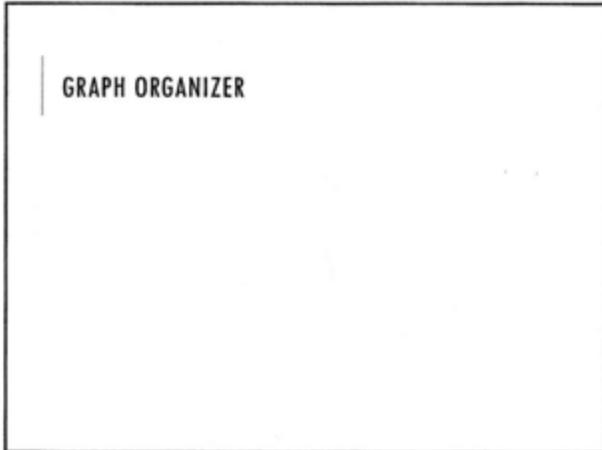
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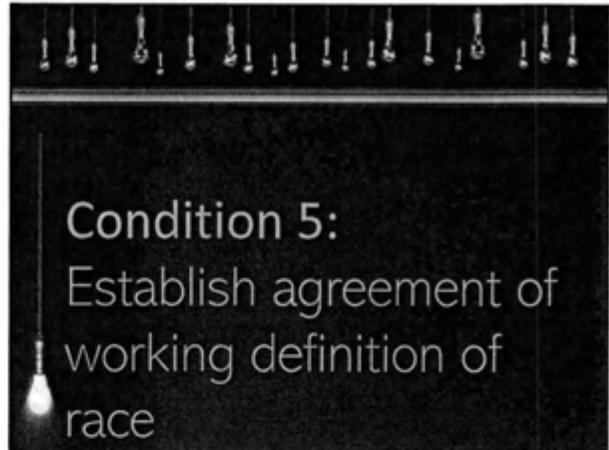
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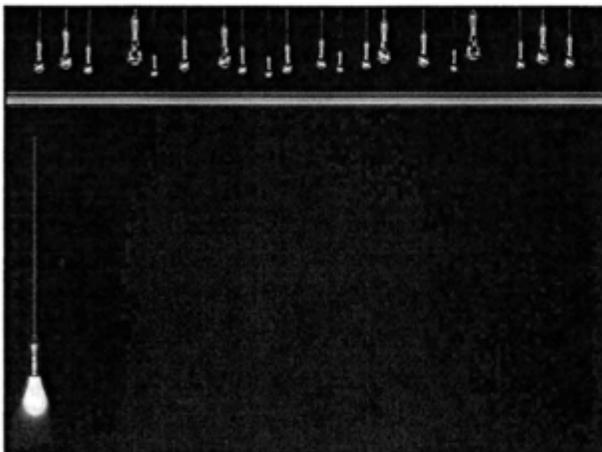
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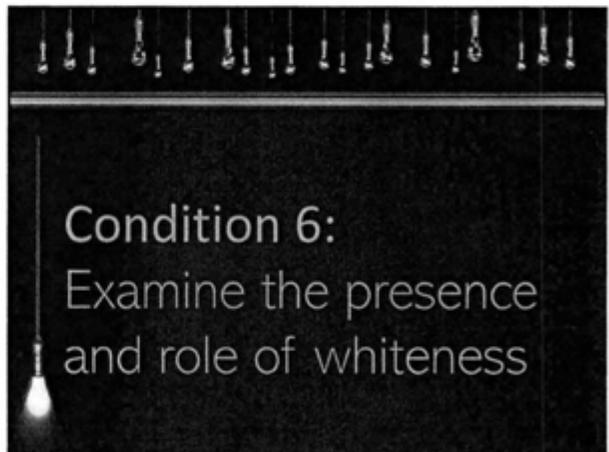
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58



59



60



SDIRC PRINCIPAL PROFESSIONAL LEARNING
January 13, 2021

Time	Session	Strategic Plan	Presenter(s)
8:00-8:30	Welcome	Academic Success	David K. Moore, Ed.D
8:30-9:00	Operations	Organizational & Fiscal Responsibility	Scott Bass
9:00-11:30	Unity Through Equity: Courageous Conversations	Talent Development & Support	Dr. Debra Long, Anitra Cummings, Terri Beckham & Fran McDonough
11:30-12:00	Curriculum & Instruction	Academic Success	Rick Myhre
Lunch			
1:30-2:45	The Science of Reading	Talent Development & Support	Jennifer Bacchiochi, State Regional Literacy Director Mandy Rowland, State Regional Literacy Director Leslie Connelly Fran McDonough
3:00-3:30	Professional Learning & Teacher Evaluation	Talent Development & Support	Dr. Colleen Lord Cindy Emerson
3:30-4:00	ESE Training	Talent Development & Support	Matina Pappalardo



SDIRC PRINCIPAL PROFESSIONAL LEARNING
February 17, 2021

Time	Session	Strategic Plan	Presenter(s)
8:00-12:00	School Learning Walks	Academic Success	All
1:00-1:30	Superintendent's Message	Academic Success	David K. Moore, Ed.D.
1:30-3:30	Unity Through Equity: Courageous Conversations	Talent Support & Development	Dr. Deborah Long, Anitra Cummings, Leslie Connelly & Fran McDonough
3:30-4:00	Literacy Walk Throughs	Academic Success	Leslie Connelly & Fran McDonough
4:00-4:30	Curriculum & Instruction	Academic Success	Richard Myhre

7513006: Principal Meetings 20-21

During this monthly session, school-based principals will be trained on best practices and information as it relates to teaching and learning. Alignment to the District's strategic plan will yield in consistent professional learning offerings at the school and district based levels. During the second semester, administrators were provided PD, 3 two hour sessions, focused around our micro-credentialing UTE -Courageous Conversations.

- Audience** 16, 18
- #1 Aug 19 2020 8:00AM - 5:00PM
online via Teams
 - #2 Sep 9 2020 8:00AM - 5:00PM
online via Teams
 - #3 Oct 7 2020 8:00AM - 5:00PM
online via Teams
 - #4 Oct 14 2020 2:00PM - 5:00PM
TEC
 - #5 Nov 12 2020 8:00AM - 5:00PM
TEC
 - #6 Dec 2 2020 8:00AM - 5:00PM
TEC
 - #7 Jan 13 2021 8:00AM - 5:00PM
TEC
 - #8 Feb 17 2021 8:00AM - 5:00PM
TEC
 - #9 Mar 10 2021 8:00AM - 5:00PM
TEC
 - #10 Apr 14 2021 8:00AM - 5:00PM
TEC
 - #11 May 5 2021 8:00AM - 5:00PM
TEC
- Meeting Date(s)**
- Location(s)**

Hours 83.00
Cost \$ 0.00
Enrolled 35/60

- Owner/Manager** Colleen Lord - Colleen.Lord@indianriverschools.org
- ACADEMIC SUCCESS: Strategy 1.1: Create and implement a comprehensive, improved syst
 - ACADEMIC SUCCESS: Strategy 1.2: Revise and implement a comprehensive, research-base
 - ACADEMIC SUCCESS: Strategy 1.3: Establish & improve systems for student transitions
 - EQUITY, CULTURE, & CLIMATE: Strategy 2.1: Expand evidence-based social-emotional and mental h
 - EQUITY, CULTURE, & CLIMATE: Strategy 2.2: Integrate social-emotional learning opportunities i
 - EQUITY, CULTURE, & CLIMATE: Strategy 2.4: Expand professional development and learning relate
 - COMMUNICATION & ENGAGEMENT: Strategy 3.1: Implement varied approaches to engage community mem
 - COMMUNICATION & ENGAGEMENT: Strategy 3.2: Implement strategies to increase parent access and
 - COMMUNICATION & ENGAGEMENT: Strategy 3.3: Strategically identify and offer district and schoo
- Goal(s)**
- Purpose(s)**
- C - Florida Educators Certificate Renewal
- Building(s)**
- All-
- Department(s)**
- All-
- Grade(s)**
- All-

Program/Sponsor District Catalog
Contact: Gregory MacDonald

#	Name	District	Building	Approval Status	Hours#1	Hours#2	Hours#3	Hours#4	Hours#5	Hours#6	Hours#7	Hours#8	Hours#9	Hours#10	Hours#11	Evals
1.	Bacon, Chadwick	0051 - OSCEOLA ELEMENTARY		Complete	9.00	9.00	9.00	3.00	8.00	9.00	7.00	8.00	9.00	9.00	9.00	●
2.	Bass, William			Complete	9.00	9.00	9.00	1.00	1.00	9.00	7.00	0.00	9.00	9.00	9.00	●
3.	Beckham, Theresa	9443 - TEACHER CERT/STAFF DEVE		Complete	9.00	9.00	9.00	2.00	6.00	9.00	6.00	2.50	9.00	9.00	9.00	●
4.	Bieber, Anne	0371 - STORM GROVE MIDDLE SCHO		Complete	9.00	9.00	9.00	3.00	8.00	9.00	7.00	0.00	9.00	9.00	9.00	●
5.	Brown, Darilyall	0033 - ALTERNATIVE CENTER FOR		Complete	9.00	9.00	9.00	3.00	8.00	9.00	7.00	8.00	9.00	9.00	9.00	●
6.	Connelly, Leslie	9200 - CURRICULUM & INSTRUCTIO		Complete	9.00	9.00	9.00	2.00	7.00	9.00	5.00	4.00	9.00	9.00	9.00	●
7.	Cummings, Anitra	9443 - TEACHER CERT/STAFF DEVE		Complete	9.00	9.00	9.00	2.00	3.00	9.00	6.00	2.50	9.00	9.00	9.00	●
8.	Cummings, Christopher	0291 - SEBASTIAN RIVER HIGH SC		Complete	9.00	9.00	9.00	3.00	8.00	9.00	7.00	8.00	9.00	9.00	9.00	●
9.	Echeverria, Ramon	0101 - FELLSMERE ELEMENTARY		Complete	9.00	9.00	9.00	3.00	8.00	9.00	7.00	8.00	9.00	9.00	9.00	●
10.	Emerson, Cynthia	9200 - CURRICULUM & INSTRUCTIO		Complete	9.00	9.00	9.00	3.00	8.00	9.00	7.00	0.00	9.00	9.00	9.00	●
11.	Faust, Adam	0201 - GLENDALE ELEMENTARY		Complete	9.00	9.00	9.00	3.00	8.00	9.00	7.00	8.00	9.00	9.00	9.00	●
12.	Finnegan, Rachel	0061 - BEACHLAND ELEMENTARY		Complete	9.00	9.00	9.00	3.00	8.00	9.00	7.00	8.00	9.00	9.00	9.00	●
13.	Flood, Brooke	9200 - CURRICULUM & INSTRUCTIO		Complete	9.00	9.00	9.00	3.00	8.00	9.00	7.00	8.00	9.00	9.00	9.00	●
14.	Flores, Casandra	0041 - ROSEWOOD ELEMENTARY		Complete	9.00	9.00	9.00	3.00	8.00	9.00	7.00	8.00	9.00	9.00	9.00	●
15.	Garcia, Kimberly	0141 - CITRUS ELEMENTARY		Complete	9.00	9.00	9.00	3.00	8.00	9.00	7.00	8.00	9.00	9.00	9.00	●
16.	Good, Christine	0221 - INDIAN RIVER ACADEMY		Complete	9.00	9.00	9.00	3.00	8.00	9.00	7.00	8.00	9.00	9.00	9.00	●
17.	Harris, Takeisha	0301 - LIBERTY ELEMENTARY		Complete	9.00	9.00	9.00	3.00	8.00	9.00	7.00	8.00	9.00	9.00	9.00	●
18.	Jones, Mintosha	0081 - GIFFORD MIDDLE SCHOOL		Complete	9.00	9.00	9.00	3.00	8.00	9.00	7.00	8.00	9.00	9.00	9.00	●
19.	Kohlistedt, Christopher	0131 - WABASSO SCHOOL FOR EXCE		Complete	9.00	9.00	9.00	3.00	8.00	9.00	7.00	8.00	9.00	9.00	9.00	●
20.	Long, Deborah	9112 - COORD OF EQUITY&INS SUP		Complete	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.50	0.00	0.00	0.00	●

What was most beneficial for you as a principal in today's professional learning?	The Courageous Conversations professional development was designed to have participants reflect on their own beliefs and experiences, as well as introducing the Courageous Conversations principles...	Please rate the Courageous Conversations professional development in its relevance to your work.	Please rate the Science of Reading Professional development in its relevance to your work.
<p>I wanted to hear the context and relevance to education emphasized. For example, how racial disparities impact achievement gaps and/or discipline gaps. I appreciate efforts to increase awareness of how our implicit biases contribute to disparities. I look forward to gaining tools to close these gaps.</p>	<p>the Science of Reading professional learning provided an overview of literacy instruction. Please provide any feedback for this session.</p>	5	5
<p>The Science of Reading PD was most beneficial to me in today's professional learning. The Equity and BEST Standards sessions were informative and engaging.</p>	<p>I enjoyed this PD. It is highly relevant to my daily work.</p>	5	5
<p>The Equity conversations were meaningful.</p>	<p>Great session! This is going to help me grow as a leader and help our teachers grow by giving feedback connected to literacy development.</p>	4	4
<p>This was a wonderful conversation starter for many of us.</p>	<p>5 n/a</p>	5 n/a	5 n/a

Some political comments were made and although I'm not offended I feel this should be tempered as we unroll it to other employees. It could become controversial and not courageous. Overall, it was very informative and worthwhile. Definitely needed for all of us to serve our children.

Enjoyed the variety of presenters, content pacing was easy to follow, and visuals helped tie it all together. I now have a solid understanding of what is needed to learn to read as well as reading to learn.

5

I wish this training was available to our community. As educators, most of us have open-minds and a growth mindset, yet the some members of our community are not educated and do not have the opportunity to have these conversations. That is the true root cause. Too many of our parents, raising today's youth, are still children themselves or do not have the education, the mental capacity to be rational or educate their children about today. Instead the aggression, stereotyping, and slander becomes visible in our school due to the home environment. *School, home, community for SDIRC means everyone needs to be part of the conversation (together). Not isolated.

Looking forward to this month's challenge and the different examples of evidence to show literacy instruction

5

<p>united through equity conversations and compass</p>	<p>I loved it and am so excited that we're committing to doing this as a district</p>	<p>5 n/a</p>
<p>Reviewing the BEST standards.</p>	<p>1</p>	<p>1</p>
<p>Courageous Conversations segment and The Science of Reading.</p>	<p>It was very good presented by Dr. Long and I am glad we were allowed with the space to practice it within the group. I am looking forward to next sessions and Canvas portion, too.</p>	<p>5</p>
<p>Different perspectives on ethnicity's</p>	<p>Very beneficial</p>	<p>5 Very Insightful</p>
<p>Courageous Conversations was a great P.D.</p>	<p>Great opportunity to have this P.D. especially in this climate.</p>	<p>5 Agree it was a great overview, would like to have the opportunity to be a full P.D.</p>

<p>Was there anything that could have been changed in either session to make it more impactful for you?</p>	<p>What changes would you like to see for Principal Meetings?</p>
<p>N/A</p>	<p>N/A</p>
<p>No, it was a great day!</p>	<p>School site PD with walkthroughs half-day.</p>
<p>no</p>	<p></p>

None	Great meeting today. Every topic was relevant and timely.
------	-----------------------------------------------------------------

n/a

n/a

<p>thank you for letting the reading endorsed principals have an alternative activity!</p>	
<p>no</p>	<p>Keep bringing quality presenters from within and from outside. The mixture is healthy. Thank you for the arrangement of topics presented... snacks in the morning!</p> <p>I like having more relevant P.D. during the Reading. Principal Meeting.</p>



SDIRC ASSISTANT PRINCIPAL PROFESSIONAL LEARNING

February 3, 2021

TEC

Time	Session	Strategic Plan	Presenter(s)
8:00-8:10	Welcome	Academic Success	Colleen H. Lord, Ed.D.
8:10-10:45	Unity Through Equity: Courageous Conversations	Talent Development & Support	Colleen H. Lord, Ed.D., Terri Beckham & Fran McDonough
10:45-11:15	ESOL	Academic Success	Karen Malits
11:15-12:15	Power Bi	Academic Success	Brian McMahon, Ph.D.
Lunch			
1:45-3:00	The Science of Reading	Talent Development & Support Academic Success	Leslie Connelly Fran McDonough
3:15-3:45	iReady	Academic Success	iReady Consultants

7513006: Assistant Principal Meetings

During this monthly session, school-based assistant principals will be trained on best practices and information as it relates to teaching and learning. Alignment to the District's strategic plan will yield in consistent professional learning offerings at the school and district based levels. During the second semester, administrators were provided PD, 3 two hour sessions, focused around our micro-credentialing UTE -Courageous Conversations.

- #1 Aug 27 2020 8:30AM - 10:30AM
online via Teams
- #2 Sep 16 2020 8:30AM - 10:30AM
online via Teams
- #3 Oct 23 2020 8:30AM - 10:30AM
ESE PD Room Downtown
- #4 Nov 16 2020 8:30AM - 10:30AM
online via Teams
- #5 Dec 7 2020 8:30AM - 10:30AM
online via Teams
- #6 Jan 22 2021 8:30AM - 10:30AM
TBD
- #7 Feb 22 2021 8:30AM - 10:30AM
TBD
- #8 Mar 15 2021 8:30AM - 10:30AM
TBD
- #9 Apr 19 2021 8:30AM - 10:30AM
TBD
- #10 May 10 2021 8:30AM - 10:30AM
TBD

Meeting Date(s)
Location(s)

Hours 20.00
Cost \$ 0.00
Enrolled 22/35

Owner/Manager

Colleen Lord - Colleen.Lord@indianriverschools.org
• EQUITY, CULTURE, & CLIMATE: 2:2: Physical Safety
• EQUITY, CULTURE, & CLIMATE: Strategy 2.1: Expand evidence-based social-emotional and mental h

Goal(s)

• EQUITY, CULTURE, & CLIMATE: Strategy 2.3: Identify & implement a specific subset of guiding p
• COMMUNICATION & ENGAGEMENT: 1.1: College and career
• COMMUNICATION & ENGAGEMENT: 1.2: High quality instruction and rigorous coursework

Purpose(s)

• C - Florida Educators Certificate Renewal

Building(s)

• -All-

Department(s)

• -All-

Grade(s)

• -All-

Program/Sponsor

District Catalog
Contact: Gregory MacDonald

#	Name	District	Building	Approval Status	Hours#1	Hours#2	Hours#3	Hours#4	Hours#5	Hours#6	Hours#7	Hours#8	Hours#9	Hours#10	Evals
1.	Ahrens, Gregory	0031 - VERO BEACH HIGH SCHOOL		Complete	2.00	2.00	0.00	7.00	7.00	0.00	2.00	2.00	2.00	2.00	●
2.	Banack, Lynn	0201 - GLENDALE ELEMENTARY		Complete	2.00	2.00	7.00	0.00	7.00	7.00	2.00	2.00	2.00	2.00	●
3.	Beckham, Theresa	9443 - TEACHER CERT/STAFF DEVE		Complete	2.00	2.00	7.00	4.00	5.00	2.00	2.00	2.00	2.00	2.00	●
4.	Connelly, Leslie	9200 - CURRICULUM & INSTRUCTIO		Complete	2.00	2.00	7.00	7.00	4.00	2.00	2.00	2.00	2.00	2.00	●
5.	Cummings, Anitra	9443 - TEACHER CERT/STAFF DEVE		Complete	2.00	2.00	0.00	0.00	5.00	2.00	2.00	2.00	2.00	2.00	●
6.	DeTufo, Susan	0061 - BEACHLAND ELEMENTARY		Complete	2.00	2.00	7.00	0.00	7.00	7.00	2.00	2.00	2.00	2.00	●
7.	Ern, Natalie	0051 - OSCEOLA ELEMENTARY		Complete	2.00	2.00	7.00	7.00	7.00	2.00	2.00	2.00	2.00	2.00	●
8.	Esposito, Tabetha	0301 - LIBERTY ELEMENTARY		Complete	2.00	2.00	7.00	7.00	7.00	2.00	2.00	2.00	2.00	2.00	●
9.	Foster, Keandra	0371 - STORM GROVE MIDDLE SCHO		Complete	2.00	2.00	7.00	7.00	7.00	2.00	2.00	2.00	2.00	2.00	●
10.	Gonzalez, Vanessa	0031 - VERO BEACH HIGH SCHOOL		Complete	2.00	2.00	7.00	7.00	7.00	2.00	2.00	2.00	2.00	2.00	●
11.	Griffin, Joy	0021 - VERO BEACH HIGH - FLC		Complete	2.00	2.00	7.00	7.00	7.00	2.00	2.00	2.00	2.00	2.00	●
12.	Heppern, Felice	0341 - TREASURE COAST ELEMENTA		Complete	2.00	2.00	7.00	7.00	7.00	2.00	2.00	2.00	2.00	2.00	●
13.	Holmes, Michele	0171 - SEBASTIAN RIVER MIDDLE		Complete	2.00	2.00	7.00	7.00	7.00	2.00	2.00	2.00	2.00	2.00	●
14.	Kohlstedt, Ashley	0191 - SEBASTIAN ELEMENTARY		Complete	2.00	2.00	7.00	7.00	7.00	2.00	2.00	2.00	2.00	2.00	●
15.	Lord, Colleen	9200 - CURRICULUM & INSTRUCTIO		Complete	2.00	2.00	7.00	7.00	7.00	2.00	2.00	2.00	2.00	2.00	●
16.	Mcdonough, Frances	9200 - CURRICULUM & INSTRUCTIO		Complete	2.00	2.00	2.00	7.00	7.00	2.00	2.00	2.00	2.00	2.00	●
17.	Racine, Kristen	0151 - DODGERTOWN ELEMENTARY		Complete	2.00	2.00	7.00	0.00	7.00	7.00	2.00	2.00	2.00	2.00	●
18.	Ross, Latonya	0032 - Treasure Coast Technica		Complete	2.00	2.00	2.00	2.00	7.00	2.00	2.00	2.00	2.00	2.00	●
19.	Shells, Christine	0271 - OSLO MIDDLE SCHOOL		Complete	2.00	2.00	7.00	7.00	7.00	2.00	2.00	2.00	2.00	2.00	●
20.	Szpalchler, Jeremy	0081 - GIFFORD MIDDLE SCHOOL		Complete	2.00	2.00	7.00	0.00	7.00	0.00	2.00	2.00	2.00	2.00	●
21.	Thimmer, James			Complete	2.00	2.00	7.00	0.00	7.00	7.00	2.00	2.00	2.00	2.00	●

7513006: Assistant Principal Meetings

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online via Teams
- #6 Jan 20 2021 1:00PM - 3:00PM
TBD
- #7 Feb 25 2021 1:00PM - 3:00PM
TBD
- #8 Mar 18 2021 1:00PM - 3:00PM
TBD
- #9 Apr 22 2021 1:00PM - 3:00PM
TBD
- #10 May 12 2021 1:00PM - 3:00PM
TBD

Hours 20.00
Cost \$ 0.00
Enrolled 23/30

Owner/Manager Colleen Lord - Colleen.Lord@indianriverschools.org

- EQUITY, CULTURE, & CLIMATE: 2:2: Physical Safety
- EQUITY, CULTURE, & CLIMATE: Strategy 2.1: Expand evidence-based social-emotional and mental h

Goal(s)

- EQUITY, CULTURE, & CLIMATE: Strategy 2.3: Identify & implement a specific subset of guiding p
- COMMUNICATION & ENGAGEMENT: 1.1: College and career
- COMMUNICATION & ENGAGEMENT: 1.2: High quality instruction and rigorous coursework
- COMMUNICATION & ENGAGEMENT: 1.3: Supports needed to for academic success.

Purpose(s)

- C - Florida Educators Certificate Renewal

Building(s)

- -All-

Department(s)

- -All-

Grade(s)

- -All-

Program/Sponsor District Catalog
Contact: Gregory MacDonald

#	Name District Building	Approval Status	Hours#1	Hours#2	Hours#3	Hours#4	Hours#5	Hours#6	Hours#7	Hours#8	Hours#9	Hours#10	Evals
1.	Alderton, Jennifer 0101 - FELLSMERE ELEMENTARY	Complete	2.00	2.00	2.00	7.00	7.00	7.00	2.00	2.00	2.00	2.00	●
2.	Beckham, Theresa 9443 - TEACHER CERT/STAFF DEVE	Complete	2.00	2.00	2.00	7.00	4.00	5.00	2.00	2.00	2.00	2.00	●
3.	Blidgen, Tisa 0081 - GIFFORD MIDDLE SCHOOL	Complete	2.00	2.00	2.00	7.00	7.00	7.00	2.00	2.00	2.00	2.00	●
4.	Connelly, Leslie 9200 - CURRICULUM & INSTRUCTIO	Complete	2.00	2.00	2.00	7.00	7.00	5.00	2.00	2.00	2.00	2.00	●
5.	Contri, Jacqueline 0291 - SEBASTIAN RIVER HIGH SC	Complete	2.00	2.00	2.00	7.00	7.00	7.00	2.00	2.00	2.00	2.00	●
6.	Cummings, Anitra 9443 - TEACHER CERT/STAFF DEVE	Complete	2.00	2.00	2.00	7.00	0.00	0.00	2.00	2.00	2.00	2.00	●
7.	Davis, Meghan 0221 - INDIAN RIVER ACADEMY	Complete	2.00	2.00	2.00	7.00	1.00	0.00	2.00	2.00	2.00	2.00	●
8.	Duchemin, Dawn 0371 - STORM GROVE MIDDLE SCHO	Complete	2.00	2.00	2.00	7.00	7.00	7.00	2.00	2.00	2.00	2.00	●
9.	Erickson, David 0031 - VERO BEACH HIGH SCHOOL	Complete	2.00	2.00	2.00	2.00	7.00	7.00	2.00	2.00	2.00	2.00	●
10.	Hart, Denny 0021 - VERO BEACH HIGH - FLC	Complete	2.00	2.00	2.00	7.00	7.00	7.00	2.00	2.00	2.00	2.00	●
11.	Keen, Jeremy 0121 - PELICAN ISLAND ELEMENTA	Complete	2.00	2.00	2.00	7.00	7.00	7.00	2.00	2.00	2.00	2.00	●
12.	Kinsley, Craig 0271 - OSLO MIDDLE SCHOOL	Complete	2.00	2.00	2.00	2.00	7.00	0.00	2.00	2.00	2.00	2.00	●
13.	Kohlstedt, Ashley 0191 - SEBASTIAN ELEMENTARY	Complete	2.00	2.00	2.00	7.00	7.00	0.00	2.00	2.00	2.00	2.00	●
14.	Lord, Colleen 9200 - CURRICULUM & INSTRUCTIO	Complete	2.00	2.00	2.00	7.00	7.00	7.00	2.00	2.00	2.00	2.00	●
15.	Mcdonough, Frances 9200 - CURRICULUM & INSTRUCTIO	Complete	2.00	2.00	2.00	7.00	7.00	7.00	2.00	2.00	2.00	2.00	●
16.	Morgan, Rahshard 0031 - VERO BEACH HIGH SCHOOL	Complete	2.00	2.00	2.00	7.00	7.00	0.00	2.00	2.00	2.00	2.00	●
17.	Norris, Jennifer 0041 - ROSEWOOD ELEMENTARY	Complete	2.00	2.00	2.00	7.00	7.00	7.00	2.00	2.00	2.00	2.00	●
18.	Rahal, Kimberly 0141 - CITRUS ELEMENTARY	Complete	2.00	2.00	2.00	7.00	7.00	7.00	2.00	2.00	2.00	2.00	●
19.	Riskin, Robert 0291 - SEBASTIAN RIVER HIGH SC	Complete	2.00	2.00	2.00	7.00	7.00	7.00	2.00	2.00	2.00	2.00	●
20.	Ross, Latonya 0032 - Treasure Coast Technica	Complete	2.00	2.00	2.00	7.00	0.00	0.00	7.00	2.00	2.00	2.00	●

2/18/2021

Professional Growth Roster Tool

21. Taylor, Christopher 0371 - STORM GROVE MIDDLE SCHO	Complete	2.00	2.00	2.00	7.00	7.00	7.00	2.00	2.00	2.00	2.00	◆
22. Van Brimmer, 07/25/2020 0161 - VERO BEACH ELEMENTARY	Complete	2.00	2.00	2.00	7.00	0.00	7.00	2.00	2.00	2.00	2.00	◆
23. Ward, Kelly 0171 - SEBASTIAN RIVER MIDDLE	Complete	2.00	2.00	2.00	7.00	0.00	7.00	2.00	2.00	2.00	2.00	◆

Close & Exit



Courageous Conversations



February 17, 2021
Principals in
Courageous
Conversations
Professional
Learning



January 13, 2021
Principals in Courageous
Conversations
Professional Learning



January Assistant Principal Meeting

Were the literacy walk throughs beneficial to you as an administrator? Please select one response.

Please provide any feedback on the Courageous Conversations

Column1

As always, good information, but mostly "theory"... I need to see full application.

Maybe videos of model classes representing examples and non-examples of each of the topics and small group discussion regarding what we view? I am not a Powerpoint person and typically begin to tune it out after the 4-5th slide. (Sorry)

Yes - Not only did it help me look at things constructively, but gave me some ideas on how to approach certain teachers on my campus

The morning walks and discussion were engaging and I found the work aligned to my current work.

Good conversation and it helped to work with other assistant principals as we looked at topics

The morning walks and discussion were highly engaging and I will be able to apply what I learned in my current work.

The morning walks and discussion were highly engaging and I will be able to apply what I learned in my current work.

The new format for reflection, grouping by room for discussion was great.

I enjoyed listening to the expert Carol T. speak to her research and provide a simple framework that can be implemented.

The morning walks and discussion were highly engaging and I will be able to apply what I learned in my current work.

Great pacing of walk throughs and a great learning/growth experience.

Several takeaways from the event...however, the levels of engagement was the highlight of the afternoon session.

<p>The morning walks and discussion were highly engaging and I will be able to apply what I learned in my current work.</p>	<p>I thought the structure of working with different groups during reflection time was powerful! I also believe walk throughs at all levels build capacity for all!</p>	<p>Having the opportunity to hear perspectives from different places is always beneficial. Just like students, adults need the opportunity to process information and problem solve during discourse.</p>
<p>The morning walks and discussion were highly engaging and I will be able to apply what I learned in my current work.</p>	<p>This was a good use of our time.</p>	<p>yes, it was beneficial.</p>
<p>The morning walks and discussion were highly engaging and I will be able to apply what I learned in my current work.</p>	<p>I believe the pacing is perfect. The notebook is extremely helpful.</p>	<p>The turn and talk to your shoulder partner was extremely beneficial. It's great to hear other points of view especially from other grade levels.</p>
<p>The morning walks and discussion were engaging and I found the work aligned to my current work.</p>	<p>I believe every tool we use should address equity. A space with a large amount of leaders is a room in which we should be having conversations around equity as it relates to instruction and our observations that day.</p>	<p>Yes.</p>
<p>The morning walks and discussion were engaging and I found the work aligned to my current work.</p>	<p>Thank you for making this engaging.</p>	<p>It was beneficial. We will be sharing some of that info with teachers.</p>

I enjoyed the afternnon session and feel that the information should be shared with teachers so that we can have a clear understanding of differentiation across the district.

The morning walks and discussion were engaging and I found the work aligned to my current work.

Yes, hearing the different ways different schools rolled out the PD and how they will support their teachers with implementation was very helpful.

The morning walks and discussion were highly engaging and I will be able to apply what I learned in my current work.

Hearing different views is enlightening.

The small group discussions allowed for sharing of ideas which were invaluable. Also, the training provided reinforcement of proven strategies I will use to coach teachers after conducting walkthroughs.

I enjoyed working with the group I was in. The discussions we had were invaluable. I especially liked seeing different points of views.

The morning walks and discussion were highly engaging and I will be able to apply what I learned in my current work.

The morning walks and discussion were highly engaging and I will be able to apply what I learned in my current work.

Well organized.

Yes, learning about the engagement levels.

This particular session was not as beneficial because my school has been through this PD on formative assessment for the past 3 years. I think it would be great if we differentiated the PD - For example, some secondary APs may benefit from additional training on standards based instruction/formative assessment, while other elementary teachers have been working on this for several years. Additionally, the PowerPoint and many of the activities that we did were exactly what we just did with our faculties the day before - so perhaps we could dive deeper or focus on how to give feedback to teachers in these areas.

I would like to see the tool more consistent with what we use for impact reviews so that we can really focus on what specifically we are looking for and calibrating with other admin. The tool was kind of difficult to use because of spacing / formatting issues.

The morning walks and discussion were engaging and I found the work aligned to my current work.

The morning walks and discussion were engaging and I found the work aligned to my current work.

The morning walks and discussion were highly engaging and I will be able to apply what I learned in my current work.

Everything was fine

Everything was fine

Please provide any additional information on the November Assistant Principal Meeting session. Please share any additional topics or areas you would like to address for your own professional growth.

I think each meeting also needs to include a video/scoring though iObservation. Maybe based on a single element? 10-15 minutes max for the entire activity. (5 minute Video. 5 minute scoring, and 5 minute discussion?)

Many new APs this year and that was the most frustrating to me the first year. This is a great year to collaborate on evaluations. (Just a thought)

More on the new evaluation system

I would like to watch master teachers as a model. Are there videos of teachers applying the strategies that can be viewed? I would like to continue with formative assessment and differentiation/feedback.

Overall, well thought-out PD, with smooth transitions and valuable information. PD on the Master Schedule

<p>Thank you for your hard work to provide informative and useful PD for us.</p>	<p>MTSS process here in Indian River County and managing tiered instruction</p>
<p>For November, maybe a 30 minutes session helping teachers with strategies to fill the 90 minute block.</p>	<p>It would be great to hear from other departments, such as HR, Finance, etc.</p>
<p>Kudos to Sebastian Middle for hosting us and putting on an amazing apple bar.</p>	<p>Addressing equity, reducing barriers for our underrepresented populations</p>
<p>NA</p>	<p>NA</p>

<p>If possible, please reduce the lunch break and end earlier</p>	<p>I would like to observe an expert administrator conducts a teacher evaluation.</p>
<p>The presenters were all knowledgeable and provided strategies that can be used right away.</p>	

<p>I enjoy time collaborating with my peers - maybe on current topics like how are you engaging families virtually, how are you providing interventions to students not in school, what are BQ plans.</p>	<p>I would love to have time to collaborate with my peers around topics like: Building Capacity within leadership teams, MTSS framework and processes, ESE support, support for new admin in topics like scheduling your priorities, etc.</p>
<p>I would be happy to talk with Colleen</p>	

United Through Equity

Edit

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- Grade Discus
1 point • No D.

Coming Up

Nothing for the next

SDIRC

United Through Equity



- Home
- Modules
- Announcements
- Grades
- Rubrics
- Conferences
- Quizzes
- Collaborations
- Syllabus
- Outcomes
- Assignments
- People
- Pages
- Files
- Discussions
- Settings

United Through Equity, developed by the **School District of Indian River County**, consists of four competencies of study focused on equity in every space of the learning environment and school/district supports. The dialogue and discussions are designed to enable teachers, administrators, and support personnel to reflect and challenge their own beliefs, biases, and experiences. Participants in **United Through Equity (UTE)** will

Results

October 2020

- 2 **UTE** Deb Long
Fri 3:00 PM - 4:00 PM [Calendar](#)
- 7 **UTE** Planning
Wed 1:00 PM - 3:00 PM [Calendar](#)
- 9 Courageous Conversations - **UTE**
Fri 12:30 PM - 4:00 PM [Calendar](#)
- 9 **UTE** Steering Committee
Fri 1:00 PM - 3:00 PM
ESE PD Room [Calendar](#)
- 15 Courageous Conversations Planning - **U...**
Thu 1:00 PM - 3:00 PM [Calendar](#)
- 22 **UTE** Planning
Thu 12:00 PM - 2:00 PM [Calendar](#)

December 2020

- 1 Meeting with Kerri (**UTE**)
Tue 8:30 AM - 9:30 AM [Calendar](#)
- 17 **UTE** Debrief
Thu 3:00 PM - 4:00 PM [Calendar](#)

January 2021

- 5 **UTE** Courageous Conversation Planning
Tue 1:00 PM - 4:00 PM [Calendar](#)
- 6 **UTE** Courageous Conversation Planning
Wed 1:00 PM - 4:00 PM
SICR [Calendar](#)
- 11 **UTE** Run-Through for Principal Meeting
Mon 1:20 PM - 2:20 PM [Calendar](#)

22 **UTE** - Cohort 1 Session 2 Planning

Fri 11:00 AM - 12:30 PM

[Calendar](#)

February 2021

8  **UTE** Standing Meeting 

Mon 1:00 PM - 2:00 PM

[Calendar](#)

15  **UTE** Standing Meeting 

Mon 1:00 PM - 2:00 PM

[Calendar](#)

16 **UTE** Session 3 Review

Tue 9:00 AM - 9:30 AM

LICR

[Calendar](#)



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/18/2021

Office/Department(s): Strategic Planning & Student Services

Report generated by: Dr. Brian McMahon

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 Action Step

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

Explanation of Evidence:

The evidence provided for this action step include the agendas for the biweekly Cabinet Data Briefing sessions held during the first quarter of 2021.

Note: The Cabinet Data Briefing scheduled for January 21 was replaced with the DataCom data review (DataCom is a semi-quarterly data review session with principals. Cabinet meets prior to the DataCom to review the data to be used within DataCom).

Additionally, the latest Data Calendar is included and showcases the topics discussed at each Cabinet Data Briefing as well as the Power BI Usage stats. Twice a month, usage statistics for school-based personnel are sent out to all principals and assistant principals. At each Cabinet Data Briefing, the usage statistics are reviewed for all users.

Finally, various screenshots of dashboards utilized during cabinet data briefings are included.

Note: These are static screenshots of a dashboard. Within each dashboard, racial disparities are either directly displayed (such as Risk Ratios) or enabled through a “filter” on the dashboard.

Results of Action Taken:

Each Cabinet Data Briefing results in specific action steps pertaining to the data reviewed at that meeting. Action Steps are listed on the subsequent Briefing agenda as the first step of each Briefing is to review the action steps previously decided. Overall, the Cabinet Data Briefings have driven an increased, data-centered focus on disparate discipline, attendance, and academics with specific actions taken.

For example, it was noted at one Cabinet Data Briefing that discipline occurring on bus transportation was racially disparate. As a result of this noticing, a Power BI Dashboard was specifically designed to assist leadership in disaggregating the transportation discipline by

transportation professional, school, distance travelled, and student demographic (including race/ethnicity). Trainings were held with leadership on how to use the dashboard. District Prevention Intervention Specialists performed ride-alongs on high-discipline bus routes to obtain a deeper understanding of contributing factors. This led to a district-wide professional development session with transportation professionals, further problem solving with district leadership, and plans for additional supports and trainings in the coming months.

Reflection/Next Steps: Cabinet Data Briefings will continue to be held biweekly. At each briefing, action steps from the previous briefing will continue to be discussed and followed up on as well as further action steps will be articulated and delegated to the appropriate personnel.



DATA BRIEFING - AGENDA

Date: 1.6.21

Time: 3:00pm

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
25 min	Review of Action Steps from last Data Briefing (New Dashboards – Graduation Monitoring, Transportation Discipline, Cabinet, and iReady Growth)	McMahon
2 min	Usage Data	McMahon
3 min	Review of Next Steps	Cabinet

12/2/20 Action Steps:

1. Graduation – develop dashboard for graduation monitoring and meet with graduation coaches
 - a. Solution – Graduation Monitoring Dashboard
2. Provide Discipline Data to transportation.
 - a. Solution – Transportation Discipline Dashboard
3. Risk Ratio – send weekly risk ratio to secondary and cc cabinet
 - a. Solution – Cabinet Dashboard
4. Winter iReady diagnostic outcomes
 - a. Solution iReady Diagnostic Dashboard



DATA BRIEFING - AGENDA

Date: 2.18.21

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
5 min	Review of Action Steps from last Data Briefing	McMahon
10 min	Attendance, Behavior, Risk Ratio	McMahon
10 min	College and Career Acceleration Component Update	McMahon
2 min	Usage Data	McMahon
3 min	Review of Next Steps	Cabinet

2/4/21 Action Steps:

1. Course Grade edits to Power BI – Not complete
2. Discipline: Top Teachers at each school with disparate discipline emailed to principals with follow up plan - Complete
3. CCA 3 year – Complete
4. Course Progression Audit Dashboard – Draft version submitted to C&I, revisions are being made.



DATA BRIEFING - AGENDA

Date: 2.4.21

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
5 min	Review of Action Steps from last Data Briefing	McMahon
10 min	Attendance, Behavior, Course Grades Data	McMahon
10 min	Grade Level Dashboard	McMahon
2 min	College and Career Acceleration Component Update	McMahon
2 min	Usage Data	McMahon
3 min	Review of Next Steps	Cabinet

1/6/21 Action Steps:

1. Transportation Discipline – Meet with Mrs. Idlette.
2. Graduation Monitoring – Add any flag, add concordant.
3. Cabinet Dashboard - #/% Suspended and 1+ Suspended by school
4. DataCom – Add predictions for all schools

DATA BRIEFING - CALENDAR



Date: 2.18.21

Facilitator: Dr. Brian McMahon

Calendar of Topics

District Data Review Date	Cabinet Data Briefing Date	Seasonal Data Briefing Topics		
		All Briefings: Attendance, Discipline, Graduation, iReady/A3K Usage		
	8/20/2020			
	9/3/2020		African American Achievement Plan Data	
	9/17/2020			
Impact Review 9/28-10/9	10/5/2020	iReady Diagnostic 1		
	10/20/2020	Unit Assessment 1	Achieve3000	
	10/29/2020	Quarter 1 Grades/GPA/Failures	Middle School Acceleration	
DataCom 11/10/20	11/12/2020	STAR Kindergarten Readiness	African American Achievement Plan Data	
	12/3/2020	Graduation	Edgenuity/SAVASS	
Impact Review 1/6-1/20	1/6/2021	Unit Assessment 2-4	iReady Diagnostic 2	Graduation Monitoring
DataCom 1/21/21	1/21/2021	Replaced with DataCom		
	2/4/2021	Unit Assessment 2-5	Semester 1 Course Grades	
Impact Review 2/22-3/8	2/18/2021	Graduation/CCA		
	3/4/2021	Unit Assessment 6	Goal Tracker Update	
DataCom 3/12/21	3/18/2021	Quarter 3 Grades/GPA/Failures	Teacher Attendance	
	4/1/2021	Unit Assessment 7	African American Achievement Plan Data	
	4/15/2021	Graduation		
	4/29/2021	Unit Assessment 8		
	5/13/2021	iReady Diagnostic 3		
	5/27/2021	FSA Results	Teacher Attendance	
	6/10/2021	Semester 2 Grades/GPA/Failures		
	6/24/2021	School Grades		

Cabinet Dashboard

School

ESE

All

All

Average Daily Attendance

Q2 Model

Race/Eth

ED

All

All

All

Q3 Model

Grade

ELL

All

All

All

School Type

Charter

Elementary

High

Middle

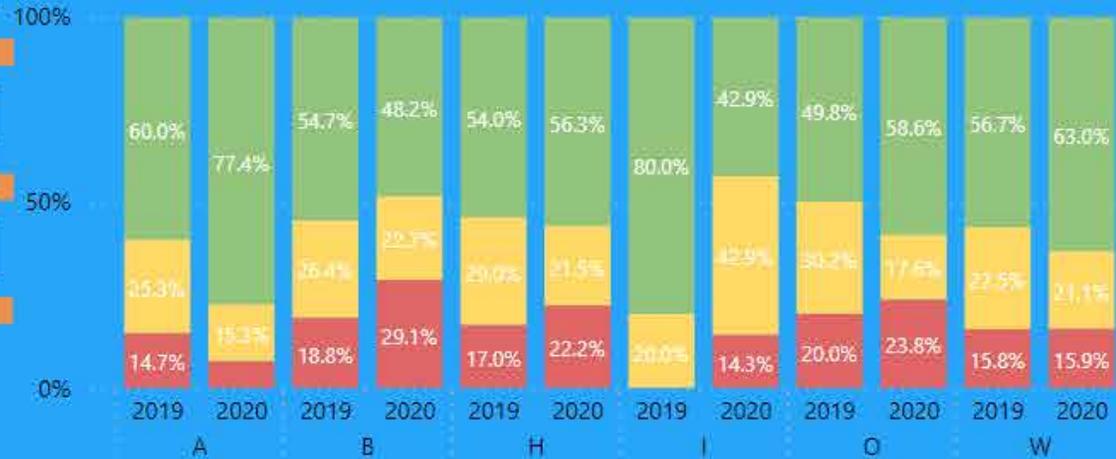
Other

No

Yes

Distribution of Absenteeism

ADA Category ● Chronic ● Severe ● Adequate



Distribution of Absenteeism

ADA Category ● Chronic ● Severe ● Adequate



Cabinet Dashboard

School

ESE

All

All

Average Daily Attendance

Q2 Model

Race/Eth

ED

100%
50%
0%

88.8%

88.1%

2019

2020

All

All

All

Q3 Model

Grade

ELL

All

All

All

School Type

Charter

Elementary

High

Middle

Other

No

Yes

Distribution of Absenteeism

ADA Category ● Chronic ● Severe ● Adequate



Distribution of Absenteeism

ADA Category ● Chronic ● Severe ● Adequate



Cabinet Dashboard

School

ESE

All

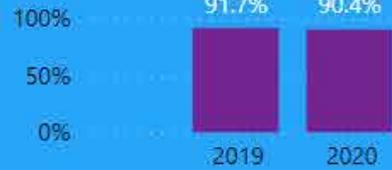
All

Average Daily Attendance

Q2 Model

Race/Eth

ED



All

All

All

Q3 Model

Grade

ELL

All

All

All

School Type

Charter



Distribution of Absenteeism

ADA Category ● Chronic ● Severe ● Adequate



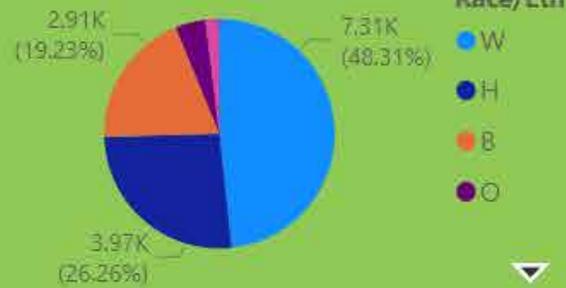
Distribution of Absenteeism

ADA Category ● Chronic ● Severe ● Adequate



Cabinet Dashboard

Referrals



School: ESE: N Y Charter: No Yes

District Discipline Totals

Black vs Non-Black Risk Ratio ODR Black vs White Risk Ratio ODR Hispanic vs Non-Hispanic Risk Ratio ODR Hispanic vs White Risk Ratio ODR Ct ODR Ct Students w ODR Ct Students Enrolled ODR

School Discipline Totals

School	Black vs Non-Black Risk Ratio ODR	Black vs White Risk Ratio ODR	Hispanic vs Non-Hispanic Risk Ratio ODR	Hispanic vs White Risk Ratio ODR	Ct ODR	Ct Student w ODR	Ct Student Enrolled
VBHS	2.06	1.95	0.64	0.79	1348	431	2914
SRMS	1.65	1.50	0.72	0.80	720	201	864
SRHS	1.64	1.96	1.27	1.49	391	171	1892
OsloMS	1.82	1.68	0.58	0.72	343	148	906
SGMS	1.38	1.44	0.98	1.07	319	139	1053
PIES	1.21	1.00	0.21	0.21	250	59	370
GMS	2.28	2.11	0.31	0.49	172	67	655
IRA	2.18	1.81	0.49	0.62	162	41	449
BES	4.74	5.37	0.76	1.48	130	45	518
CES	2.47	2.33	0.46	0.68	108	49	690
SES	2.17	2.49	0.53	0.88	95	35	330
TCES	2.96	2.65	0.30	0.38	62	32	676
ACE	0.79	0.75			59	13	27
VBES	1.57	1.11	0.22	0.23	58	27	600
WS	2.41	2.81			52	13	61
OMS	1.93	2.27	0.93	1.28	45	14	524
GES	3.36	3.02	0.33	0.47	39	15	538
FES	10.97		0.30		22	11	575
DES	1.87	0.88	0.30	0.24	18	12	463
LMS	2.88	2.72	0.87	1.08	12	6	521

Minor Infraction

- N
- Y

Transportation

- N
- Y

Currently Enrolled

- Y

Date of Referral

8/24/2020 2/16/2021



689

Ct ODR

461

Ct S's w ODR

18313

Ct Students

246

Ct Suspended

Student Discipline 20-21

Discipline Code	Ct ODR
ODR - Requires Administration Review	117
Disrespect/Noncompliance	107
Inappropriate Behavior/Disruption	99
Skipping (cannot be given a suspension)	74
Fighting	54
Transportation Use Only	50
Vaping - Tobacco (Other) Possession and/or Use*	34
Continuation of mid-range	29
Bus safety Violations	19
Failure to Serve	14
Profanity	11

Employee Type: All

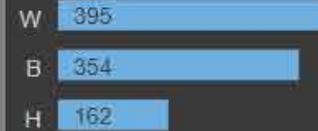
Reported By:	EmpTp	Schl	Ct ODR	Ct Student w O
	IN	SRMS	40	35
	NB	VBHS	23	22
	NI	SRMS	17	13
	NB	SRHS	17	16
	IN	SGMS	16	15
	NB	SGMS	16	15
	NB	GMS	15	12
	NI	SES	13	7
	NI	SGMS	12	6
	NB	OsloMS	12	11
	NB	SRMS	12	12
	NI	GMS	11	7

Quarter

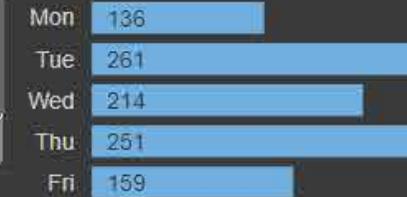


Count of Referrals

Race/Eth



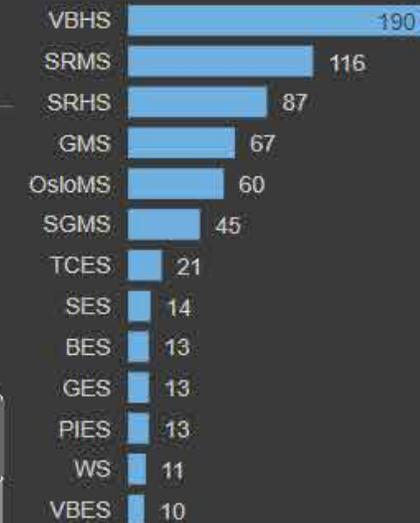
Weekday



ED



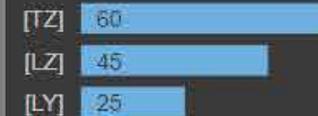
School



ESE



ELL



Student Name	Ct ODR	Race/Eth	ESE	ELL	ED	Gd
	14	B				
	9	O				
	8	O				
	6	H				
	6	W				
	6	W				
	6	B				
Total	689					

Q2 Model

All

Q3 Model

All

School

All

Charter

No

Race/Eth

All

ESE

All

ELL Code

All

ED

All

Grade

All

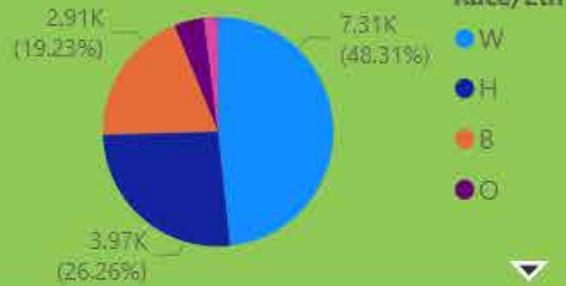
Reported by

All 340

Cabinet Dashboard

Suspensions

For this dashboard, Suspension refers to ISS or OSS.
ALTOSS is NOT included.



School: Race/Eth: N Y Charter: No Yes

Race/Eth:

District Discipline Totals

Black vs Non-Black Risk Ratio SUS	Black vs White Risk Ratio SUS	Hispanic vs Non-Hispanic Risk Ratio SUS	Hispanic vs White Risk Ratio SUS	Ct ODR	Ct Stud w ODR	Ct Sus	Stud 1+ Sus	Ct Students Enrolled
2.19	2.08	0.49	0.66	4409	1533	405	296	15132

School Discipline Totals

School	Black vs Non-Black Risk Ratio SUS	Black vs White Risk Ratio SUS	Hispanic vs Non-Hispanic Risk Ratio SUS	Hispanic vs White Risk Ratio SUS	Ct Suspension	Ct Student w ODR	Ct Student Enrolled
PIES	6.92	5.33			3	59	370
VBHS	3.26	3.15	0.53	0.82	172	431	2914
SRHS	1.83	1.89	0.71	0.89	59	171	1892
SGMS	1.52	1.67	0.95	1.12	50	139	1053
SRMS	1.45	1.14	0.38	0.42	40	201	864
TCES	1.26	1.12			7	32	676
OsloMS	0.69	0.68	0.38	0.41	40	148	906
IRA	0.77	0.60			10	41	449
ACE	4.20				13	13	27
BES					1	45	518
CES					0	49	690
DES					0	12	463
FES					0	11	575
GES					1	15	538
GMS					3	67	655
LMS					0	6	521
OMS					2	14	524
RMS					0	5	526
SES					0	35	330
VBES	6.84		0.92		4	27	600

Suspension

- ALTOSS
- ISS
- OSS

Currently Enrolled

- Y

Date of Referral

12/30/2020 2/16/2021

Suspensions 20-21

Discipline Code	Ct ODR
Fighting	39
Inappropriate Behavior/Disruption	39
Disrespect/Noncompliance	32
Skipping (cannot be given a suspension)	29
Vaping - Tobacco (Other) Possession and/or Use*	24
Continuation of mid-range	19
Failure to Serve	9
Tobacco Possession and/or Use	9
Drug Possession and/or Use (excluding alcohol)*	8
Profanity	8
Tardy (cannot be given a suspension)	4

Average Length of Suspension

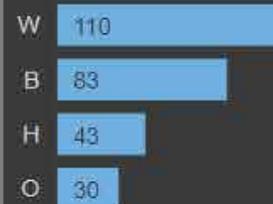
Administrator	B	H	O	W	Total
			5.00		5.00
	4.33	5.00		3.00	4.20
	3.67		3.00		3.50
	3.00	3.40		3.00	3.25
	3.00	2.00	5.50	3.33	3.20
	3.40	3.00	1.50	3.13	3.00
	1.50	1.67	2.25	4.80	2.93
	2.00			4.00	2.67
	2.00	2.83		3.00	2.46
	2.86	1.50	1.00	2.43	2.41
	4.00	1.00	1.75	2.33	2.08
				2.00	2.00
	2.00				2.00
	1.67	2.00	2.00	2.33	2.00
Total	2.20	2.30	2.03	2.28	2.23

Quarter

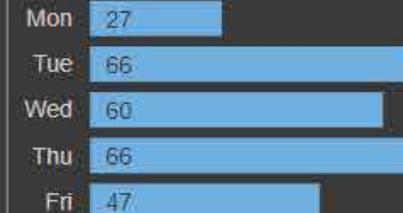


Count of Referrals with a Suspension

Race/Eth



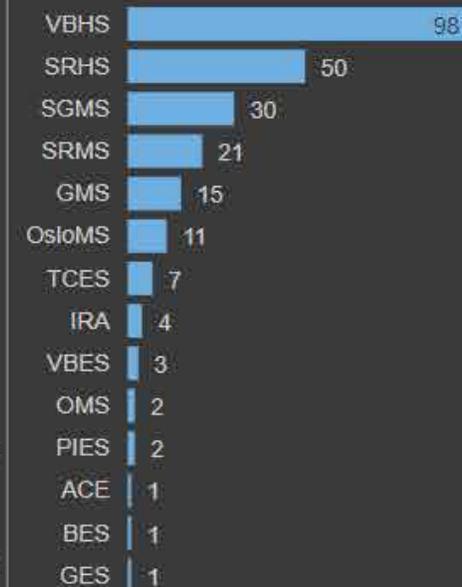
Weekday



ED



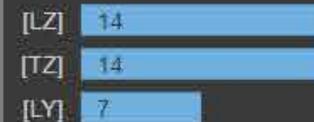
School



ESE



ELL



Student Name

Student Name	ESE	Schl	Sum Days	Ct Events
	N	VBHS	15.00	2
	N	VBHS	11.00	2
	N	GMS	10.00	4
	N	SRHS	10.00	4
	N	SRHS	10.00	1
	Y	SRHS	10.00	1

Q2 Model

All

Q3 Model

All

School

All

Charter

No

Race/Eth

All

ESE

All

ELL Code

All

ED

All

Grade

All

Reported by

All

246
Ct ODR w Sus

201
Ct S's w ODR

22
Ct OSS Events

158
Ct ISS Events

69
Ct ALTOSS Events

Home

[View School List](#)
[View Records with Upload Errors](#)
[SAVE TO EXCEL](#)

	<u>School Number</u> ▼	<u>School Name</u>	Count of Records Without Any Passing Acceleration Data	Cohort = % Met CCA	
Select	0031	VERO BEACH HIGH SCHOOL	<u>313</u>	657 = 52%	
Select	0131	WABASSO SCHOOL	1		
Select	0291	SEBASTIAN RIVER HIGH SCHOOL	<u>147</u>	395 = 63%	
Select	5001	INDIAN RIVER CHARTER HIGH SCHOOL	<u>57</u>	145 = 61%	
Select	7001	INDIAN RIVER VIRTUAL INSTRUCTION PROGRAM	1		

Vero Beach High School

2020-2021

2021-2022

2022-2023

2023-2024

Alternative Center for Edu.

321

Ct Met CCA

701

Student Count

46%

Percent Met CCA

250

Need but Enr CCA

81%

Max CCA

130

Students to Review

Student Name

All

Race/Eth

All

IR Virtual - VIP

Full Schedule

Name	Student_ID	Gd	Grad Cohort	Course Title	Q1	Q2_O
		12	2020-2021	Access World History	A+	Schoc
		12	2020-2021	Access World History	A+	Transi
		12	2020-2021	Abnormal Psych		Transi
		12	2020-2021	Abnormal Psychology		Virtua
		12	2020-2021	Access Algebra 1	A+	Transi
		12	2020-2021	ACCESS BIOLOGY 1	A+	Schoc
		12	2020-2021	ACCESS E/S SCI	A+	Schoc
		12	2020-2021	ACCESS E/S SCI	A+	Transi

Sebastian River High School

Students to Review - Not Met CCA & Not Enrolled in AP/IB/DE/ICE Course

Student ID	Name	GD	Grad Cohort	GPA	Q2	Ins Model
		12	2020-2021	4.00		Transitional
		12	2020-2021	3.98		Transitional
		12	2020-2021	3.96		Transitional
		12	2020-2021	3.93		Transitional
		12	2020-2021	3.92		School
		12	2020-2021	3.86		School
		12	2020-2021	3.86		School
		12	2020-2021	3.83		School
		12	2020-2021	3.78		School
		12	2020-2021	3.63		School
		12	2020-2021	3.63		School
		12	2020-2021	3.52		School
		12	2020-2021	3.23		School
		12	2020-2021	3.15		School

Vero Beach High School

Students who Need CCA but Are Enrolled Currently

Name	Student_ID	Gd	Course Title	Q1	Q2	S1	Q2_OPTION
		12	Welder, SMAW 2		A	A	Virtual
		12	Welder, SMAW 2		B+	B+	School
		12	Welder, SMAW 1		A	A	Virtual
		12	Welder, SMAW 1		B+	B	School
		12	Welder, Assistant 2		A	A	Virtual
		12	Welder, Assistant 2		B	B+	School
		12	Welder Assistant 1		A	A	Virtual

Wabasso School

CCA TYPE



Sebastian River High School

2020-2021

2021-2022

2022-2023

2023-2024

Alternative Center for Edu.

254

Ct Met CCA

412

Student Count

62%

Percent Met CCA

51

Need but Enr CCA

74%

Max CCA

107

Students to Review

Student Name

All

Race/Eth

All

IR Virtual - VIP

Sebastian River High School

Vero Beach High School

Wabasso School

Full Schedule

Name	Student_ID	Gd	Grad Cohort	Course Title	Q1	Q2_O
		12	2020-2021	2-D ART 1	A	Schoc
		12	2020-2021	2-D ART 1	B	Schoc
		12	2020-2021	2-D ART 1	A	Schoc
		12	2020-2021	2-D ART 1	A	Schoc
		12	2020-2021	2-D ART 1	B	Schoc
		12	2020-2021	2-D ART 1	A+	Schoc
		12	2020-2021	2-D ART 1	F	Schoc
		12	2020-2021	2-D ART 1	B+	Schoc
		12	2020-2021	2-D ART 1	C	Schoc

Students who Need CCA but Are Enrolled Currently

Name	Student_ID	Gd	Course Title	Q1	Q2	S1	Q2_
		12	Welder, SMAW 2				Virtu
		12	Welder, SMAW 1				Virtu
		12	Welder, Assistant 2				Virtu
		12	Welder Assistant 1				Virtu
		12	Welder				Virtu
		12	SPANISH 5-B-IB	A	B+	A	Schoc
		12	NURSE AST 3	R+	A	A	Schoc

Students to Review - Not Met CCA & Not Enrolled in AP/IB/DE/ICE Course

Student ID	Name	GD	Grad Cohort	GPA	Q2 Ins Model
		12	2020-2021	3.77	Transitional
		12	2020-2021	3.69	School
		12	2020-2021	3.60	School
		12	2020-2021	3.58	School
		12	2020-2021	3.44	School
		12	2020-2021	3.43	School
		12	2020-2021	3.39	Virtual
		12	2020-2021	3.37	Virtual
		12	2020-2021	3.33	Virtual
		12	2020-2021	3.30	Transitional
		12	2020-2021	3.25	Virtual
		12	2020-2021	3.23	School
		12	2020-2021	3.21	Virtual
		12	2020-2021	3.21	School

CCA TYPE

AP

DE

IB

ICE

345

Power BI Usage 1.16 - 1.29 - All Dashboards				
Last	Frist	School	Title	Views
Cummings	Christopher	Sebastian River High School	Principal High School	108
Duchemin	Dawn	Storm Grove Middle School	Asst Principal Middle School	64
Robinson	Eddie	Oslo Middle School	Principal Middle School	62
Matheny	Lyndsey	Vero Beach Elementary	Principal Elementary School	54
Finnegan	Rachel	Beachland Elementary	Principal Elementary School	52
Del Tufo	Susan	Beachland Elementary	Asst Principal Elementary	52
Van Brimmer	Kevin	Sebastian River High School	Asst Principal Senior High	50
Jones	Mintosha	Gifford Middle School	Principal Middle School	48
Norris	Jennifer	Rosewood Elementary	Asst Principal Elementary	43
Riskin	Robert	Sebastian River High School	Asst Principal Senior High	40
Contri	Jacqueline	Sebastian River High School	Asst Principal Senior High	39
Holmes	Michele	Sebastian River Middle Schl	Asst Principal Middle School	37
Ern	Natalie	Osceola Elementary	Asst Principal Elementary	37
Kohlstedt	Ashley	Sebastian Elementary	Asst Principal Elementary	35
Shells	Christine	Oslo Middle School	Asst Principal Middle School	32
Garcia	Kimberly	Citrus Elementary	Principal Elementary School	31
Taylor	Christopher	Storm Grove Middle School	Asst Principal Middle School	30
Moree	Rachel	Pelican Island Elementary	Principal Elementary School	30
Blidgen	Tisa	Gifford Middle School	Asst Principal Middle School	28
Kinsley	Craig	Oslo Middle School	Asst Principal Middle School	26
Good	Christine	Indian River Academy	Principal Elementary School	26
Rahal	Kimberly	Citrus Elementary	Asst Principal Elementary	25
Flores	Casandra	Rosewood Elementary	Principal Elementary School	23
Vernette	Aretha	Dodgertown Elementary	Principal Elementary School	21
Whitfield	Letitia	Sebastian Elementary	Principal Elementary School	21
Keen	Jeramy	Pelican Island Elementary	Asst Principal Elementary	20
Racine	Todd	Sebastian River Middle Schl	Principal Middle School	20
Brown	Dariyall	Alternative Center For Educati	Principal For Alternative Educ	19
Harris	Takeisha	Liberty Elementary	Principal Elementary School	19
Faust	Adam	Glendale Elementary	Principal Elementary School	18
Bacon	Chadwick	Osceola Elementary	Principal Elementary School	18
Simpson	Scott	Treasure Coast Elementary	Principal Elementary School	18
Thimner	James	Sebastian River High School	Asst Principal Senior High	16
Banack	Lynn	Glendale Elementary	Asst Principal Elementary	16
Szpaichler	Jeremy	Gifford Middle School	Asst Principal Middle School	13
Foster	Keandra	Storm Grove Middle School	Asst Principal Middle School	10
Ward	Kelly	Sebastian River Middle Schl	Asst Principal Middle School	10
Van Brimmer	Sarah	Vero Beach Elementary	Asst Principal Elementary	10
Hart	Denny	Vero Beach High School	Principal High School	8
Heppern	Felice	Treasure Coast Elementary	Asst Principal Elementary	8
Davis	Meghan	Indian River Academy	Asst Principal Elementary	8
Erickson	David	Vero Beach High School	Asst Principal Senior High	6
Alderton	Jennifer	Fellsmere Elementary	Asst Principal Elementary	6
Racine	Kristen	Dodgertown Elementary	Asst Principal Elementary	6
Morgan	Rahshard	Vero Beach High School	Asst Principal Senior High	5
Bieber	Anne	Storm Grove Middle School	Principal Middle School	4
O'Keefe	Shawn	Vero Beach High School	Principal High School	4
Esposito	Tabetha	Liberty Elementary	Asst Principal Elementary	4
Gonzalez	Vanessa	Vero Beach High School	Asst Principal Senior High	4
Ahrens	Gregory	Vero Beach High School	Asst Principal Senior High	0
Griffin	Joy	Vero Beach High School	Asst Principal Flc	0
Brown	Dariyall	Alternative Center For Educati	Principal For Alternative Educ	0
Kohlstedt	Christopher	Wabasso School For Exceptional	Principal Special Ed School	0
Kohlstedt	Ashley	Sebastian Elementary	Asst Principal Elementary	0
Shells	Christine	Oslo Middle School	Asst Principal Middle School	0
Kinsley	Craig	Oslo Middle School	Asst Principal Middle School	0
Cummings	Christopher	Sebastian River High School	Principal High School	0
Bieber	Anne	Storm Grove Middle School	Principal Middle School	0
Taylor	Christopher	Storm Grove Middle School	Asst Principal Middle School	0

Top 10
"Power"
Power BI
Users



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/17/2021

Office/Department(s): Strategic Planning & Student Services

Report generated by: Brian McMahon

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

- Conduct DataCom reviews with principals to identify identified needs related to achievement and discipline disparities and follow -up action steps.

Explanation of Evidence: DataCom is an integral part of the continuous feedback loops employed by schools and the district to ensure students receive what they need to be successful. Following Impact Reviews (classroom walk throughs at each school), principals gather with district senior staff to conduct DataCom. For each datacom, a Power BI Dashboard is built to center discussions around data that enables school and district leaders to quickly and dynamically disaggregate real-time data according to the needs of that school. Principals respond to this dashboard by detailing the data-based concerns, their action plan to address those concerns, and any needs they require to fully implement their action plan. For this DataCom, the Power BI dashboard built fed off of the Goal Tracker Dashboard. The Goal Tracker dashboard enabled schools to set school grade component goals and be able to see the exact students who would need to achieve in that component to meet the goal. For this DataCom, the department added a multivariate regression model to predict school grades based off of current student progress monitoring scores. This dashboard further allowed schools to disaggregate the predictions across a variety of demographics including race/ethnicity.

The evidence attached includes a screenshot of the PowerBI Dashboard. The dashboard provides a 3-year historical trend of each school grade component, each school's goals, and the predictive model results. There is a student detail page that further disaggregates the predictive model allowing staff to examine each component by a variety of demographics including grade, race/ethnicity, ESE status, economic status, instructional model, English Language Learner status, among others.

Results of Action Taken:

During DataCom, principals identified their greatest needs based on the dashboard, informed District Senior Leadership and Cabinet of their action plan to provide interventions and identified any needs they would require to meet their action plans. Because of the large number of students returning from a virtual and/or transitional instructional model, there was a focus on how to quickly integrate students into the community of the school, quickly assess students to determine where any deficiencies may exist academically, and incorporate appropriate interventions to address the deficiency.

Beyond the DataCom session, follow up meetings were scheduled with three schools (SRHS, VBHS, and GMS) to provide further support in problem solving.

Reflection/Next Steps: The dashboard is set to pull live data so as students continue to progress monitor, the dashboard will recalculate predictions based on the new scores. Additionally, to alleviate the need for multiple assessments for returning students, a comprehensive assessment in multiple subjects was added to the predictive model. Schools will continue to use this dashboard to drive interventions for students not predicted to achieve.

Screenshot of Power BI Dashboard, pulled 2/19/21.



Photo and Tweet Sent 1/30/21 following DataCom:





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/17/2021

Office/Department(s): Strategic Planning & Student Services

Report generated by: Brian McMahon

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 Step:

- 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.

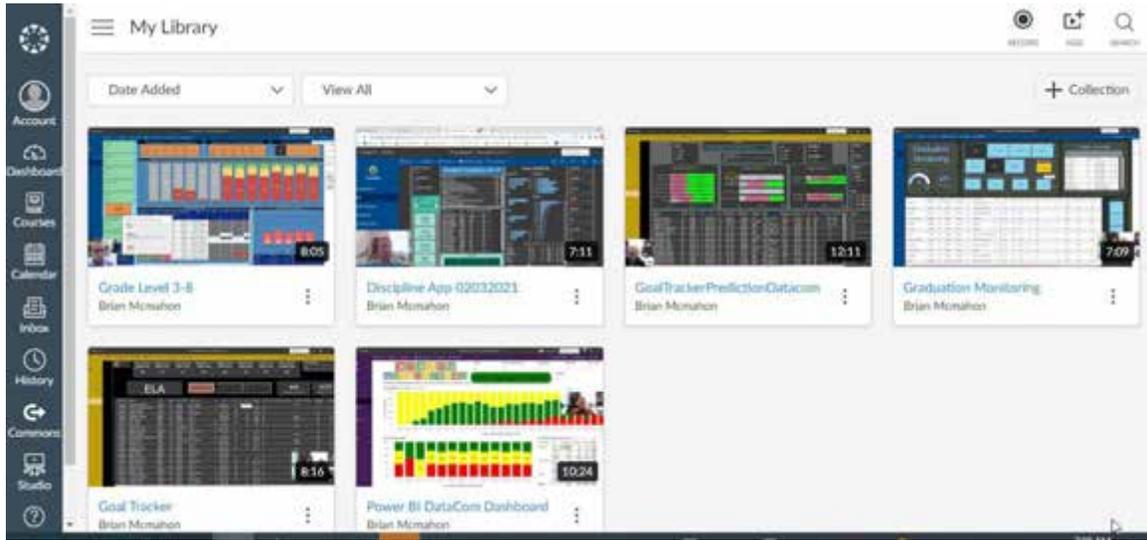
Explanation of Evidence: Trainings were provided to various personnel on how to use the various Power BI Dashboards. These trainings are a continuation of trainings provided to both district- and school-based leadership teams. The evidence provided detail of the dates of these trainings and targeted personnel. Additionally, training videos were made and provided to users through email and the Collaborator.

Results of Action Taken: Users gained a deeper understanding of how to use Power BI to inform decisions. As each dashboard is implemented, it's vital district- and school-based leadership teams understand the data definitions, why data is presented the way it is, and how to use that specific dashboard. Additionally, as the various personnel groups are introduced to the dashboards and begin to use them, the trainings provide an opportunity for leaders to provide feedback on the user interface of the dashboard, the functionality of the dashboard, and suggestions for any enhancements or additions to ensure the dashboard meets their needs.

Currently, the district employs dashboards in the following areas: student attendance, student discipline, ESE Least Restrictive Environment, Early Warning System, a graduation monitoring system, middle school acceleration, high school college and career acceleration, School Grade Goal Tracker, and grade level dashboards that provide detailed data on progress monitoring measures including iReady, Unit Assessments, FLKRS, and DIBELS.

Reflection/Next Steps: Trainings will continue to be held as new dashboards are rolled out. Additionally, enhancements to existing dashboards will continue to be implemented to refine, improve, and augment data available.

Screenshot of Canvas Training Videos



Power BI Master Training Plan: 2020 - 2021

Tentatively Scheduled Trainings		
Target Audience	Dates	Topic
Assistant Principals	10/21/2020	Power BI
Rosewood Magnet	10/28/2020	Leadership Team
Principals	11/4/2020	DataCom
Sebastian River High School	11/5/2020	Leadership Team
Principals	11/10/2020	DataCom
Department Chairs	11/13/2020	Power BI
Transportation	11/17/2020	Discipline Data
District Leadership	11/18/2020	High School Acceleration
Resource Specialists	11/19/2020	LRE
Resource Specialists	11/30/2020	LRE
Psychologists	12/1/2020	Power BI
Principals	12/2/2020	
Secondary	12/4/2020	Early Warning System
Vero Beach High School - FLC	12/7/2020	Discipline Data
Oslo MS	12/8/2020	Discipline Data
Sebastian River High School	12/10/2020	Discipline Data
Vero Beach High School - Main Campus	12/11/2020	Discipline Data
Pelican Island Elementary	12/14/2020	Power BI
School Counselors	12/15/2020	Power BI
Interentionists	1/19/2021	Power BI: Goal Tracker
Assistant Principals	1/22/2021	Power BI: Goal Tracker
VBHS	1/25/2021	School Grades, Power BI: Goal Tracker
Coaches and Department Chairs	1/28/2021	Power BI: Goal Tracker
VBHS	1/29/2021	Follow up to DataCom
SRHS	1/29/2021	Follow up to DataCom
Coaches and Department Chairs	1/29/2021	Power BI: Goal Tracker
Assistant Principals	2/3/2021	Power BI: Goal Tracker
GMS	2/9/2021	Follow up to DataCom
Transportation	2/10/2021	Power BI: Discipline

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"> • Communicate parent/family feedback related to school choice to school administrators for further improvements or modifications to programming.^{1,4} • Publicize school choice programming and application through multiple approaches.² • Develop options and recommendations 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. Jacobs, Director of Strategic Initiatives & Systems Compliance 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? • Have options and recommendations related to the Master Plan been 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 student 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: Summary of parent/family feedback related to school choice and examples of publicity related to school choice programming, log of School Messenger calls to families, flyer and help documents, options and recommendations for the Master Plan.

Progress Update

To better understand the factors driving enrollment of students in a school of choice, the parents/families of students enrolled on school choice were sent a School Choice Feedback Survey. The results of this survey were summarized in February 2021 and sent out to school leaders to support further enhancements to school choice programming. 175 parent/families responded to the survey, with 7% of the total respondents being parents/families of African American

students. A review of the results revealed that there a high degree of similarity in the factors indicated by African American parents/families and all parents/families that contribute to their reasons for selecting school choice. However, it is important to note that only 12 parents/families of African American students responded to the survey. The top reasons that were provided for selecting a school of choice included: academic reputation, convenience of location, special program offerings, school focus/theme/area of emphasis, and behavioral and social emotional supports.

During October 2020, the District began publicizing open enrollment for magnet and choice programming for the 2021-2022 academic year. During the November 1, 2020 – January 15, 2021 open enrollment window, 140 applications for African American students were submitted for a school choice option, with 100% of applications for African American students being accepted. For the 2020-2021 academic year 136 applications for African American students were accepted for school choice as compared to 140 application for the 2021-2022 academic year, showing only a slight increase in the number of applications accepted for African American students for school choice for 2021-2022. Beginning March 1, 2021, a second open enrollment campaign and window will be offered for the 2021-2022 academic year, with additional efforts being made to ensure open enrollment information is well-advertise with African American families.

SDIRC Magnet and Choice Count and Percentage Accepted for 20-21 and 21-22 Retrieved 02/22/21								
School	2020-2021				2021-2022			
	African American Count Accepted	Other Count Accepted	Total Count Accepted	Percentage of Total Student Applications Accepted that are from African American Students	African American Count Accepted	Other Count Accepted	Total Count Accepted	Percentage of Total Student Applications Accepted that are from African American Students
BES	8	45	53	15%	6	37	43	14%
CES	5	9	14	36%	3	12	15	20%
DES	10	0	10	100%	1	0	1	100%
FES	0	2	2	0%	1	4	5	20%
GES	2	28	30	7%	10	31	41	24%
IRA	2	7	9	22%	5	3	8	63%
LMS	13	72	85	15%	16	95	111	14%
OMES	14	72	86	16%	22	82	104	21%
PIE	2	13	15	13%	1	13	14	7%
RMS	28	60	88	32%	30	66	96	31%
SES	2	2	4	50%	4	2	6	67%
TCE	7	8	15	47%	2	17	19	11%
VBE	6	2	8	75%	4	17	21	19%
GMS	1	15	16	6%	5	14	19	26%
OMS	10	21	31	32%	9	14	23	39%
SRMS	6	28	34	18%	7	30	37	19%
SGMS	6	42	48	13%	13	54	67	19%
SRHS	5	3	8	63%	1	6	7	14%
VBHS	9	46	55	16%	0	4	4	0%
Total	136	475	611	22%	140	501	641	22%

Racial Representation of Students by School

Retrieved 02/23/21

School	African American	White, Non-Hispanic
District	18%	51%
Alternative Center for Education	77%	19%
Beachland Elementary School	17%	53%
Citrus Elementary School	20%	42%
Dodgertown Elementary School	52%	18%
Fellsmere Elementary School	3%	6%
Gifford Middle School	35%	40%
Glendale Elementary School	17%	59%
Imagine Schools at South Vero*	5%	81%
Indian River Academy	25%	36%
Indian River Charter High School*	4%	74%
Liberty Magnet School	15%	60%
North County Charter School*	12%	66%
Osceola Magnet School	17%	58%
Oslo Middle School	24%	43%
Pelican Island Elementary	22%	60%
Rosewood Magnet School	20%	64%
Sebastian Charter Junior High*	7%	67%
Sebastian Elementary School of the Arts	30%	49%
Sebastian River High School	11%	50%
Sebastian River Middle School	13%	43%
St. Peter's Academy*	49%	3%
Storm Grove Middle School	11%	59%
Treasure Coast Elementary School	12%	65%
Vero Beach Elementary School	30%	37%
Vero Beach High School	20%	52%
Wabasso School	27%	48%

*The District does not oversee the enrollment of students at charter schools.



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/20/2021

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

Report generated by: Julie Kastensmidt, Program Specialist Support Services

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

Joint Plan Section VII – Student Assignment
Action Plan Steps:

- Publicize school choice application through multiple approaches.

Explanation of Evidence:

The School District has implemented many new strategies during the current school year to open school choice opportunities for our students. This began by tasking school principals with branding their school. Next, schools, along with the district, began highlighting their school's programs to the public. This took place via School Choice Fairs, Facebook Live sessions, School videos, a school choice publication on the district website, and social media. Student Assignment in collaboration with Technology Services, implemented online enrollment using the Focus platform. This included the Magnet and Choice Application. Online enrollment gives families the opportunity to fill out applications any time of the day without having to come into an office. This will also streamline the data collection process for the district moving forward. The district began publicizing the Magnet and Choice Open Enrollment the first week in October 2020 via School Messenger calls, social media, and flyers on the home page on our website that linked to our redesigned enrollment webpages. The evidence attached is as follows: Magnet and Choice placements comparison data by race, a log of School Messenger calls publicizing open enrollment from Magnet and Choice, and flyers used to publicize.

Results of Action Taken:

As a result of publicizing the open enrollment of the Magnet and Choice Application, 140 African American students applied for a Magnet or Choice program. This population represents 22% of the total population of students who applied during the open enrollment window from November 1, 2020 – January 15, 2021. All 140 (100%) African American students were offered a seat in a program of choice.

Reflection/Next Steps: Currently, we are in the ten-day window for parents to accept or decline the seat offered. In collaboration with the Director of School Innovation and the Coordinator of Equity and Family Involvement, March 1, 2021 we are launching another enrollment campaign. The Director of

School Innovation is working with school principals, who have additional openings, on creative ways to market his/her school for this next enrollment campaign. The Coordinator of Equity and Family Involvement is working to get information to our African American families about the upcoming enrollment period.

SDIRC Magnet and Choice
Count and Percentage Accepted for 20-21 and 21-22
 Retrieved 02/22/21

School	2020-2021				2021-2022			
	African American Count Accepted	Other Count Accepted	Total Count Accepted	Percentage of Total Student Applications Accepted that are from African American Students	African American Count Accepted	Other Count Accepted	Total Count Accepted	Percentage of Total Student Applications Accepted that are from African American Students
BES	8	45	53	15%	6	37	43	14%
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FES	0	2	2	0%	1	4	5	20%
GES	2	28	30	7%	10	31	41	24%
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SES	2	2	4	50%	4	2	6	67%
TCE	7	8	15	47%	2	17	19	11%
VBE	6	2	8	75%	4	17	21	19%
GMS	1	15	16	6%	5	14	19	26%
OMS	10	21	31	32%	9	14	23	39%
SRMS	6	28	34	18%	7	30	37	19%
SGMS	6	42	48	13%	13	54	67	19%
SRHS	5	3	8	63%	1	6	7	14%
VBHS	9	46	55	16%	0	4	4	0%
Total	136	475	611	22%	140	501	641	22%

SchoolMessenger

[Address Book \(addresses.php?origin=nav\)](#) | [Account \(account.php\)](#) | [Help \(help/index.php\)](#) | [Logout \(index.php?logout=1\)](#)

[Dashboard \(start.php\)](#) [Broadcasts \(lists.php\)](#) **[Reports \(reports.php\)](#)** [System \(contacts.php\)](#)

[Reports \(reports.php\)](#) [Call Distribution \(reportsystemdistribution.php\)](#)

Broadcast Summary - Choice Waiting List Choice

[Back](#) [Refresh](#) [Save/Schedule](#)

Summary										
Broadcast Summary:	Broadcast Name	Broadcast Type	Submitted by	Scheduled Date	Scheduled Time	First Pass	Status	Recipients	# of Phones	# of Emails
	Choice Waiting List Choice	General	betoryc	Oct 9, 2020 - Oct 9, 2020	5:30 pm - 9:00 pm	00:06	Complete	122	122	0

Broadcast Summary - Choice Waiting List Magnet

[Back](#) [Refresh](#) [Save/Schedule](#)

Summary										
Broadcast Summary:	Broadcast Name	Broadcast Type	Submitted by	Scheduled Date	Scheduled Time	First Pass	Status	Recipients	# of Phones	# of Emails
	Choice Waiting List Magnet	General	betoryc	Oct 9, 2020 - Oct 9, 2020	5:30 pm - 9:00 pm	00:12	Complete	319	319	0

Broadcast Summary - Open Enrollment 1st Reminder

[Back](#) [Refresh](#) [Save/Schedule](#)

Summary										
Broadcast Summary:	Broadcast Name	Broadcast Type	Submitted by	Scheduled Date	Scheduled Time	First Pass	Status	Recipients	# of Phones	# of Emails
	Open Enrollment 1st Reminder	General	betoryc	Dec 13, 2020 - Dec 13, 2020	10:00 am - 11:00 am	00:15	Complete	16522	26686	487

Broadcast Summary - Open Enrollment 2nd Reminder

[Back](#) [Refresh](#) [Save/Schedule](#)

Summary										
Broadcast Summary:	Broadcast Name	Broadcast Type	Submitted by	Scheduled Date	Scheduled Time	First Pass	Status	Recipients	# of Phones	# of Emails
	Open Enrollment 2nd Reminder	General	betoryc	Jan 5, 2021 - Jan 5, 2021	9:00 am - 10:00 am	00:19	Complete	16553	26724	489

Broadcast Summary - Magnet and Choice Reminder 021621

[Back](#) [Refresh](#) [Save/Schedule](#)

Summary

Broadcast Summary:	Broadcast Name	Broadcast Type	Submitted by	Scheduled Date	Scheduled Time	First Pass	Status	Recipients	# of Phones	# of Emails
	Magnet and Choice Reminder 021621	General	batoryc	Feb 16, 2021 - Feb 16, 2021	5:30 pm - 6:30 pm	00:06	Complete	309	306	0

School Messenger Calls to Publicize Magnet and Choice Open Enrollment by Race

December 13, 2020

Distinct Count of ID	Column Labels												
Row Labels	Answered	Blocked	Busy	Consent Denied	Disconnect	Duplicate	Inactive	Machine	No Answer	No Phone #	No Phone Selected	Unknown	Grand Total
						1							1
#N/A	402	205	31	1	15	309	2	758	18	33	1285	19	1706
American Indian or Alaskan Native	8	1	1		1	6		11			7		25
Asian or Pacific Islander	95	16	8	1	9	89		111	3		87	3	267
Black, Non-Hispanic	727	218	166	1	64	1124	4	1076	72	6	691	30	2845
Hispanic	1094	324	116		48	1415	2	1574	37	3	676	45	3891
Other	156	48	30		10	189	1	273	12		171	8	616
White, Non-Hispanic	2114	486	175	3	108	2148	7	3504	56	10	2164	76	7171
Grand Total	4596	1298	527	6	255	5281	16	7307	198	52	5081	181	16522

January 5, 2021

Distinct Count of ID	Column Labels												
Row Labels	Answered	Blocked	Busy	Consent Denied	Disconnect	Duplicate	Inactive	Machine	No Answer	No Phone #	No Phone Selected	Unknown	Grand Total
						2					1		2
#N/A	337	200	4	1	20	304	2	839	18	35	1283	17	1684
American Indian or Alaskan Native	6	1	1		1	6		13	1		7		25
Asian or Pacific Islander	110	16	2	1	8	88		104	3		87	1	266
Black, Non-Hispanic	952	214	23	1	59	1120	4	975	82	7	690	36	2847
Hispanic	1360	321	39		48	1414	2	1391	40	3	678	43	3898
Other	216	48	4		12	192	1	249	11		171	5	623
White, Non-Hispanic	2550	486	35	3	112	2158	7	3196	61	11	2168	91	7208
Grand Total	5531	1286	108	6	260	5284	16	6767	216	56	5085	193	16553

Examples of publicizing school choice application (e.g., flyers, videos, tutorial videos for Focus)



Indian River Schools @IRCSchools · Sep 30, 2020

...

School District of Indian River County

OPEN ENROLLMENT

NOVEMBER 1, 2020 - JANUARY 15, 2021

Magnet and Choice Applications

Watch for information coming soon about our **NEW** online student enrollment.

COMING SOON

NEW ONLINE ENROLLMENT



Indian River Schools @IRCSchools · Oct 9, 2020

...

Create your FOCUS Parent Portal account today! Click the link to access a tutorial video on creating a Parent Portal account and linking your students to your account. Create your FOCUS Parent Portal account today, and stay connected!

youtu.be/IOeas8tp-Kc

Focus Parent Portal



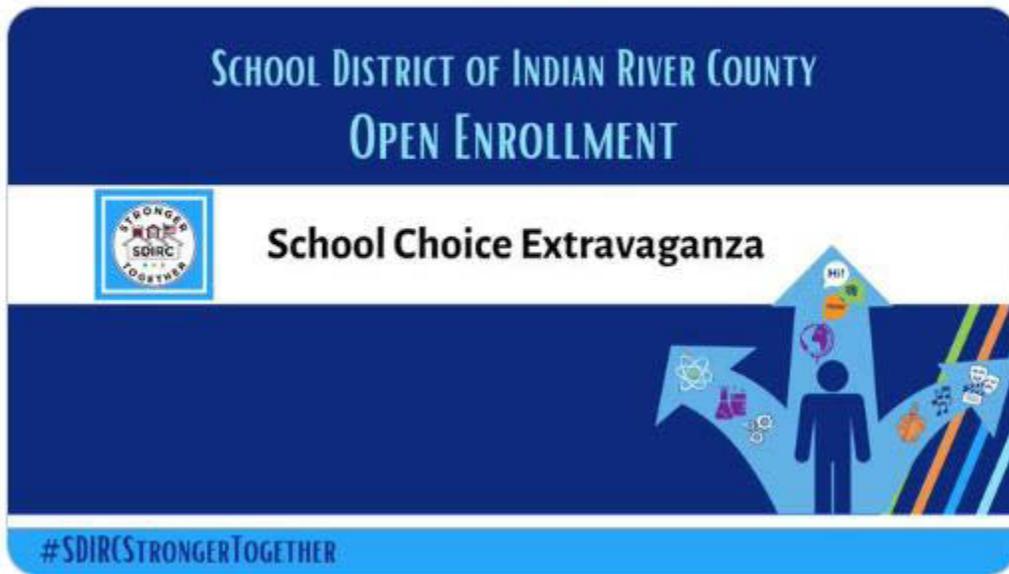
Dr. David K. Moore and 9 others



Indian River Schools @IRCSchools · Nov 3, 2020

...

SDIRC School Choice window is open from November 1,2020-January 15, 2021. Our School Choice Extravaganza video highlights all of the amazing opportunities at our schools and provides helpful information for enrollment. Click here for the video: youtu.be/WxFWqIn6myc



Dr. David K. Moore and 2 others



Indian River Schools @IRCSchools · Nov 13, 2020

...

Here is a link to the Enrollment Page of the SDIRC website: indianriverschools.org/enrollment



Dr. David K. Moore and 2 others



Indian River Schools @IRCSchools · Dec 3, 2020



SDIRC School Choice Enrollment window is open until January 15, 2021.

Check out this video from Glendale Elementary to learn more about this School of Science and Engineering!



Glendale Elementary School
A School of Science and Engineering
[youtube.com](#)



Indian River Schools @IRCSchools · Dec 3, 2020



SDIRC School Choice Enrollment window is open until January 15, 2021.

Check out this video from Fellsmere Elementary to learn more about this Dual Language School!



Fellsmere Elementary School
A Dual Language School
[youtube.com](#)



Indian River Schools @IRCSchools · Dec 3, 2020



SDIRC School Choice Enrollment window is open until January 15th.

Check out this video from Dodgertown Elementary to learn more about this STEAM Tech Community Partnership School!



Dodgertown Elementary School
A Community Partnership School
[youtube.com](#)



Indian River Schools @IRCSchools · Dec 11, 2020



Check out the SDIRC school choice brochure!



SDIRC Instructional Innovation @innovateSDIRC · Dec 9, 2020

Our new school choice brochure is just one way our parents can look through the unique offerings taking place at each school in @IRCSchools

#innovateSDIRC

It's also available in Spanish: [flipsnack.com/innovatesdirc/...](https://flipsnack.com/innovatesdirc/)

[flipsnack.com/innovatesdirc/...](https://flipsnack.com/innovatesdirc/)



Indian River Schools @IRCSchools · Jan 5



SDIRC School Choice Enrollment window is open until January 15, 2021. Check out this video from Osceola Magnet School to learn more about this School of Mathematics and Engineering!



Osceola Magnet School
A School of Mathematics and Engineering
[youtube.com](https://www.youtube.com)



Indian River Schools @IRCSchools · Jan 5



SDIRC School Choice Enrollment window is open until January 15, 2021. Check out this video from Liberty Magnet School to learn more about this World Class School of International Studies!



Liberty Magnet School
A World Class School of International Studies
[youtube.com](https://www.youtube.com)



Indian River Schools @IRCSchools · Jan 4



SDIRC School Choice Enrollment window is open until January 15, 2021.

Check out this video from Indian River Academy to learn more about this School of Aerospace and Robotics!



Indian River Academy
A School of Aerospace and Robotics
[youtube.com](https://www.youtube.com)

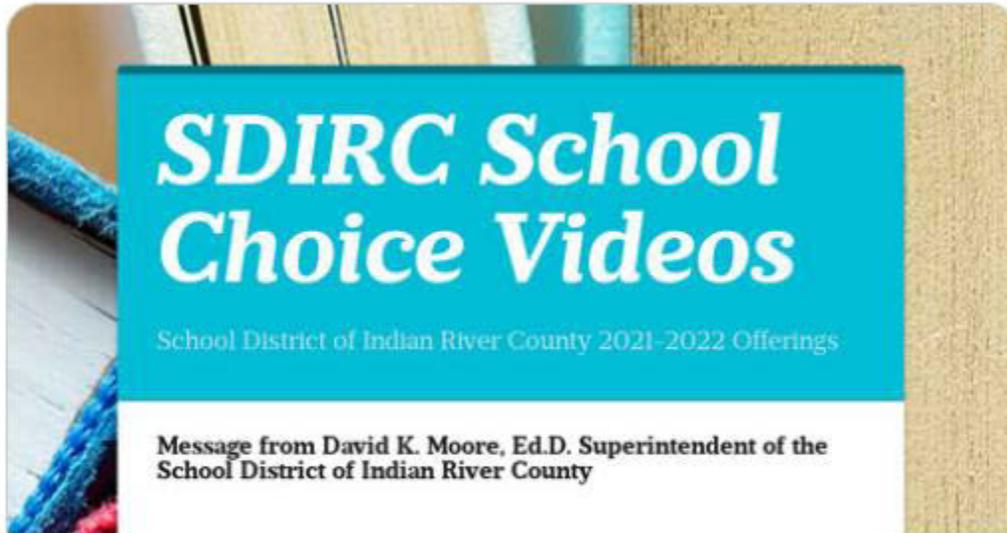




Indian River Schools @IRCSchools · Jan 14

...

SDIRC School Choice window is only for two more days! Here is a link to our School Choice Booklet which includes information on enrollment as well as videos of each of our schools:



SDIRC School Choice Videos

Message from David K. Moore, Ed.D. Superintendent of the School District of Indian River County

smore.com



Indian River Schools @IRCSchools · Jan 14

...

SDIRC School Choice window is open from November 1, 2020-January 15, 2021! Here is a link to our School Choice Booklet which includes information on enrollment as well as videos of each of our schools: smore.com/9r5b7-sdirc-in...



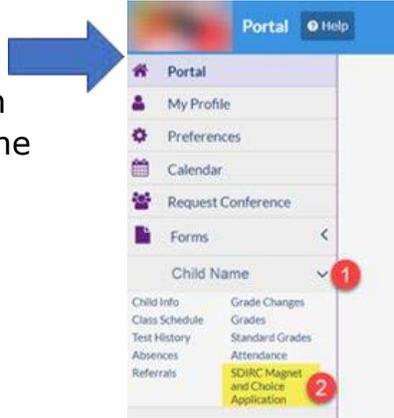


The School District of Indian River County
Office of Strategic Planning & Support Services
Department of Student Services

Online Magnet and Choice Application Process

Current Student – Magnet and Choice Application

1 Log into the Parent Portal in Focus. Under the tab with the child's name, click on the SDIRC Magnet and Choice Application.



2 You will see the student's demographic and contact information at the top of the application.

Welcome to the SDIRC Public School Choice Application for the 2021-22 School Year!

Student Name Smith, James	Student ID 218257	Current Grade 09	Projected Grade 09	Home Address 4308 23RD AVE S
Parent/Guardian Name John Smith	Home Phone (772) 412-2452	Current School Applicants	Current Magnet/SPA None	City SAINT PETERSBURG
Parent Email jesfocusparent@gmail.com	Work Phone (772) 412-2452	Neighborhood School N/A	Gifted No	Zip Code 33711
				ESE Status None
				Birth Date 2004-09-01

Please note that this data can only be changed at the school where the student is currently enrolled. Proof of address must be presented to change the address.

3 Next, select **I would like to APPLY FOR ENROLLMENT for a new child** and complete the enrollment form.

Active Military? <input type="checkbox"/> Applicants will be assigned through a lottery selection process. Priority will be granted to dependent children of active duty military personnel whose move resulted from military orders. Documentation is required.	Special Circumstance A? <input type="checkbox"/> Applicants will be assigned through a lottery selection process. Priority will be granted to children who have been relocated due to foster care placement in a different school zone. Documentation is required.	Special Circumstance B? <input type="checkbox"/> Applicants will be assigned through a lottery selection process. Priority will be granted to children who move due to a court-ordered change in custody due to separation, divorce, or the serious illness or death of a custodial parent. Documentation is required.	SDIRC Employee? <input type="checkbox"/> Applicants will be assigned through a lottery selection process. Priority will be granted to children whose parent is a full-time employee at the requested school site.
SDIRC Employee ID? Please enter your SDIRC employee ID number.	SDIRC Employee School? Please select the school site where the parent is employed fulltime.		

4 Then rank school choices (Magnet and Choice Programs) by 1, 2, 3.

Choose Programs
You may make up to 3 Program choices. Select programs from (1) to (3), with (1) being your most desired program. Once you've selected your choice(s), make sure to click Save at the bottom of this screen. Please carefully review your choices as these are final and used for enrollment decisions.

Choice	Title	School	Program Description & Additional Requirements	Priority
<input checked="" type="checkbox"/>	International Baccalaureate and STEM Program ¹	Sebastian River High School	Sebastian River High School (SR) is an accredited high school that provides a challenging and rigorous educational learning community that is dedicated in "Encouraging Innovation and Promoting Excellence" with all students. With a highly qualified staff and diverse student body, Sebastian River High School is able to provide a comprehensive, standards-based course of study with a personalized approach where all students can simultaneously earn an industry certification, high school diploma, college course credits and even an associate's degree. Students are able to engage in a rich selective program designed to meet the individual interest of students while learning in a community that is caring for all of its members. The school's focus on diversity, inclusion, and the SPARKS expectations allow the staff to help all students flourish so that each student achieves to their highest potential and becomes a contributing member of the global society.	None
<input checked="" type="checkbox"/>	Advanced Placement and STEAM Program ²	Wing Beach High School		None

5 List any **Siblings already enrolled in Applying Schools and Upload Documents** that may be required at the bottom of the application. Then click **save**.

List Siblings at Applying Schools:

Sibling Full Name	Sibling Birth Date	Delete
<input type="text"/>	<input type="text" value="mm/dd/yyyy"/>	<input type="button" value="Delete"/>

Please upload military documents, transcripts, or other files as requested by the School Choice Office.



Scan for more information and to begin the application.



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/18/2021

Office/Department(s): Office of Communications
Office of Strategic Planning and Support Services
Department of Instructional Innovation
Department of Technology Services

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 VII – Student Assignment
Action Steps:

- Publicize school choice programming and application through multiple approaches.

Explanation of Evidence: The Office of Communications began the school year surveying our community to gather information regarding preferred methods of communication. Following the survey, we promoted our School Messenger SMS messaging and shared information on all communication platforms allowing families to “opt-in” to receive District SMS messages. The Office of Communications also launched a FOCUS Parent Portal campaign to encourage families to download the SDIRC Focus app, and explain the benefits of using this app to stay connected to their students, schools, and information that was being distributed. These beginning steps supported the new initiatives that were launched, including School Choice. Our office worked with Strategic Planning and Support Services and the Instructional Innovation offices to coordinate the production of our school choice videos highlighting the programs at each school. Our school choice booklet was designed in collaboration with the Office of Instructional Innovation and school administrators to include information helpful in assisting families to select the school with the program that best meets the educational interests of their student(s). We publicized our School Choice videos on all district social media platforms (Facebook, Twitter, and YouTube), our Education Channels, district website, School Messenger calls and SMS messages. We opened the School Choice window in November with the “School Choice Extravaganza” Live stream on 11/10/20 with Cindy Emerson, Director of Instructional Innovation explaining school choice options and resources available to families. On 11/19/20 we held a Town Hall highlighting School Choice with Dr. Moore and Cindy Emerson where each school choice program was reviewed. During this

session, the online enrollment options were explained along with ways to enroll in-person, or where district computers would be available for use, if internet access was not available or convenient for a family. We collaborated with our webmaster, the Office of Strategic Planning and Support Services, and the Office of Innovation to create a School Choice webpage that included digital school choice brochures in English and Spanish, our school choice videos highlighting each school, leadership contact information, transportation information, and a direct link to the enrollment process with information and deadlines.

Results of Action Taken: As a result of publicizing the open enrollment of the Magnet and Choice Application, 140 African American students applied for a magnet/choice program. This population represents 22% of the total population of students (641) who applied during the open enrollment window from November 1, 2020 - January 15, 2021. All 140 (100%) of African American students who applied were offered a seat in a program of choice. Upon reviewing these results, we reached out to various community members and organizations to gather ideas for distributing information to those in our community who may not use or have access to the internet. We have collaborated in planning a second round of school choice for those who are new to our district or did not participate in the first round.

Reflection/Next Steps: A second round of School Choice will begin on March 1 for those families who may be new to the community or did not get a chance to participate in the first round of school choice. A Facebook Live Session with Dr. Moore and Cindy Emerson will be held on Friday, February 26, and will once again feature the programs at each individual school and provide information for enrollment. All of the communication methods used for the first round of school choice will be used again for the second round, in addition to providing hard copies of flyers to targeted groups and organizations in our community to ensure everyone has an equal opportunity to receive information. An email distribution group of community leaders will be collected and compiled to share information quickly and efficiently, as it is shared online. This information can be printed and distributed directly by these community members and their organizations, or they can request for hard copies of the information to be delivered to specific locations.



School District of Indian River County

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

CLASS LINK

FOCUS

STAFF PORTAL

6500 57th Street | Vero Beach, FL 32967 | P: 772-564-3000

Search



- STUDENTS & FAMILIES
- OUR SCHOOLS
- CALENDARS
- SUPERINTENDENT
- SCHOOL BOARD
- DISTRICT
- DEPARTMENTS

innovate SDIRC

SCHOOL CHOICE
 < 021-2022
www.indianriverschools.org/enrollment/schoolchoice

Visit our new family resources:
 School Choice Booklet, School Choice Videos

Visit our School Choice website to view our family resources: School Choice Booklet & School Choice Videos

I Want To

- COVID-19 Press Releases
- School Reopening Information
- Find my Bus or School
- Apply for a Job
- Add Student or Register for Focus Account
- See School Profiles
- SDIRC Financial Transparency
- Project REEnvision 2025
- Visit Board Docs
- Dịch trang web
- Traducir el sitio web
- Tradui sit web la

STEAM
 SCHOOL DISTRICT OF INDIAN RIVER COUNTY
 STEAM DESIGNATION COMMITTEE MEETING
 February 28

Join the STEAM Designation Committee

School District of Indian River County
 Superintendent David K. Moore, Ed.D.

Events < > View All >

- FEB 23** Superintendent's Workshop
 1:00PM - 4:00PM
 J.A. Thompson Administrative Cent
- FEB** School Board Business Meeting

Current News < > View All >



Tweets by @RCSchools

Indian River Schools Retweeted

Dr. David K. Moore @SDIRC_SUP
 Today, @IRCSchools principals engaged in

Instructional Innovation

21st Century Community Learning Center

Extended Day Program

School Choice Programs

SDIRC School Choice Videos

School District of Indian River County 2021-2022 Offerings

Message from David K. Moore, Ed.D. Superintendent of the School District of Indian River County



[Click to view School Choice Videos](#)

[Go to Magnet & Choice Enrollment](#)

Questions?
 ✉️ [Cindy Emerson](#),
 Director of Instructional Innovation
 772-564-3092

THE SCHOOL DISTRICT OF INDIAN RIVER COUNTY

Choice BOOKLET

2021-2022 Edition

[SDIRC Choice Booklet](#)

EL DISTRITO DE INDIAN RIVER COUNTY

Selección Educativa

FOLETO DE

2021-2022 Edición

[Folleto De Selección Educativa](#)

SDIRC School Choice - View of our Schools

ShowID: 1444 TRT: 48:35

Runs: 1/1/21 - 2/17/21

Day	Date	Time	Channel
Wednesday	<u>2/17/2021</u>	6:00:00 PM	Education Channel
Wednesday	<u>2/17/2021</u>	5:00:00 PM	Education Channel
Wednesday	<u>2/17/2021</u>	10:30:00 AM	Education Channel
Tuesday	<u>2/16/2021</u>	1:30:00 PM	Education Channel
Monday	<u>2/15/2021</u>	6:30:00 PM	Education Channel
Monday	<u>2/15/2021</u>	3:30:00 PM	Education Channel
Monday	<u>2/15/2021</u>	11:30:00 AM	Education Channel
Sunday	<u>2/14/2021</u>	8:30:00 PM	Education Channel
Sunday	<u>2/14/2021</u>	3:30:00 PM	Education Channel
Sunday	<u>2/14/2021</u>	11:30:00 AM	Education Channel
Saturday	<u>2/13/2021</u>	8:30:00 PM	Education Channel
Saturday	<u>2/13/2021</u>	3:30:00 PM	Education Channel
Saturday	<u>2/13/2021</u>	11:30:00 AM	Education Channel
Friday	<u>2/12/2021</u>	8:30:00 PM	Education Channel
Friday	<u>2/12/2021</u>	3:30:00 PM	Education Channel
Friday	<u>2/12/2021</u>	11:30:00 AM	Education Channel
Thursday	<u>2/7/2021</u>	8:01:55 PM	Education Channel
Thursday	<u>2/7/2021</u>	6:01:55 PM	Education Channel
Thursday	<u>2/7/2021</u>	4:01:55 PM	Education Channel
Thursday	<u>2/7/2021</u>	2:01:55 PM	Education Channel
Thursday	<u>2/7/2021</u>	12:01:55 PM	Education Channel
Thursday	<u>2/7/2021</u>	10:01:55 AM	Education Channel
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Wednesday	<u>2/6/2021</u>	8:01:55 PM	Education Channel
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Tuesday	<u>2/5/2021</u>	9:01:55 PM	Education Channel
Tuesday	<u>2/5/2021</u>	7:01:55 PM	Education Channel
Monday	<u>2/4/2021</u>	4:30:00 PM	Education Channel
Monday	<u>2/2/2021</u>	4:30:00 PM	Education Channel
Monday	<u>2/2/2021</u>	10:30:00 AM	Education Channel
Sunday	<u>2/1/2021</u>	7:30:00 PM	Education Channel
Sunday	<u>2/1/2021</u>	6:00:00 PM	Education Channel
Sunday	<u>2/1/2021</u>	4:00:00 PM	Education Channel
Saturday	<u>1/31/2021</u>	7:30:00 PM	Education Channel
Saturday	<u>1/31/2021</u>	6:00:00 PM	Education Channel
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Wednesday	<u>1/30/2021</u>	7:30:00 PM	Education Channel

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Friday	<u>1/29/2021</u>	6:30:00 PM	Education Channel
Friday	<u>1/15/2021</u>	1:00:00 PM	Education Channel
Friday	<u>1/15/2021</u>	11:00:00 AM	Education Channel
Friday	<u>1/15/2021</u>	9:00:00 AM	Education Channel
Thursday	<u>1/14/2021</u>	8:00:00 PM	Education Channel
Wednesday	<u>1/13/2021</u>	7:54:00 PM	Education Channel
Wednesday	<u>1/13/2021</u>	6:24:00 PM	Education Channel
Wednesday	<u>1/13/2021</u>	4:24:00 PM	Education Channel
Wednesday	<u>1/13/2021</u>	2:24:00 PM	Education Channel
Wednesday	<u>1/13/2021</u>	12:24:00 PM	Education Channel
Wednesday	<u>1/13/2021</u>	10:00:00 AM	Education Channel
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Thursday	<u>1/7/2021</u>	2:30:00 PM	Education Channel

Thursday	<u>1/7/2021</u>	2:00:00 PM
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Wednesday	<u>1/6/2021</u>	8:00:00 PM Education Channel
Wednesday	<u>1/6/2021</u>	5:30:00 PM Education Channel
Wednesday	<u>1/6/2021</u>	3:00:00 PM Education Channel



10:30



School District of Indian River County

Published by Kristen Malpas on January 15

Today is the last day to enroll in the SDIRC School Choice Option program, SDIRC's School Choice Option allows families to choose what school is best for their student. Here is a link to our School Choice Booklet which includes information on enrollment as well as videos of each of our schools:

<https://www.smore.com/9r5b7-sdirc-instructional-innovation>

Edit

2

Like Comment Share

Comment as School D...

NOVEMBER 1, 2020 - JANUARY 15, 2021
OPEN ENROLLMENT
www.IndianRiverSchools.org/Enrollment

MAGNET & CHOICE APPLICATIONS ONLINE IN FOCUS

STRONGER TOGETHER
SDIRC



 School District of Indian River County

Published by Cristen Madhuk · January 14

SDIRC School Choice window is open from November 1, 2020-January 15, 2021! SDIRC's School Choice Option allows families to choose what school is best for their student. Here is a link to our School Choice Booklet which includes information on enrollment as well as videos of each of our schools:
<https://www.smore.com/9r5b7-sdir-instructional-innovation>

Edit

2

Like Comment Share

Comment as School D...    



NOVEMBER 1, 2020 - JANUARY 15, 2021
OPEN ENROLLMENT
www.IndianRiverSchools.org/Enrollment

MAGNET & CHOICE APPLICATIONS ONLINE IN FOCUS




The banner features a blue background with orange sidebars. It includes an illustration of a computer monitor displaying a website, a keyboard, and a notepad. A red speech bubble points to the monitor with the text 'MAGNET & CHOICE APPLICATIONS ONLINE IN FOCUS'. To the right of the monitor is a white owl mascot and the SDIRC logo with the slogan 'STRONGER TOGETHER'.



 School District of Indian River County

Published by Cristen Maddux on January 12

SDIRC School Choice window is open from November 1, 2020-January 15, 2021! SDIRC's School Choice Option allows families to choose what school is best for their student. Here is a link to our School Choice Booklet which includes information on enrollment as well as videos of each of our schools:
<https://www.smore.com/Br5b7-sdirc-instructional-innovation>

Edit



Like Comment Share

Comment as School D...



NOVEMBER 1, 2020 - JANUARY 15, 2021
OPEN ENROLLMENT
www.IndianRiverSchools.org/Enrollment

MAGNET & CHOICE APPLICATIONS ONLINE IN FOCUS

STRONGER SDIRC TOGETHER

The banner features a blue background with orange sidebars. It includes an illustration of a computer monitor displaying a website, a keyboard, a notebook, and a cartoon owl wearing glasses. A red speech bubble points to the monitor with the text 'MAGNET & CHOICE APPLICATIONS ONLINE IN FOCUS'. The SDIRC logo is in the bottom right corner.



School District of Indian River County

Published by [Cristen Maddox](#) on January 11

SDIRC School Choice window is open from November 1, 2020-January 15, 2021! SDIRC's School Choice Option allows families to choose what school is best for their student. Here is a link to our School Choice Booklet which includes information on enrollment as well as videos of each of our schools:
<https://www.smore.com/9r5q7-sdirc-instructional-innovation>

Edit

3

4 Shares

Like Comment Share

Comment as School D...

NOVEMBER 1, 2020 - JANUARY 15, 2021
OPEN ENROLLMENT
www.IndianRiverSchools.org/Enrollment

MAGNET & CHOICE APPLICATIONS ONLINE IN FOCUS

STRONGER TOGETHER
 SDIRC



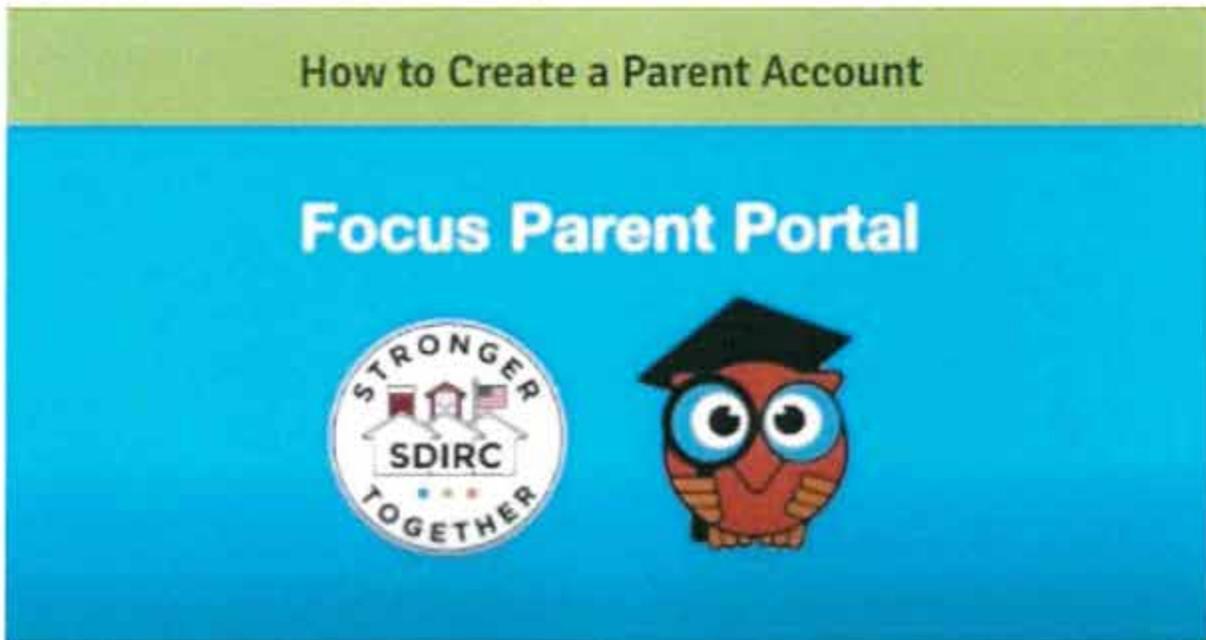
School District of Indian River County

Published by Cristen Maddux · January 12 ·



Have you created a Parent/Guardian Account in Focus?

Focus is the Student Information System (SIS) the district uses to manage student information. The Focus Parent Portal provides parents with instant access to their child's grades, attendance, class schedules, and other information. Parents can also use Focus to message teachers, fill out and submit forms, and get important announcements. Stay connected to your child's education by setting up a Parent Focus Account today... See More



1,584
People Reached

37
Engagements

Boost Post

1

7 Shares

Like

Comment

Share



Comment as School District of Indian River County





School District of Indian River County

Published by Cristen Maddux · January 7 ·



SDIRC School Choice Enrollment window is open until January 15, 2021.

Check out this video from Vero Beach High School to learn more about this Advanced Placement and STEAM Program School!

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



School District of Indian River County



Vero Beach High School



"Advanced Placement and STEAM program school"

772-564-5600

www.indianriverschools.org

YOUTUBE.COM

Vero Beach High School

Advanced Placement and STEAM program school

1,093

People Reached

15

Engagements

Boost Post



1

1 Share

Like

Comment

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School District of Indian River County

Published by Cristen Maddux · January 7 ·



SDIRC School Choice Enrollment window is open until January 15, 2021. Check out this video from Sebastian River High School to learn more about this International Baccalaureate and STEAM Program School!
<https://www.youtube.com/watch?v=w9ri4rSgckA...>



School District of Indian River County



Sebastian River High School



" International Baccalaureate and STEAM program school "

772-564-4170

www.indianriverschools.org

YOUTUBE.COM

Sebastian River High School

International Baccalaureate and STEAM program school

486
People Reached

0
Engagements

Boost Post

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School District of Indian River County

Published by Cristen Maddux · January 6 ·



SDIRC School Choice Enrollment window is open until January 15, 2021.
Check out this video from Storm Grove Middle School to learn more about this STEAM School Focused on the Environment and Arts!

<https://www.youtube.com/watch?v=47HeBwgbmgQ...>



"A STEAM School Focused on the Environment and Arts"

772-564-6400



YOUTUBE.COM

Storm Grove Middle School

A STEAM School Focused on the Environment and Arts

869
People Reached

3
Engagements

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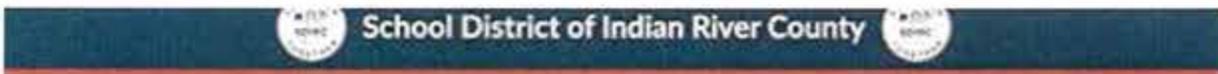
School District of Indian River County

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SDIRC School Choice Enrollment window is open until January 15, 2021. Check out this video from Sebastian River Middle School to learn more about this International Baccalaureate World School!

<https://www.youtube.com/watch?v=n38EnGXdvXk...>



"An International Baccalaureate World School since 2005"

772-564-5111



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Sebastian River Middle School

An International Baccalaureate World School since 2005

495
People Reached

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Check out this video from Oslo Middle School to learn more about this Design Thinking School!

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



School District of Indian River County



WILDCATS

"A Design Thinking School"

772-564-3920

www.indianriverschools.org

YOUTUBE.COM

Oslo Middle School

A Design Thinking School

870

People Reached

5

Engagements

Boost Post



2



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<https://www.youtube.com/watch?v=99jNg-XNRpE...>



"A STEAM School of Marine Science and Robotics"

772-564-3550



YOUTUBE.COM

Gifford Middle School

A STEAM School of Marine Science and Robotics

418
People Reached

9
Engagements

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SDIRC School Choice Enrollment window is open until January 15, 2021.

Check out this video from Vero Beach Elementary School to learn more about this Project Based Learning School!

<https://youtu.be/dm0nJGPS7B4...>



School District of Indian River County



VBE



LITTLE INDAINS  **BIG DREAMS**

"A Project Based Learning School"

772-564-4550

www.indianriverschools.org

YOUTUBE.COM

Vero Beach Elementary School

A Project Based Learning School

831

People Reached

53

Engagements

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SDIRC School Choice Enrollment window is open until January 15, 2021. Check out this video from Treasure Coast Elementary School to learn more about this School of Marine Science!

<https://www.youtube.com/watch?v=1ft-PFH9rVE...>



Treasure Coast Elementary



"A School of Marine Science"
772-978-8500



YOUTUBE.COM

Treasure Coast Elementary School
A School of Marine Science

484
People Reached

6
Engagements

Boost Post

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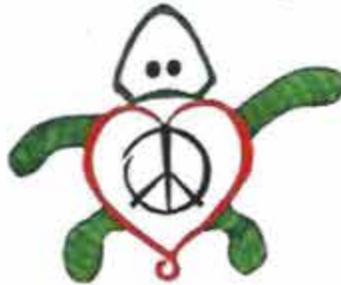


SDIRC School Choice Enrollment window is open until January 15, 2021. Check out this video from Sebastian Elementary School to learn more about this School of the Arts!

<https://www.youtube.com/watch?v=Ak5Jv6DMC8o>



Sebastian Elementary School



"School of the Arts"
772-978-8200



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Sebastian Elementary School

School of the Arts

499
People Reached

11
Engagements

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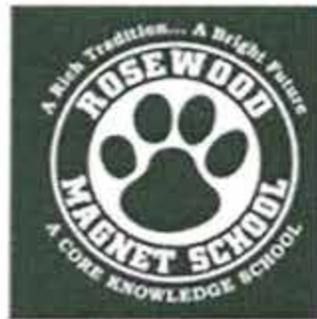
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SDIRC School Choice Enrollment window is open until January 15, 2021. Check out this video from Rosewood Magnet School to learn more about this Core Knowledge School!

<https://www.youtube.com/watch?v=9I3IjnKgQHQ>



"A Core Knowledge School"
772-564-3840



YOUTUBE.COM

Rosewood Magnet School
A Core Knowledge School

756
People Reached

8
Engagements

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Check out this video from Pelican Island Elementary School to learn more about this School of Environmental Science!

<https://www.youtube.com/watch?v=vGEA9YcVD5I>



PELICAN ISLAND ELEMENTARY SCHOOL

"A School of Environmental Science"

772-564-6500



YOUTUBE.COM

Pelican Island Elementary School

A School of Environmental Science

855
People Reached

20
Engagements

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<https://www.youtube.com/watch?v=5w25Jx2QizM&t=131s>



School District of Indian River County



"A School of Mathematics and Engineering"

772-564-5821

www.indianriverschools.org

YOUTUBE.COM

Osceola Magnet School

A School of Mathematics and Engineering

433
People Reached

7
Engagements

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School District of Indian River County

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SDIRC School Choice Enrollment window is open until January 15, 2021. Check out this video from Liberty Magnet School to learn more about this World Class School of International Studies! <https://www.youtube.com/watch?v=D8okH6dJygl>



"A World Class School of International Studies"

772-564-5300



YOUTUBE.COM

Liberty Magnet School

A World Class School of International Studies

623
People Reached

27
Engagements

Boost Post

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Check out this video from Indian River Academy to learn more about this School of Aerospace and Robotics! <https://youtu.be/GC3o-fjVWo>



"A School of Aerospace and Robotics"

772-564-3390



YOUTUBE.COM

Indian River Academy

A School of Aerospace and Robotics

1,018
People Reached

33
Engagements

Boost Post

5

2 Shares

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SDIRC School Choice Enrollment window is open until January 15, 2021.

Check out this video from Indian River Academy to learn more about this School of Aerospace and Robotics! <https://youtu.be/GC3o-fJlVWo>

Impressions times people saw this Tweet on Twitter	443
Media views all views (autoplay and click) of your media are counted across videos, vines, gifs, and images	3
Total engagements times people interacted with this Tweet	13

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Indian River Academy
A School of Aerospace and Robotics
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[https://www.youtube.com/watch?v=1ft-PFH9rVE&list=PLZdw3ArewRWa3dK8JsWhKOWU3Fc4dzMfG&index=13 ...](https://www.youtube.com/watch?v=1ft-PFH9rVE&list=PLZdw3ArewRWa3dK8JsWhKOWU3Fc4dzMfG&index=13)

Impressions 299
times people saw this Tweet on Twitter

Total engagements 7
times people interacted with this Tweet

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Treasure Coast Elementary School

A School of Marine Science

[youtube.com](#)

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Impressions 700
times people saw this Tweet on Twitter

Total engagements 3
times people interacted with this Tweet

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Rosewood Magnet School
A Core Knowledge School
[youtube.com](#)

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Check out this video from Pelican Island Elementary School to learn more about this School of Environmental Science!

<https://www.youtube.com/watch?v=vGEA9YcVD5I> ...

Impressions 319
times people saw this Tweet on Twitter

Total engagements 3
times people interacted with this Tweet

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A School of Environmental Science
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Check out this video from Liberty Magnet School to learn more about this World Class School of International Studies!
<https://www.youtube.com/watch?v=D8okH6dJygI> ...

Impressions times people saw this Tweet on Twitter	605
Media views all views (autoplay and click) of your media are counted across videos, vines, gifs, and images	2
Total engagements times people interacted with this Tweet	8

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A World Class School of International Studies
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Check out this video from Sebastian Elementary School to learn more about this School of the Arts!

<https://www.youtube.com/watch?v=Ak5Jv6DMC8o> ...

Impressions times people saw this Tweet on Twitter	526
Media views all views (autoplay and click) of your media are counted across videos, vines, gifs, and images	1
Total engagements times people interacted with this Tweet	11

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Sebastian Elementary School
School of the Arts
[youtube.com](https://www.youtube.com)

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Check out this video from Treasure Coast Elementary School to learn more about this
School of Marine Science!
[https://www.youtube.com/watch?v=1ft-PFH9rVE&list=PLZdw3ArewRWa3dK8JsWhKOWU3Fc4dzMfG&index=13 ...](https://www.youtube.com/watch?v=1ft-PFH9rVE&list=PLZdw3ArewRWa3dK8JsWhKOWU3Fc4dzMfG&index=13)

Impressions 302
times people saw this Tweet on Twitter

Total engagements 8
times people interacted with this Tweet

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Treasure Coast Elementary School
A School of Marine Science
[youtube.com](https://www.youtube.com)

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Check out this video from Vero Beach Elementary School to learn more about this Project Based Learning School!

[https://youtu.be/dm0nJGPS7B4?list=PLZdw3ArewRWa3dK8JsWhKOWU3Fc4dzMfG ...](https://youtu.be/dm0nJGPS7B4?list=PLZdw3ArewRWa3dK8JsWhKOWU3Fc4dzMfG...)

Impressions 322
times people saw this Tweet on Twitter

Media views 3
all views (autoplay and click) of your media are counted across videos, vines, gifs, and images

Total engagements 4
times people interacted with this Tweet

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Vero Beach Elementary School
A Project Based Learning School
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Check out this video from Gifford Middle School to learn more about this STEAM School of Marine Science and Robotics!
<https://www.youtube.com/watch?v=99jNg-XNRpE&list=PLZdw3ArewRWa3dK8JsWhKOWU3Fc4dzMfG&index=15> ...

Impressions 389
times people saw this Tweet on Twitter

Total engagements 1
times people interacted with this Tweet

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Gifford Middle School

A STEAM School of Marine Science and Robotics

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Impressions times people saw this Tweet on Twitter	771
Media views all views (autoplay and click) of your media are counted across videos, vines, gifs, and images	1
Total engagements times people interacted with this Tweet	11

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A Design Thinking School
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www.inflawson.com

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[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=n38EnGXdvXk&list=PLZdw3ArewRWa3dK8JsWhKOWU3Fc4dzMfG&index=17...)

[v=n38EnGXdvXk&list=PLZdw3ArewRWa3dK8JsWhKOWU3Fc4dzMfG&index=17 ...](https://www.youtube.com/watch?v=n38EnGXdvXk&list=PLZdw3ArewRWa3dK8JsWhKOWU3Fc4dzMfG&index=17...)

Impressions 648
times people saw this Tweet on Twitter

Total engagements 4
times people interacted with this Tweet

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[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=w9ri4rSgckA&list=PLZdw3ArewRWa3dK8JsWhKOWU3Fc4dzMfG&index=19)

[v=w9ri4rSgckA&list=PLZdw3ArewRWa3dK8JsWhKOWU3Fc4dzMfG&index=19 ...](https://www.youtube.com/watch?v=w9ri4rSgckA&list=PLZdw3ArewRWa3dK8JsWhKOWU3Fc4dzMfG&index=19)

Impressions

609

times people saw this Tweet on Twitter

Total engagements

6

times people interacted with this Tweet

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Sebastian River High School

International Baccalaureate and STEAM program school

[youtube.com](https://www.youtube.com)

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[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=LoiwCLKJdyE&list=PLZdw3ArewRWa3dK8JsWhKOWU3Fc4dzMfG&index=20)

[v=LoiwCLKJdyE&list=PLZdw3ArewRWa3dK8JsWhKOWU3Fc4dzMfG&index=20 ...](https://www.youtube.com/watch?v=LoiwCLKJdyE&list=PLZdw3ArewRWa3dK8JsWhKOWU3Fc4dzMfG&index=20)

Impressions 823
times people saw this Tweet on Twitter

Media views 1
all views (autoplay and click) of your media are counted across videos, vines, gifs, and images

Total engagements 10
times people interacted with this Tweet

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Vero Beach High School
Advanced Placement and STEAM program school
[youtube.com](https://www.youtube.com)

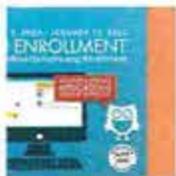
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3 Retweets 5 Likes



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Indian River Schools @IRCSchools
SDIRC School Choice window is open from November 1, 2020-January 15, 2021! Here is a link to our School Choice Booklet which includes information on enrollment as well as videos of each of our schools: <https://www.smores.com/9r5b7-sdirc-instructional-innovation> ... pic.twitter.com/coPQwxDw1A

Impressions 822
times people saw this Tweet on Twitter

Total engagements 58
times people interacted with this Tweet

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 Dr. David K. Moore and 9 others

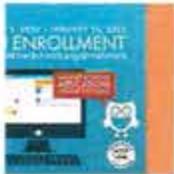
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pic.twitter.com/0vqKvmTPOO

Impressions 619

times people saw this Tweet on Twitter

Total engagements 30

times people interacted with this Tweet

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SDIRC School Choice window is only for two more days! Here is a link to our School Choice Booklet which includes information on enrollment as well as videos of each of our schools:

[https://www.smores.com/9r5b7-sdirc-instructional-innovation ...](https://www.smores.com/9r5b7-sdirc-instructional-innovation...)

Impressions 354
times people saw this Tweet on Twitter

Total engagements 5
times people interacted with this Tweet

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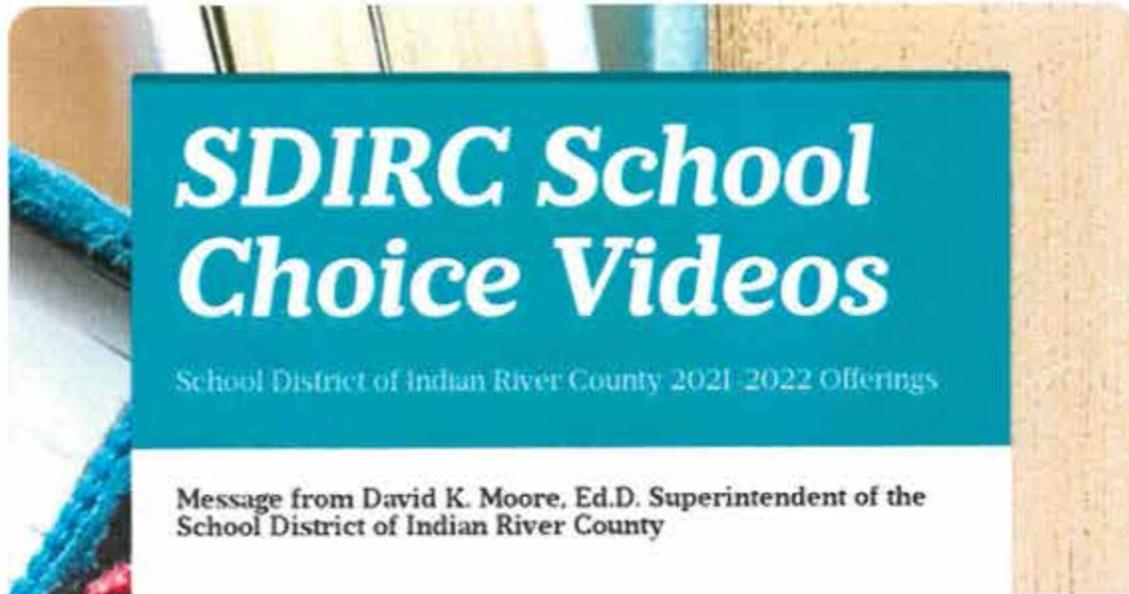


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SDIRC School Choice Videos

Message from David K. Moore, Ed.D. Superintendent of the School District of Indian River County

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pic.twitter.com/kesyukuMc8

Impressions 1,293
times people saw this Tweet on Twitter

Total engagements 51
times people interacted with this Tweet

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Today is the final day for SDIRC School Choice enrollment! Here is a link to our School Choice Booklet which includes information on enrollment as well as videos of each of our schools:

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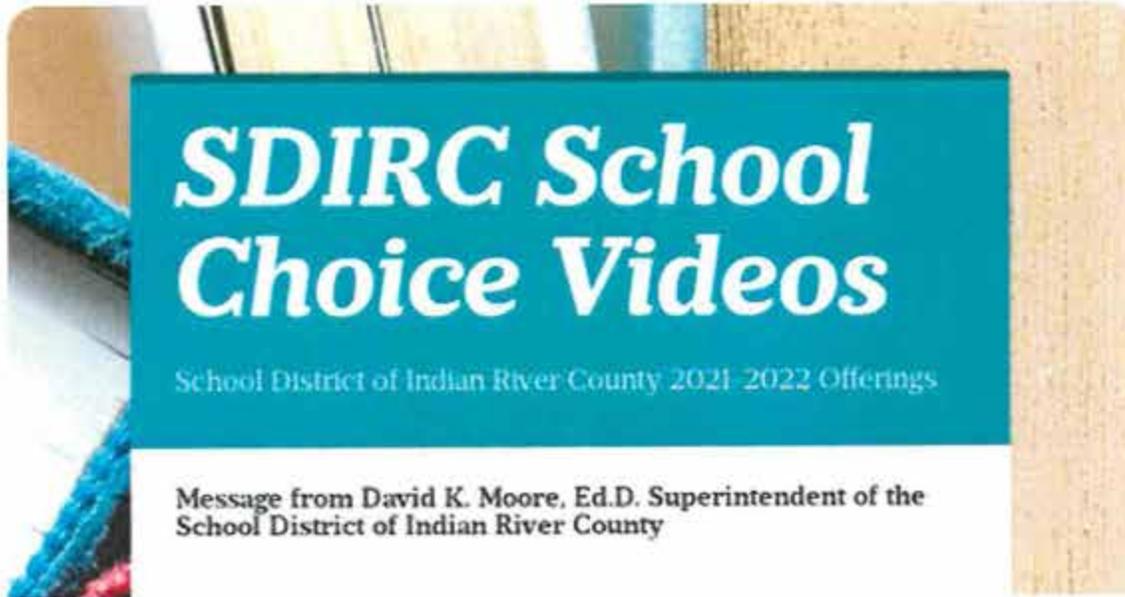


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SDIRC School Choice Videos

Message from David K. Moore, Ed.D. Superintendent of the School District of Indian River County

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Choice

BOOKLET



SDIRC School Choice Videos

School District of Indian River County 2021-2022 Offerings

Message from David K. Moore, Ed.D. Superintendent of the School District of Indian River County



SDIRC Open Enrollment Welcome



Through our world class public education system, alongside of our premier instructional staff, we are proud to offer our students a wide array of programs that will inspire and empower all students to maximize their full potential. We are revolutionizing school choice in Indian River County by eliminating the traditional "one-size-fits-all" district model and providing equitable enrollment opportunities and access for all students to all of our schools; allowing families to choose the school with the programming that best meets the needs of their student. Our new school choice model holds true to the goals of our Achieve 2025 District Achieve Plan that promises to transform education by cultivating optimal learning environments to maximize educational outcomes, and realize unprecedented levels of student achievement for every student served by our district. Re-envisioning our school choice model was yet another decision to ensure our actions are always "Best by Kids."



School District of Indian River County

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

School Choice

Meet each school principal below and share with them the incredible school choice offerings that are now taking place on each campus. Explore our 13 elementary schools across the district. The school choice window opens November 1st.

Visit our Enrollment Website for more information on the process for school choice.

[School Enrollment Link](#)

Accessibility

High Contrast Mode

Aa

Aa

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Cindy Emerson

Cindy is using Smore newsletters to spread the word online.



Beachland Elementary, School of STEAM Enrichment

At Beachland Elementary we challenge every student to reach their highest potential in a safe and caring environment. Through science, technology, engineering, art, and mathematics (STEAM), our mission is to increase student achievement for all students with enriched curriculum, engaging lessons, critical thinking and problem-solving, and real world application. As a Beachland shark, students ride the WAVE of success being warmhearted, active and attentive, vigilant, and enthusiastic for learning!

Beachland Elementary School



Citrus Elementary, School of Community Citizenship

Citrus is a school of community citizenship. The staff inspires all students to be a part of our community where everyone "Bee-longs." Our goal is to develop learners who are service oriented. We build empathy and cooperation amongst one another, in hopes of developing future community and service leaders.

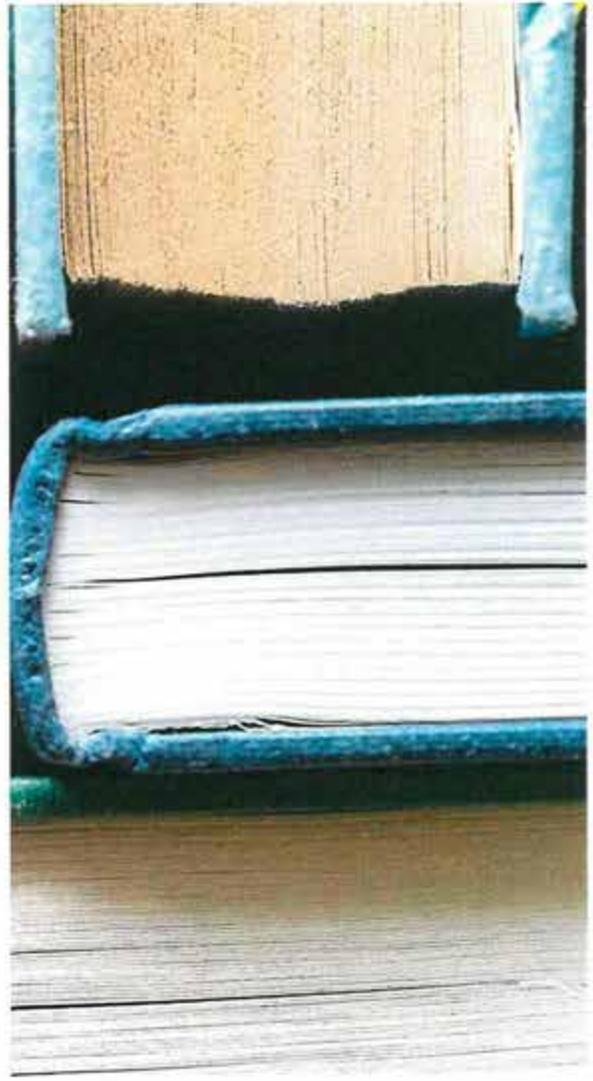
Citrus Elementary School



Dodgertown Elementary, STEAM Tech Community Partnership School

Dodgertown Elementary School is a STEAM Tech Community Partnership school that provides a safe learning environment where students can work to reach their full potential. We are Treasure Hunters who believe that ALL students are capable of success, no exceptions! Our standards-based curriculum provides engaging student-centered opportunities that allows students to demonstrate mastery of concepts. Our students and staff rise to the high expectations of teaching and learning.

Dodgertown Elementary School





Fellsmere Elementary, Dual Language School

Fellsmere Elementary School is always on a mission to become better for its mighty mustang students, awesome parents, competent teachers and supportive city. It is a school, that from the minute you step in, you experience that we exist to empower globally competent learners, while bridging cultures, languages, and academics. The school culture and climate runs on the belief that to be an elementary student nowadays, you must develop a solid emotional, cultural, and intellectual capacity so you can embrace the multiple perspectives and challenges the world is constantly providing. Come and experience Fellsmere Elementary! Gallop for Success...Nothing Less!

Fellsmere Elementary School



Glendale Elementary, School of Science and Engineering

Glendale exhibits a multi-faceted, student centered learning environment that promotes engagement, standards based instruction through a focus on Science and Engineering. Students experience opportunities to both explore inside and outside the classroom. Community involvement (Helping the Rest) is embedded in the heart of Glendale Elementary's School Mission. We strive to cultivate a safe and welcoming atmosphere where every child counts, and they can reach their full potential. We celebrate the success of students and staff daily making our school a force. We love this place and know you will too!

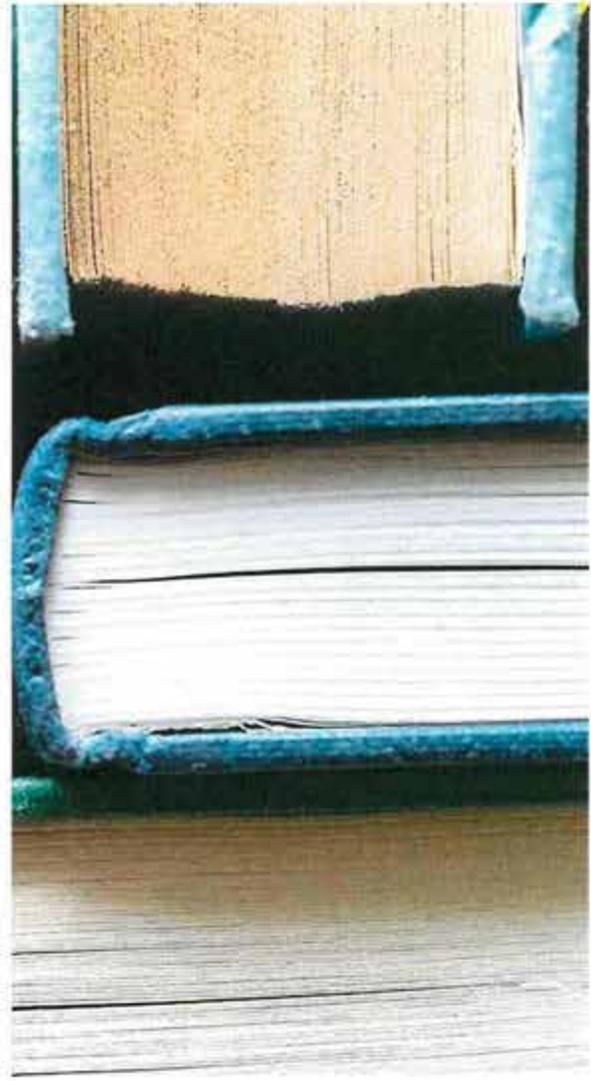
Glendale Elementary School



IR Academy of Aerospace and Robotics

We are a school of innovation where our scholars strive for academic excellence. Students are inspired to excel in all academic areas with an emphasis on aerospace and robotics. Through community partnerships, our scholars have ample opportunities to apply what they learn through real world experiences.

Indian River Academy





LIBERTY MAGNET, INTERNATIONAL Baccalaureate Primary Year Programme

Liberty Magnet offers a challenging curriculum using the Florida State Standards through the framework of IB, IB, which is short for International Baccalaureate, is a world renowned educational organization. The IB program for elementary students is called the Primary Years Programme or PYP. Liberty is the only PYP school in Indian river county, and one of about 1700 worldwide. Students can continue their IB education locally in middle and high school. Guided by six transdisciplinary themes of global significance, students deepen their learning by developing conceptual understandings, strengthening their knowledge, and enhancing their skills across and beyond subject areas. Students are actively engaged in all parts of the learning process. They learn how to ask questions that will give them a deeper understanding. Then they participate in activities designed to answer these questions. Our classrooms are filled with dialogue, interaction, research, and presentations. These activities allow students to acquire skills valuable not only to learning, but to life outside of school.

Liberty Magnet School



Osceola Magnet School of Math and Engineering

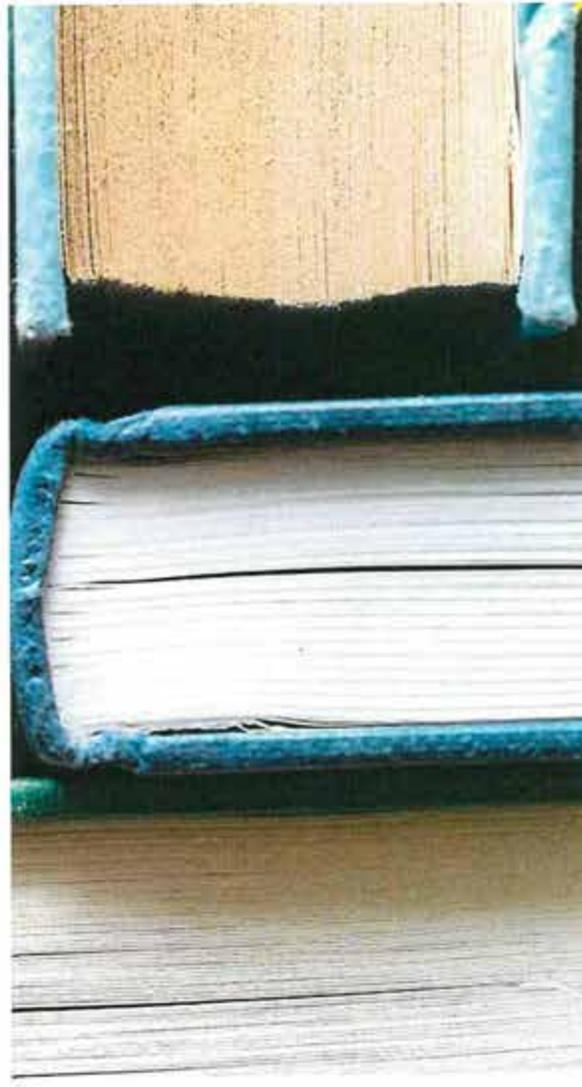
Osceola Magnet School strives to be a model for the state in the areas of Mathematics and Engineering. Exploration with the integration of the Arts and Literacy in an engaging, positive and collaborative school community. Our consistently high FBA scores, and our "A" school rating serve as evidence of our continuous quest for excellence. The concepts of math, science, and technology will be used to design and construct products, systems, and environments, to solve problems that people might encounter daily. Standards-based math and engineering concepts will be integrated throughout the curriculum at all grade levels. Engineering design challenges will be done to integrate, support, and reinforce core-curriculum objectives.

Osceola Magnet School



Pelican Island, School of Environmental Science

At Pelican Island Elementary, we believe that Earth Day is every day, and we set up our learning environment in a way that expands beyond the pages of a textbook, beyond the four corners of a classroom, and beyond the outskirts of the protected nature preserve on which our school is set. Our Pelicans learn through an engaging, solution-oriented approach to issues impacting our community and environment.





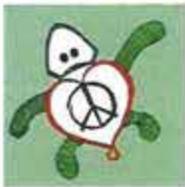
Pelican Island Elementary School



Rosewood Magnet School of STEAM and Core Knowledge

Rosewood Magnet is a collaborative community working together to ensure high academic achievement for all students. Our students learn traditional academics through an interdisciplinary approach using the thematic units from the Core Knowledge Curriculum integrated with a STEAM approach to teach the 21st century skills students will need for success in the future. Core Knowledge brings together history, science, music and art through hands-on learning experiences and culminating activities that cross content areas and have a strong tie to the performing arts. We provide students with "lived learning". They do more than just study the curriculum, they live it, explore it, act it out, investigate and experiment with the standards they are learning. We pride ourselves on our "Rich Traditions... and Bright Futures..."

Rosewood Magnet School



Sebastian Elementary, School of the Arts

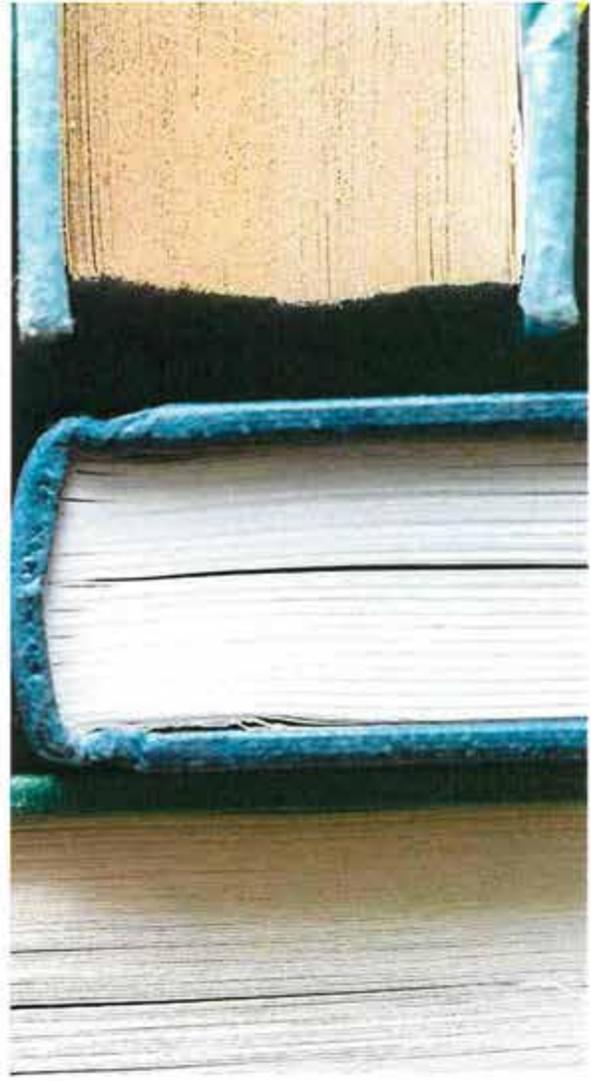
At Sebastian Elementary School of the Arts, the ARTS are a vehicle to student success in a creative, safe, and engaging learning environment. Our staff works collaboratively to channel students' unique skills and talents through an integrated academic and arts program. We celebrate our diverse staff and student population while striving to live up to our vision "Nurturing and Educating Student for Tomorrow Through the Arts"

Sebastian Elementary School



Treasure Coast Elementary, School of Marine Science

Treasure Coast Elementary is a Marine Science school which emphasizes marine education and its connection to the real world. Our goal is to create a safe learning environment where all students feel welcomed, loved, and accepted. The teachers and staff are committed to providing high-quality instruction and support, to meet the needs of all students. Our motto is "All Grit No Quit" and we show our Grit by Giving it our Best, Respect, Integrity, and Teamwork. Treasure Coast Elementary strives to promote social and academic growth and give each student a lifelong appreciation





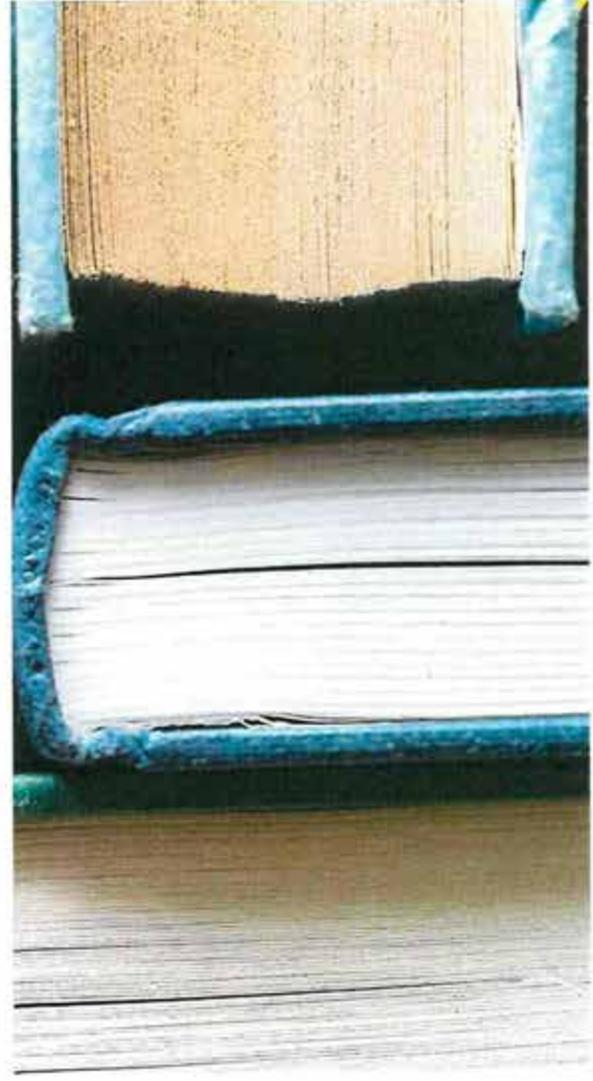
Treasure Coast Elementary School



Vero Beach Elementary, School of Project-Based Learning

At Vero Beach Elementary, we empower our Tribe, within our campus and the community, to SLIDE into innovation. Through collective problem solving and engagement, we will achieve excellence in Science, Literacy, Inquiry, Design, and Engineering. We pride ourselves on being a Project Based Learning School and our vision is to inspire authentic learning through engagement and innovation. When students graduate Vero Beach Elementary, we want each of them to have developed authentic problem-solving and inquiry skills which are essential as students grow into life-long learners.

Vero Beach Elementary School



Middle Schools

Gifford Middle School

A historical educational landmark, Gifford Middle School is a Title I STEAM with a focus on Marine and Robotics. Our diverse campus prides itself on academics, arts, athletics, and community engagement. In a collaborative effort, the staff at Gifford Middle School ensures each and every 'dolphins' is actively engaged in rigorous and relevant learning environments across all curriculums. What can't we hide? Our 'DOLPHIN PRIDE'!



Gifford Middle School



Oslo Middle School

At Oslo Middle School we Believe in BLUE. Believing in BLUE means that we Build positive relationships, stay Learning-centered, Understand each other's needs, and Excel through rigor, technology, and kindness! Our design thinking LAUNCH approach will connect the careers of tomorrow with our Wildcats today. LAUNCH utilizes a design thinking approach that helps students become problem solvers, critical thinkers, creative innovators to empower students to change the world. Our vision is to create personalized data driven learning opportunities that create independent thinkers. At Oslo Middle, your child will experience a high performing learning environment that fosters academic excellence, personal integrity, community action that encourages students to become informed, engaged, and ethical global





Oslo Middle School



Sebastian River Middle School

Middle school is often a time when students are establishing their identity and building their self-esteem, the 8th Middle Years Program motivates students by helping them achieve success in school and in life beyond the classroom. The MYP offers a challenging framework that encourages students to make practical connections between their studies and the real world. SRMS also offers clubs, sports, and extracurricular opportunities for students to engage in exploring and developing interests outside of the classroom.



Sebastian River Middle School



Storm Grove Middle School

Storm Grove Middle school is a STEAM school, focused on the Environment and the Arts. While STEAM is Science, Technology, Engineering, Arts and Math we wanted to focus on the whole student, so we created a play on words with STEAM including Social Skills, Teamwork, Environment, Accountable and Mindful. We are taking a project-based approach where students will work collaboratively on a project based on the environment. Students will incorporate whichever art they find their strength, whether band, orchestra, drama, chorus, speech, marketing or traditional art students will be able to express themselves in their work. We are preparing students for high school but beyond that to be able to work collaboratively, to be mindful, environmental, global citizens.



Storm Grove Middle School



High Schools



Sebastian River High School

Sebastian River High School (HS) is an accelerated high school that provides a challenging and rigorous educational learning community that is dedicated in "Encouraging Innovation and Promoting Excellence" with all students. With a highly qualified staff and diverse student body, Sebastian River High School is able to provide a comprehensive, standards-based course of study with a personalized approach where all students can simultaneously earn an industry certification, high school diploma, college course credits



...and the SHARKS expectations allow the staff to help all students flourish so that each student achieves to their highest potential and becomes a contributing member of the global society.

Sebastian River High School



Vero Beach High School

At Vero Beach High School, where inspirational education lives, we provide students with an experiential education that excites, engages, and enriches through unique, hands-on, real-world learning. Critical thinking, collaboration, communication, creativity, innovation and citizenship are skills we cultivate. VBHS has a kaleidoscope of opportunities and pathways for your student to choose from, turning dreams into college and career opportunities for our students.

Vero Beach High School



Other Programs

Indian River Virtual School

Indian River Virtual School is another educational choice in the School District of Indian River County that provides instruction for kindergarten through 12th grade. We provide an online Curriculum that aligns to Florida Department of Education and the School District of Indian River County Standards.



Graduating students from Indian River Virtual School earn a high school diploma from the School District of Indian River County.

[Home](#)

virtual.edshenriverschools.org

The Alternative Education Center

The Alternative Education Center (ACE) is a behavioral learning facility which is located near downtown Vero Beach area, where we service the academic and social emotional needs of middle and high school students. We are committed to providing the necessary behavioral interventions that will promulgate a positive and safe school environment for all of our students. As our school mission statement so eloquently states, "We Accept, Restore and Return with Care!"



The Treasure Coast Career and Technical Education Program

A Technical College focused on offering Post-Secondary Career and Technical Education programs that are rigorous and relevant, lead to recognized industry credentials or license, and provide students the skills to become gainfully employed. Treasure Coast Technical College is committed to providing high quality career and technical training



Early Learning Programs

*Voluntary PreKindergarten (VPK) Program: FREE state program designed to prepare every child in Florida for kindergarten and build the foundation for their educational success. The VPK mission is to ensure that all children are intellectually, socially, emotionally and physically ready to enter school and are ready to learn, fully recognizing the crucial role of parents and caregivers as their child's first teacher.



*Preschool Early Intervention Program: Specially-designed, high quality educational opportunities for all students with disabilities ages 3 to 5 years who meet eligibility criteria for Early Intervention (EIE) services.

Wabasso School

A Center School with a passion for serving ALL students. We embody the team concept where we work together as a learning community to empower independence, promote self-advocacy and to provide an environment where students are challenged to meet and exceed personal goals and expectations. When you attend the Wabasso School, you are not only supported by the learning community, you are supported by the entire community, credentials or license, and provide students the skills to become gainfully employed.



Charter Schools

Imagine South Vero



Developing Character,
Enriching Minds.

As a national family of non-profit public charter school campuses, Imagine Schools at South Vero partners with parents and guardians in the education of their children by providing high quality education that prepares students for lives of leadership, accomplishment, and exemplary character. Imagine Schools at South Vero's core values of Justice, Integrity and Fun form the foundation of our educational mission. Imagine educators aspire to live by these values daily and teach them to our students. We hold ourselves individually and collectively accountable for strong academic outcomes, with each individual fulfilling his or her responsibility so that all students can succeed. Imagine Schools at South Vero is committed to helping students develop 21st century learning skills that inspire students to be lifelong learners by focusing on collaboration, critical thinking, grit, and perseverance.

Indian River Charter High School



IRCHS is a high-performance organization with a unique, integrated, thematic curriculum. IRCHS has been an 'A' school for nine of the past ten years, was designated as a 'Florida School of Excellence' in 2017, and is #1 on the Treasure Coast by the U.S. News and World Report. Part of the school's unique curriculum is an interdisciplinary effort to explore different time periods each semester, engaging in a dialogue with history. All students participate in this integrated curriculum both inside and outside of the classroom. Most IRCHS students participate in the school's award-winning Visual and Performing Arts Program (VAPA). This program provides students with a learning environment conducive to excelling in the fine arts. Five artistic disciplines are offered: dance, theatre, music-vocal, music-instrumental, and visual arts. Students accept a great deal of responsibility within the school environment, from the open campus, to Homebase expectations, and participation in community projects such as: cultural events, government meetings, and volunteer activities. IRCHS was founded on the belief that freedom paired with accountability would produce results. We believe that freedom is paramount to our success, and we will continue to innovate.



North County Charter

A public school of choice with a private school atmosphere.

North County Charter School thrives on offering an traditional approach to education. We focus on reading, math, writing, science, and social studies as well as creating a school family that supports students academically, emotionally, socially, and physically.

Saint Peter's Academy



[School Choice Booklet](#)

[SDIRC School Choice Booklet in Spanish](#)

[Extended Day Program](#)

[21st Century Programs](#)

[Project Reenvision 2025](#)

[School Enrollment Link](#)

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Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/18/2021

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 VII – Student Assignments

- Communicate parent/family feedback related to school choice to school administrators for further improvements or modifications to programming.

Explanation of Evidence: The attached evidence provides a PowerPoint that summarizes information gathered through a Parent/Family School Choice Feedback Survey which was emailed to parents of students participating in school choice. This survey provided feedback on perceptions and factors leading to the selection of enrollment in a school of choice. The PowerPoint provides feedback from all parents/families enrolled on school choice who responded to the survey, and also provides information on parents/families of African American students who responded to the survey and are enrolled on school choice. This information was published through the “Collaborator” on February 18, 2021, with the target audience being school leaders. Evidence showing this submission to the “Collaborator” is attached.

Results of Action Taken: A total of 175 parents/families responded to the School Choice Feedback Survey. Of those parents/families that responded, 12 indicated that their child(ren) were African American, which represents 7% of the total respondents. Due to the small sample size of African American parents, information gathered from African American parents/families should be interpreted with caution. A review of the results revealed that there a high degree of similarity in the factors indicated by African American parents/families and all parents/families that contribute to their reasons for selecting school choice. Please see attached evidence for a summary of results of the survey.

Reflection/Next Steps: Based upon the information gathered, school leaders may consider the following: holding a focus group of parents of African American students to further understand factors impacting selecting a school of choice, identifying diversified approaches for sharing information related to school choice to African American families, increasing publicity and focused information sharing related to the availability of school depot stops for accessing school choice, and more clearly identifying barriers to school-family communication.

Parent/Family School Choice Feedback Survey

Office of Strategic Planning & Support Services

Category: General Information

Action Date:

Post Date: 02/18/2021

Focus Area: Focus Area 1: Academic Success

Department: Department of Strategic Initiatives & Systems Compliance

Contact: Jacobs, Christina

Purpose: To provide information regarding feedback gathered through a Parent/Family School Choice Feedback Survey sent to families who have students enrolled in a school of choice.

Briefing:

The attached presentation provide information to school leaders on parent/family perceptions, as well as factors leading to the selection of enrollment of their student(s) in a school other than their home zoned school. This information can be used by school leaders to further enhance their school choice programs, and highlight factors of their school choice programs that parents/families prioritize.

Has Attachments? True

True = Yes; False = No

Link to WB- 266: [Parent/Family School Choice Feedback Survey](#)

Parent/Family School Choice Feedback Survey

Summary of Results

School District of Indian River County
February 2021



Parent/Family School Choice Feedback Survey- An Overview



- Provides information on parent/family perceptions of their home zoned and choice school.
- Provides information on factors leading to the selection of a school choice school.
- The survey was sent to parents of currently enrolled students attending a school on choice.
- 175 responses were received.
- The following demographic breakdowns were observed for responses received:

Response by Student Grade Level

Grade Level Group	Percentage
PK - 2	27%
3-5	30%
6-8	29%
9-12	14%

Response by Student Gender

Gender	Percentage
Female	43%
Male	57%

Response by Student Race/Ethnicity

Race/Ethnicity	Percentage
African American	7%
Hispanic	12%
Other	9%
White, Non-Hispanic	70%
All Other Race/Ethnicities	2%

Perceptions of Home Zoned School



If your child was ever enrolled in their home zoned school, please use the following scale to indicate how satisfied you were with your child's home zoned school in which they were enrolled.

- 1- Very Unsatisfied
- 2- Unsatisfied
- 3- Neither Unsatisfied or Satisfied
- 4- Satisfied
- 5- Very Satisfied

2.65

Top Reasons Provided for **Not Attending** Home Zoned School (All Parents)

1. School Academic Performance/Quality
2. Location
3. Individual Concerns/Experiences with Home Zoned School
4. Student Safety/Well-Being
5. Program Offerings

Top Reasons Parents of African American Students Provided for **Not Attending** Home Zoned School*

1. School Academic Performance/Quality
2. Location
3. Individual Concerns with Home Zoned School

*Results should be interpreted with caution due to the small sample size of respondents.

Perceptions of School of Choice



Using the following scale, please indicate how satisfied you are with your child's choice school in which they are currently enrolled. 1- Very Unsatisfied 2- Unsatisfied 3- Neither Unsatisfied or Satisfied 4- Satisfied 5- Very Satisfied

4.31

Top Reasons Provided for

Selecting a School of Choice (All Parents)

1. Academic Reputation
2. Convenience of Location
3. Special Program Offerings
4. School Focus/Theme/Area of Emphasis
5. Behavioral and Social Emotional Supports

Top Reasons Parents of African American Students Provided for **Selecting a School of Choice***

1. Academic Reputation
2. Convenience of Location
3. Special Program Offerings
4. Behavioral and Social Emotional Supports

*Results should be interpreted with caution due to the small sample size of respondents.



Feedback Themes for Improvements

<p>Home Zoned School (All Parents)</p> <p>Improved Academics</p> <p>Improved School Culture & Climate/Discipline</p>	<p>School of Choice (All Parents)</p> <p>Expanded Transportation &</p> <p>Improved Communication between Schools & Families</p>
<p>Home Zoned School (Parents of African American Students)</p> <p>No Themes Could Be Identified Related to Improvements.</p>	<p>Home Zoned School (Parents of African American Students)</p> <p>No Themes Could Be Identified Related to Improvements.</p>

Future Considerations



- Consider holding a focus group of parents of African American students to further understand factors impacting selecting a school of choice.
 - Identify diversified approaches for disseminating information related to school choice to African American families.
 - Increase publicity and focused information sharing related to the availability of school depot stops for accessing school choice.
 - More clearly identify barriers to school-family communication, including evaluating the effectiveness of current websites and social media platforms for communicating with families.
-
-



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/19/2021

Office/Department(s): Office of Finance

Report generated by: Ron Fagan, CFO and Tracy Richter, Master Plan Consultant

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

Joint Plan Section VII – Student Assignments
Action Plan Step:

- Develop options and recommendations for the Master Plan based upon the draft “State of the Schools” report.

Explanation of Evidence:

In December 2020, a draft “State of the Schools” report was released. This report is an in-depth analysis of District data, trends, and student demographics. The State of Schools report is broken down into six areas: (1) Enrollment and Demographics, (2) Facilities, (3) African American Achievement Plan, (4) Financial Profile of the District, (5) School Profiles, and (6) School Maps. This report is an in-depth analysis of demographics and enrollment, educational framework, facility condition, educational functionality of schools, and financial investment of the District. In February 2021, a Master Plan was drafted. Its purpose is to create a road map for both short and long-term capital and maintenance needs of the District educational and support facilities. The needs must align with the educational mission of the district. All facilities are connected in a way in which the actions to one facility will have a domino impact on the next.

Results of Action Taken:

Experience tells us that it is unlikely that any school district can fund all the facilities needs identified in the plan. Therefore, a plan becomes an exercise of identifying all the needs and utilizing a prioritization approach based on the data, educational framework, stakeholder input and the unique culture of the District, students, parents, and community. By identifying the challenges that the District will experience through the data analysis, the District will move into the facility planning process.

Reflection/Next Steps: This next phase will involve district-wide community involvement including small focus groups, to obtain feedback on the information and assist in the development options and solutions. 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 process will include community engagement meetings to review and understand the master plan data and work toward options and solutions. The community engagement meetings will be followed by district-wide community boundary planning meetings. These meetings will implement and support the options and solutions from the master plan.

School District of Indian River County

STATE OF THE SCHOOLS REPORT

A supporting document for the
Long-Range Facilities Master Plan



DRAFT November 2020





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INTRODUCTION

Approach to Facilities Master Planning

Comprehensive facility planning requires an iterative process essential to maintaining the short and long-term well-being of a District's infrastructure. There is no 'boiler plate' approach to planning as every school district has a unique set of characteristics that set it apart from others. However, there are commonalities in the types of data and information that should be used to make both fact based and stakeholder-based decisions when the plan is developed.

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. The legs include:

- 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

Though one of the legs of the stool often times necessitates the call for a plan, each of these legs carries an equal amount of importance when developing a facilities master plan. 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.



PURPOSE

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. The master plan should account for all facilities in the District's portfolio, as all are connected in a way in which the actions to one facility will have a domino impact as to what will happen to the next. Experience tells us that it is unlikely that any school district can fund all of the facilities needs identified in the plan. Therefore, a plan becomes an exercise of identifying all of the needs and utilizing a prioritization approach based on the data, educational framework, stakeholder input and the unique culture of the District.

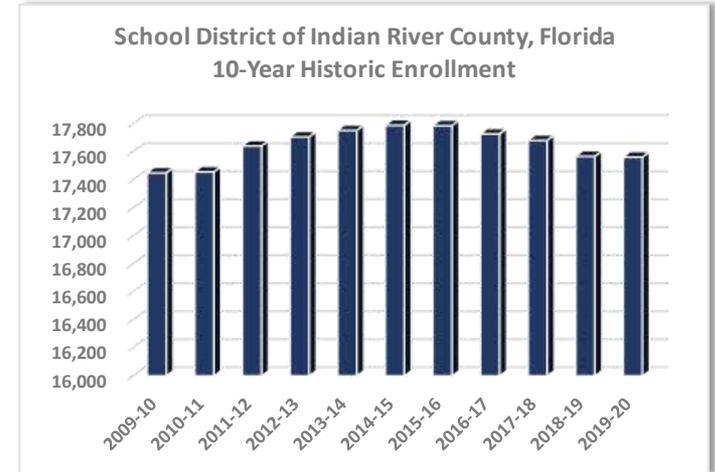


ENROLLMENT + DEMOGRAPHICS

Historic Enrollment

1.2% ↓ 5Yr Historic Enrollment Trend

+100 ↑ 1Yr Rise in Kindergarten Enrollment



Year	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
2009-10	1,298	1,364	1,319	1,350	1,312	1,322	1,365	1,343	1,340	1,590	1,338	1,271	1,238	17,450
2010-11	1,357	1,322	1,362	1,315	1,308	1,326	1,362	1,383	1,355	1,532	1,423	1,209	1,203	17,457
2011-12	1,385	1,402	1,352	1,390	1,299	1,325	1,317	1,375	1,413	1,539	1,389	1,304	1,152	17,642
2012-13	1,315	1,437	1,362	1,416	1,324	1,302	1,356	1,338	1,397	1,559	1,402	1,267	1,232	17,707
2013-14	1,306	1,377	1,429	1,449	1,331	1,343	1,323	1,396	1,375	1,611	1,387	1,236	1,190	17,753
2014-15	1,313	1,353	1,376	1,495	1,362	1,377	1,345	1,332	1,416	1,546	1,462	1,264	1,149	17,790
2015-16	1,247	1,342	1,355	1,467	1,425	1,389	1,381	1,379	1,373	1,514	1,398	1,290	1,227	17,787
2016-17	1,267	1,270	1,336	1,460	1,345	1,388	1,420	1,383	1,408	1,511	1,436	1,277	1,227	17,728
2017-18	1,200	1,324	1,274	1,409	1,377	1,395	1,403	1,399	1,359	1,512	1,411	1,362	1,257	17,682
2018-19	1,179	1,243	1,311	1,396	1,279	1,370	1,387	1,417	1,383	1,526	1,447	1,313	1,317	17,568
2019-20	1,279	1,222	1,259	1,406	1,296	1,304	1,351	1,403	1,433	1,606	1,398	1,373	1,232	17,562

Indicates Trends of Higher Enrollment

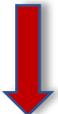
Indicates Trends of Lower Enrollment

Source: SDIRC



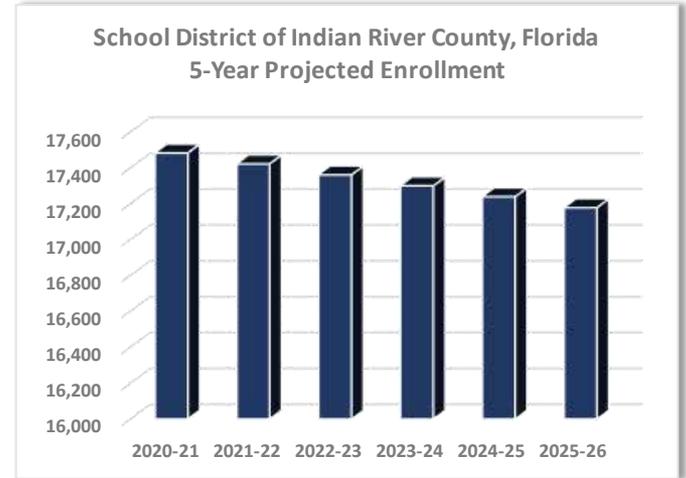
ENROLLMENT + DEMOGRAPHICS

Projected Enrollment

1.7%  **5Yr Continued Projected Decline**



Reversing Trends from Elementary Enrollment Rise to Secondary Rise



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

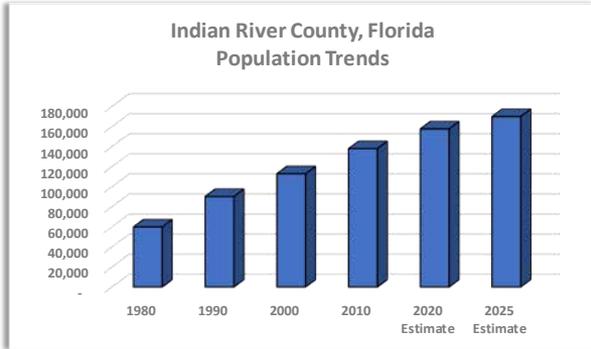


Indian River County, FL Demographic Data

Source: DataUSA.io

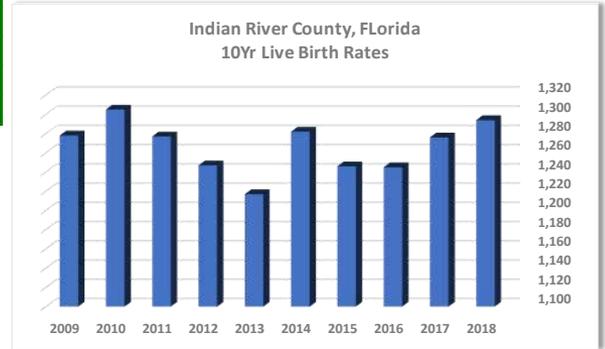
Population Trends	
Indian River County, FL	
Year	Population
1980	59,896
1990	90,208
2000	112,947
2010	138,028
2020 Estimate	157,621
2025 Estimate	169,963

Population Trends



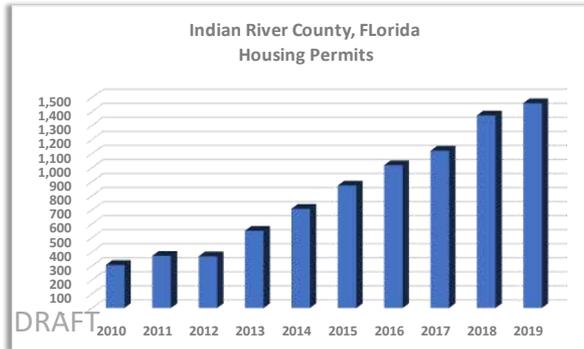
Total Resident Live Births Single Year Rates	
Indian River County, FL	
Year	# of Births
2018	1,294
2017	1,276
2016	1,245
2015	1,246
2014	1,282
2013	1,217
2012	1,247
2011	1,277
2010	1,305
2009	1,278

Birth Rates



Housing Trends

Housing Permits	
Indian River County, FL	
Year	# of Permits
2019	1,459
2018	1,372
2017	1,121
2016	1,018
2015	873
2014	707
2013	551
2012	369
2011	372
2010	307



Indian River County, FL Demographic Data

Source: DataUSA.io

Race & Ethnicity



Employment Trends



FACILITY DATA

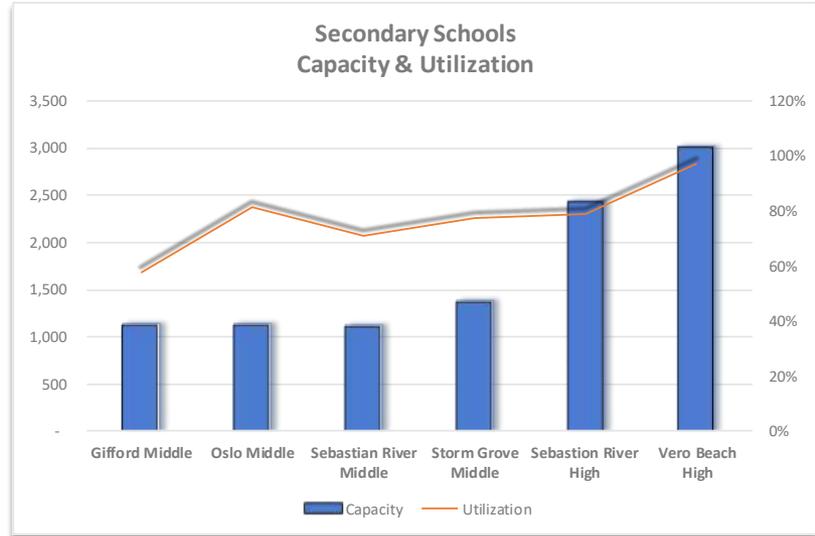
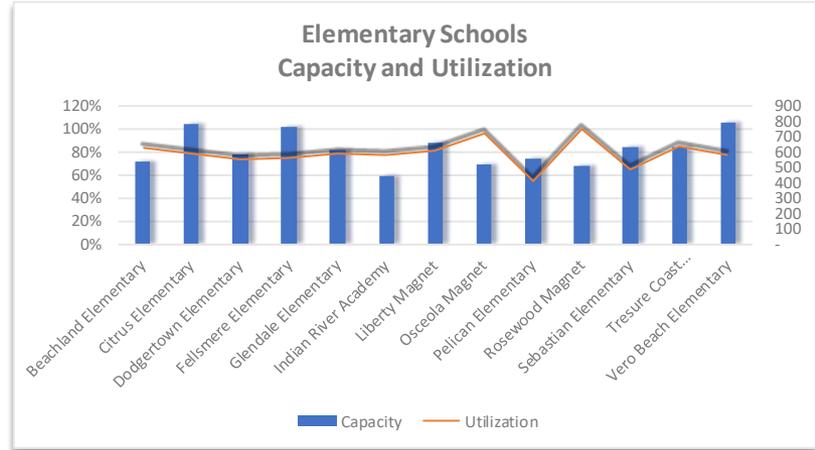
	Year Built/ Additions	Sq. Footage	FISH Capacity	SDIRC Capacity Permanent	Sq. Ft. Per Student	SDIRC Concretable Capacity	SDIRC Portable Capacity	2019-20 Enrollment	2020-2021 Enrollment	Utilization	# Portables	Condition Index
ELEMENTARY SCHOOLS												
Beachland Elementary	1987, 2017	106,671	580	536	199.0	44	-	487		84%	-	35%
Citrus Elementary	1967, 2016	101,483	892	786	129.1	106	-	707		79%	-	40%
Dodgertown Elementary	1967, 1988	117,689	584	584	201.5	-	-	432		74%	-	44%
Fellsmere Elementary	1982, 2014	106,965	787	769	139.1	18	-	594		75%	-	41%
Glendale Elementary	1987	75,958	702	612	124.1	72	18	557		79%	1	52%
Indian River Academy	1987	65,757	604	442	148.8	162	-	468		77%	-	46%
Liberty Magnet	2005	105,793	666	666	158.8	-	-	543		82%	-	35%
Osceola Magnet	1982, 2004	81,818	557	517	158.3	40	-	536		96%	-	52%
Pelican Island Elementary	1987	73,562	654	556	132.3	98	-	357		55%	-	52%
Rosewood Magnet	1957	84,042	543	515	163.2	28	-	543		100%	-	51%
Sebastian Elementary	1984	85,696	637	637	134.5	-	-	411		65%	-	42%
Tresure Coast Elementary	2002, 2014	111,100	799	637	174.4	162	-	681		85%	-	39%
Vero Beach Elementary	2012	110,460	796	796	138.8	-	-	616		77%	-	35%
MIDDLE SCHOOLS												
Gifford Middle	1951, 1954, 1994	135,033	1,022	1,136	118.9	-	-	653		57%	-	50%
Oslo Middle	1984	152,045	1,026	1,140	133.4	-	-	926		81%	-	45%
Sebastian River Middle	1977	153,587	1,145	1,119	137.3	-	154	905		71%	7	49%
Storm Grove Middle	2009	167,794	1,243	1,382	121.4	-	-	1,071		77%	-	37%
HIGH SCHOOL												
Sebastian River High	1993, 2012	355,741	2,318	2,440	145.8	-	-	1,925		79%	-	49%
Vero Beach High	1964, 2007, 2008	366,713	2,918	3,012	121.8	-	-	2,935		97%	-	45%
Vero Beach Freshman Center	1951, 1956, 1978	137,472										
Other												
Alternative Center	2004, 2005, 2013, 2018	8,080	328	328	-	-	25	-		0%	1	
Wabasso School	1924, 1964, 2010	37,883	81	81	-	-	10	78		86%	1	
Virtual School		-	-	-	-	-	-					
Charter Schools												
Imagine South								887			-	
Indian River Charter High								689			-	
North Central Charter ES								382			-	
Sebastian Charter Jr. High								265			-	
St. Peters Academy								145			-	



FACILITY DATA

Capacity + Utilization

	FISH Capacity	SDIRC Capacity Permanent	Sq. Ft. Per Student	2019-20 Enrollment	2020-2021 Enrollment	Utilization
ELEMENTARY SCHOOLS						
Beachland Elementary	580	536	199.0	487		84%
Citrus Elementary	892	786	129.1	707		79%
Dodgertown Elementary	584	584	201.5	432		74%
Fellsmere Elementary	787	769	139.1	594		75%
Glendale Elementary	702	612	124.1	557		79%
Indian River Academy	604	442	148.8	468		77%
Liberty Magnet	666	666	158.8	543		82%
Osceola Magnet	557	517	158.3	536		96%
Pelican Elementary	654	556	132.3	357		55%
Rosewood Magnet	543	515	163.2	543		100%
Sebastian Elementary	637	637	134.5	411		65%
Tresure Coast Elementary	799	637	174.4	681		85%
Vero Beach Elementary	796	796	138.8	616		77%
MIDDLE SCHOOLS						
Gifford Middle	1,022	1,136	118.9	653		57%
Oslo Middle	1,026	1,140	133.4	926		81%
Sebastian River Middle	1,145	1,119	137.3	905		71%
Storm Grove Middle	1,243	1,382	121.4	1,071		77%
HIGH SCHOOLS						
Sebastian River High	2,318	2,440	145.8	1,925		79%
Vero Beach High	2,918	3,012	121.8	2,935		97%
Vero Beach Freshman Center						



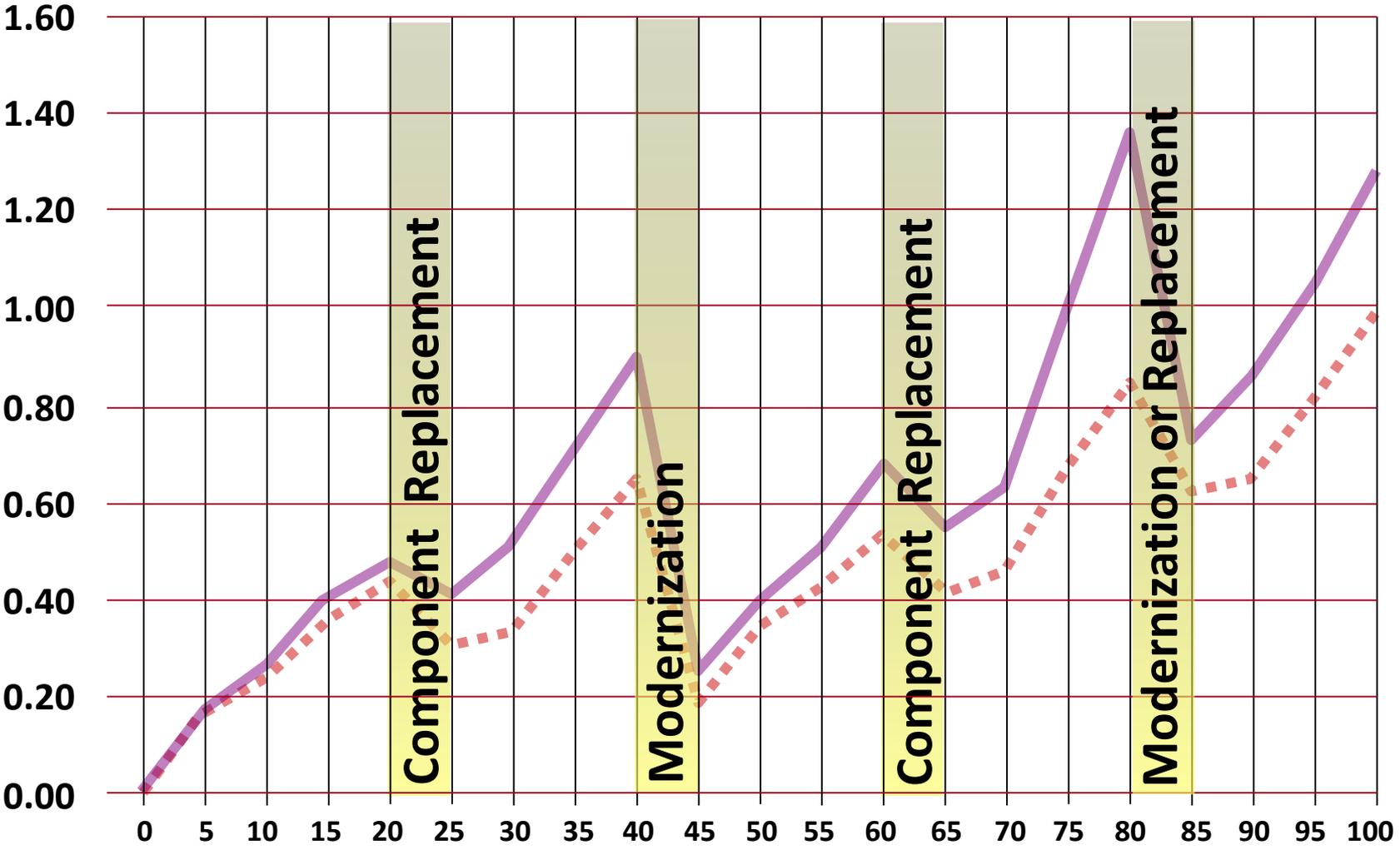
FACILITY DATA

Physical Condition Summary

SDIRC Facilities	Year/Years Built	Age of Bldgs.	Original Age	Square Footage Buildings/Walkway	Replacement Cost	Weighted Condition Score	Weighted Condition Average	Weighted Condition Index
Alternative Education	2004-2005-2013-2018	16,15,7,2	16	8,080	\$ 1,897,992	415	6.49	35%
Beachland Elementary	1987-2017	32, 3	32	106,671	\$ 24,470,327	387	5.73	40%
Citrus Elementary	1967-2016	53,4	53	101,483	\$ 23,280,200	361	5.67	44%
Dodgertown Elementary	1967-1998	53,22	53	117,689	\$ 26,997,857	327	5.10	49%
ESE Building	1951-1992	69,28	69	6,986	\$ 1,641,011	333	5.76	48%
Fellsmere Elementary	1982-2014	38, 6	38	106,965	\$ 24,537,771	379	5.89	41%
Freshman Learning Center	1951-1956-1978	69,64,42	69	137,472	\$ 32,292,173	335	5.26	48%
Gifford Middle School	1951-1954-1994	69,66,26	69	135,033	\$ 30,017,836	317	4.91	50%
Glendale Elementary	1987	33	33	75,958	\$ 17,424,765	309	4.71	52%
Indian River Academy	1987	33	33	65,757	\$ 15,084,656	348	5.23	46%
Liberty Magnet	2005	15	15	105,793	\$ 24,268,914	418	6.44	35%
Osceola Magnet	1982-2004	38,16	38	81,818	\$ 18,769,049	308	4.87	52%
Oslo Middle School	1984	36	36	152,045	\$ 33,799,604	351	5.31	45%
Pelican Island Elementary	1981	39	39	73,562	\$ 16,875,123	306	4.80	52%
Rosewood Magnet	1957	63	63	84,042	\$ 19,279,235	316	4.94	51%
Sebastian Elementary	1984	36	36	85,696	\$ 19,658,662	369	5.70	42%
Sebastian Rv. Middle	1977	43	43	153,587	\$ 34,142,390	343	5.37	46%
Sebastian Rv. High School	1993-2012	27,8	27	355,741	\$ 83,563,561	327	4.93	49%
Storm Grove Middle	2009	11	11	167,794	\$ 37,300,606	403	6.09	37%
Treasure Coast Elementary	2002-2014	18,6	18	111,100	\$ 25,486,340	391	6.11	39%
Vero Beach Elementary	2012	8	8	110,460	\$ 25,339,524	419	6.46	35%
Vero Beach High School	1964-2007-2008	56,13,12	56	366,713	\$ 86,140,884	355	5.63	45%
Wabasso School	1924-1964-2010	96,56,10	96	37,883	\$ 8,898,717	275	4.14	57%
				2,934,189	\$ 641,890,617			



Capital/Maintenance Typical Life Cycle



Facility Modernization Cost over Time

African American Achievement Plan

The goal of the School District's African American Achievement Plan shall be to eliminate the achievement gap as compared to White students. Given this, the Plan identifies barriers to the academic achievement of African American students; lists the strategies, procedures, and/or programs that will be implemented to improve the academic achievement of African American students and address the identified barriers; and sets measurable goals for the improvement of African American academic achievement. The School District's African American Achievement Plan also addresses discipline disparities observed among of African American students and the assignment of African American students to special programs, such as the Exceptional Student Education (ESE) and Alternative Education programs, including whether such assignments exceed state and District averages for other groups. Other purposes of this Plan include the hiring of a diverse workforce, the inclusion of culturally responsive lessons and materials, the celebration of diverse learners and families, and the fostering of a growth mindset



Goal 1: Improve Academic Improvement of African American Students

Closing the Achievement Gap

Improved Graduation Rates

Increase the Percentage of African Americans enrolled in Advanced Coursework

Goal 2: Reduce Disparities in Discipline & Alternative Disciplinary Placements

Decrease the Percentage of disciplinary referrals and resulting classroom removals received by African American students

Goal 3: Reduce Disproportionality in ESE Identification

Reduce Specific Learning Disability (SLD) eligibility for African American students

Goal 4: Increase Employment of African American Teachers

Increase Number of African American Teachers by 2% each year until it meets or exceeds percentage of African American Students



DISTRICT CAPITAL FINANCIAL PROFILE

Capital Improvement Plan 2020 - 2025

Annually, prior to the adoption of the District school budget, each school board must prepare a tentative district facilities work program that includes a schedule of major repair and renovation projects, necessary to maintain the educational and ancillary facilities in the District. The next two pages contain the current and projected list.

Item	2020 - 2021 Actual Budget	2021 - 2022 Projected	2022 - 2023 Projected	2023 - 2024 Projected	2024 - 2025 Projected	Total
HVAC	\$0	\$5,250,000	\$900,000	\$2,870,000	\$3,275,000	\$12,295,000
Locations:	BEACHLAND ELEMENTARY, CITRUS ELEMENTARY, FELLSMERE ELEMENTARY, GIFFORD MIDDLE, GLENDALE ELEMENTARY, INDIAN RIVER ACADEMY, LIBERTY MAGNET, OSCEOLA MAGNET SCHOOL (NEW), OSLO MIDDLE, PELICAN ISLAND ELEMENTARY, ROSEWOOD ELEMENTARY, SEBASTIAN ELEMENTARY, SEBASTIAN RIVER MIDDLE, SEBASTIAN RIVER SENIOR HIGH, STORM GROVE MIDDLE SCHOOL, TRANSPORTATION DEPARTMENT, VERO BEACH SENIOR HIGH					
Flooring	\$500,000	\$592,840	\$588,000	\$350,000	\$350,000	\$2,380,840
Locations:	Administration Building, ALTERNATIVE CENTER FOR EDUCATION, BEACHLAND ELEMENTARY, CITRUS ELEMENTARY, DISTRICT SERVICES, DODGERTOWN ELEMENTARY, FELLSMERE ELEMENTARY, GIFFORD MIDDLE, GLENDALE ELEMENTARY, INDIAN RIVER ACADEMY, LIBERTY MAGNET, OSCEOLA MAGNET SCHOOL (NEW), OSLO MIDDLE, PELICAN ISLAND ELEMENTARY, ROSEWOOD ELEMENTARY, SEBASTIAN ELEMENTARY, SEBASTIAN RIVER MIDDLE, SEBASTIAN RIVER SENIOR HIGH, STORM GROVE MIDDLE SCHOOL, SUPPORT SERVICE COMPLEX, TRANSPORTATION DEPARTMENT, TREASURE COAST ELEMENTARY, TREASURE COAST TECHNICAL COLLEGE, VERO BEACH ELEMENTARY, VERO BEACH SENIOR HIGH, WABASSO SCHOOL					
Roofing	\$1,019,930	\$145,000	\$145,000	\$1,817,848	\$495,000	\$3,622,778
Locations:	Administration Building, ALTERNATIVE CENTER FOR EDUCATION, BEACHLAND ELEMENTARY, CITRUS ELEMENTARY, DISTRICT SERVICES, DODGERTOWN ELEMENTARY, FELLSMERE ELEMENTARY, GIFFORD MIDDLE, GLENDALE ELEMENTARY, INDIAN RIVER ACADEMY, LIBERTY MAGNET, OSCEOLA MAGNET SCHOOL (NEW), OSLO MIDDLE, PELICAN ISLAND ELEMENTARY, ROSEWOOD ELEMENTARY, SEBASTIAN ELEMENTARY, SEBASTIAN RIVER MIDDLE, SEBASTIAN RIVER SENIOR HIGH, STORM GROVE MIDDLE SCHOOL, SUPPORT SERVICE COMPLEX, TRANSPORTATION DEPARTMENT, TREASURE COAST ELEMENTARY, TREASURE COAST TECHNICAL COLLEGE, VERO BEACH ELEMENTARY, VERO BEACH SENIOR HIGH, WABASSO SCHOOL					
Safety to Life	\$1,087,643	\$1,343,201	\$1,389,408	\$1,754,938	\$1,628,972	\$7,204,162
Locations:	Administration Building, ALTERNATIVE CENTER FOR EDUCATION, BEACHLAND ELEMENTARY, CITRUS ELEMENTARY, DISTRICT SERVICES, DODGERTOWN ELEMENTARY, FELLSMERE ELEMENTARY, GIFFORD MIDDLE, GLENDALE ELEMENTARY, INDIAN RIVER ACADEMY, LIBERTY MAGNET, OSCEOLA MAGNET SCHOOL (NEW), OSLO MIDDLE, PELICAN ISLAND ELEMENTARY, ROSEWOOD ELEMENTARY, SEBASTIAN ELEMENTARY, SEBASTIAN RIVER MIDDLE, SEBASTIAN RIVER SENIOR HIGH, STORM GROVE MIDDLE SCHOOL, SUPPORT SERVICE COMPLEX, TRANSPORTATION DEPARTMENT, TREASURE COAST ELEMENTARY, TREASURE COAST TECHNICAL COLLEGE, VERO BEACH ELEMENTARY, VERO BEACH SENIOR HIGH, WABASSO SCHOOL					
Fencing	\$0	\$0	\$0	\$0	\$0	\$0
Locations:	No Locations for this expenditure.					
Parking	\$0	\$0	\$521,230	\$0	\$775,000	\$1,296,230
Locations:	GLENDALE ELEMENTARY, LIBERTY MAGNET, PELICAN ISLAND ELEMENTARY					
Electrical	\$0	\$0	\$0	\$0	\$0	\$0
Locations:	No Locations for this expenditure.					
Fire Alarm	\$600,000	\$0	\$0	\$1,350,000	\$300,000	\$2,250,000
Locations:	CITRUS ELEMENTARY, DODGERTOWN ELEMENTARY, FELLSMERE ELEMENTARY, GLENDALE ELEMENTARY, LIBERTY MAGNET, OSCEOLA MAGNET SCHOOL (NEW), OSLO MIDDLE, ROSEWOOD ELEMENTARY, SEBASTIAN RIVER MIDDLE, TRANSPORTATION DEPARTMENT, TREASURE COAST ELEMENTARY, VERO BEACH ELEMENTARY, VERO BEACH SENIOR HIGH					
Telephone/Intercom System	\$0	\$0	\$0	\$0	\$0	\$0
Locations:	No Locations for this expenditure.					
Closed Circuit Television	\$0	\$0	\$0	\$0	\$0	\$0
Locations:	No Locations for this expenditure.					
Paint	\$1,990,000	\$0	\$1,600,000	\$1,200,000	\$2,500,000	\$7,290,000
Locations:	DODGERTOWN ELEMENTARY, GIFFORD MIDDLE, OSLO MIDDLE, SEBASTIAN RIVER SENIOR HIGH, STORM GROVE MIDDLE SCHOOL, VERO BEACH SENIOR HIGH					
Maintenance/Repair	\$977,341	\$1,572,160	\$1,572,160	\$1,572,160	\$1,572,160	\$7,265,981
Locations:	Administration Building, ALTERNATIVE CENTER FOR EDUCATION, BEACHLAND ELEMENTARY, CITRUS ELEMENTARY, DISTRICT SERVICES, DODGERTOWN ELEMENTARY, FELLSMERE ELEMENTARY, GIFFORD MIDDLE, GLENDALE ELEMENTARY, INDIAN RIVER ACADEMY, LIBERTY MAGNET, OSCEOLA MAGNET SCHOOL (NEW), OSLO MIDDLE, PELICAN ISLAND ELEMENTARY, ROSEWOOD ELEMENTARY, SEBASTIAN ELEMENTARY, SEBASTIAN RIVER MIDDLE, SEBASTIAN RIVER SENIOR HIGH, STORM GROVE MIDDLE SCHOOL, SUPPORT SERVICE COMPLEX, TRANSPORTATION DEPARTMENT, TREASURE COAST ELEMENTARY, TREASURE COAST TECHNICAL COLLEGE, VERO BEACH ELEMENTARY, VERO BEACH SENIOR HIGH, WABASSO SCHOOL					
Sub Total:	\$6,174,914	\$8,903,201	\$6,715,798	\$10,914,946	\$10,896,132	\$43,604,991



DISTRICT CAPITAL FINANCIAL PROFILE

Capital Improvement Plan 2020 - 2025

PECO Maintenance Expenditures	\$0	\$306,030	\$306,030	\$306,030	\$306,030	\$1,224,120
1.50 Mill Sub Total:	\$8,640,675	\$9,437,171	\$8,134,768	\$12,583,916	\$15,340,102	\$54,136,632

Other Items	2020 - 2021 Actual Budget	2021 - 2022 Projected	2022 - 2023 Projected	2023 - 2024 Projected	2024 - 2025 Projected	Total
Site Improvements Districtwide	\$100,000	\$0	\$0	\$100,000	\$550,000	\$750,000
Locations	OSLO MIDDLE, SEBASTIAN RIVER MIDDLE, SEBASTIAN RIVER SENIOR HIGH, VERO BEACH SENIOR HIGH					
Paving, WW Covers & Sidewalks Districtwide	\$0	\$240,000	\$255,000	\$0	\$0	\$495,000
Locations	DODGERTOWN ELEMENTARY, OSCEOLA MAGNET SCHOOL (NEW), OSLO MIDDLE, VERO BEACH SENIOR HIGH					
Chiller Replacement	\$650,000	\$0	\$0	\$1,275,000	\$1,975,000	\$3,900,000
Locations	CITRUS ELEMENTARY, FELLSMERE ELEMENTARY, INDIAN RIVER ACADEMY, OSCEOLA MAGNET SCHOOL (NEW), OSLO MIDDLE, PELICAN ISLAND ELEMENTARY, SEBASTIAN ELEMENTARY, STORM GROVE MIDDLE SCHOOL, SUPPORT SERVICE COMPLEX, TRANSPORTATION DEPARTMENT, TREASURE COAST ELEMENTARY					
Furniture Fixtures & Equipment	\$25,000	\$250,000	\$300,000	\$250,000	\$300,000	\$1,125,000
Locations	Administration Building, ALTERNATIVE CENTER FOR EDUCATION, BEACHLAND ELEMENTARY, CITRUS ELEMENTARY, DISTRICT SERVICES, DODGERTOWN ELEMENTARY, FELLSMERE ELEMENTARY, GIFFORD MIDDLE, GLENDALE ELEMENTARY, INDIAN RIVER ACADEMY, LIBERTY MAGNET, OSCEOLA MAGNET SCHOOL (NEW), OSLO MIDDLE, PELICAN ISLAND ELEMENTARY, ROSEWOOD ELEMENTARY, SEBASTIAN ELEMENTARY, SEBASTIAN RIVER MIDDLE, SEBASTIAN RIVER SENIOR HIGH, STORM GROVE MIDDLE SCHOOL, SUPPORT SERVICE COMPLEX, TRANSPORTATION DEPARTMENT, TREASURE COAST ELEMENTARY, TREASURE COAST TECHNICAL COLLEGE, VERO BEACH ELEMENTARY, VERO BEACH SENIOR HIGH, WABASSO SCHOOL					
Playground Equipment Replacement	\$350,000	\$350,000	\$350,000	\$350,000	\$350,000	\$1,750,000
Locations	BEACHLAND ELEMENTARY, CITRUS ELEMENTARY, DODGERTOWN ELEMENTARY, FELLSMERE ELEMENTARY, GLENDALE ELEMENTARY, INDIAN RIVER ACADEMY, LIBERTY MAGNET, OSCEOLA MAGNET SCHOOL (NEW), PELICAN ISLAND ELEMENTARY, ROSEWOOD ELEMENTARY, SEBASTIAN ELEMENTARY, TREASURE COAST ELEMENTARY, VERO BEACH ELEMENTARY, WABASSO SCHOOL					
District Technology	\$440,761	\$0	\$0	\$0	\$500,000	\$940,761
Locations	Administration Building, ALTERNATIVE CENTER FOR EDUCATION, BEACHLAND ELEMENTARY, CITRUS ELEMENTARY, DISTRICT SERVICES, DODGERTOWN ELEMENTARY, FELLSMERE ELEMENTARY, GIFFORD MIDDLE, GLENDALE ELEMENTARY, INDIAN RIVER ACADEMY, LIBERTY MAGNET, OSCEOLA MAGNET SCHOOL (NEW), OSLO MIDDLE, PELICAN ISLAND ELEMENTARY, ROSEWOOD ELEMENTARY, SEBASTIAN ELEMENTARY, SEBASTIAN RIVER MIDDLE, SEBASTIAN RIVER SENIOR HIGH, STORM GROVE MIDDLE SCHOOL, SUPPORT SERVICE COMPLEX, TRANSPORTATION DEPARTMENT, TREASURE COAST ELEMENTARY, TREASURE COAST TECHNICAL COLLEGE, VERO BEACH ELEMENTARY, VERO BEACH SENIOR HIGH, WABASSO SCHOOL					
Building Improvements/Renovations Districtwide	\$900,000	\$0	\$820,000	\$0	\$1,075,000	\$2,795,000
Locations	BEACHLAND ELEMENTARY, FELLSMERE ELEMENTARY, GIFFORD MIDDLE, GLENDALE ELEMENTARY, INDIAN RIVER ACADEMY, OSCEOLA MAGNET SCHOOL (NEW), OSLO MIDDLE, ROSEWOOD ELEMENTARY, SEBASTIAN RIVER SENIOR HIGH, VERO BEACH SENIOR HIGH, WABASSO SCHOOL					
Total:	\$8,640,675	\$9,743,201	\$8,440,798	\$12,889,946	\$15,646,132	\$55,360,752



DISTRICT CAPITAL FINANCIAL PROFILE

Debt Expenditures + Capacity Summary

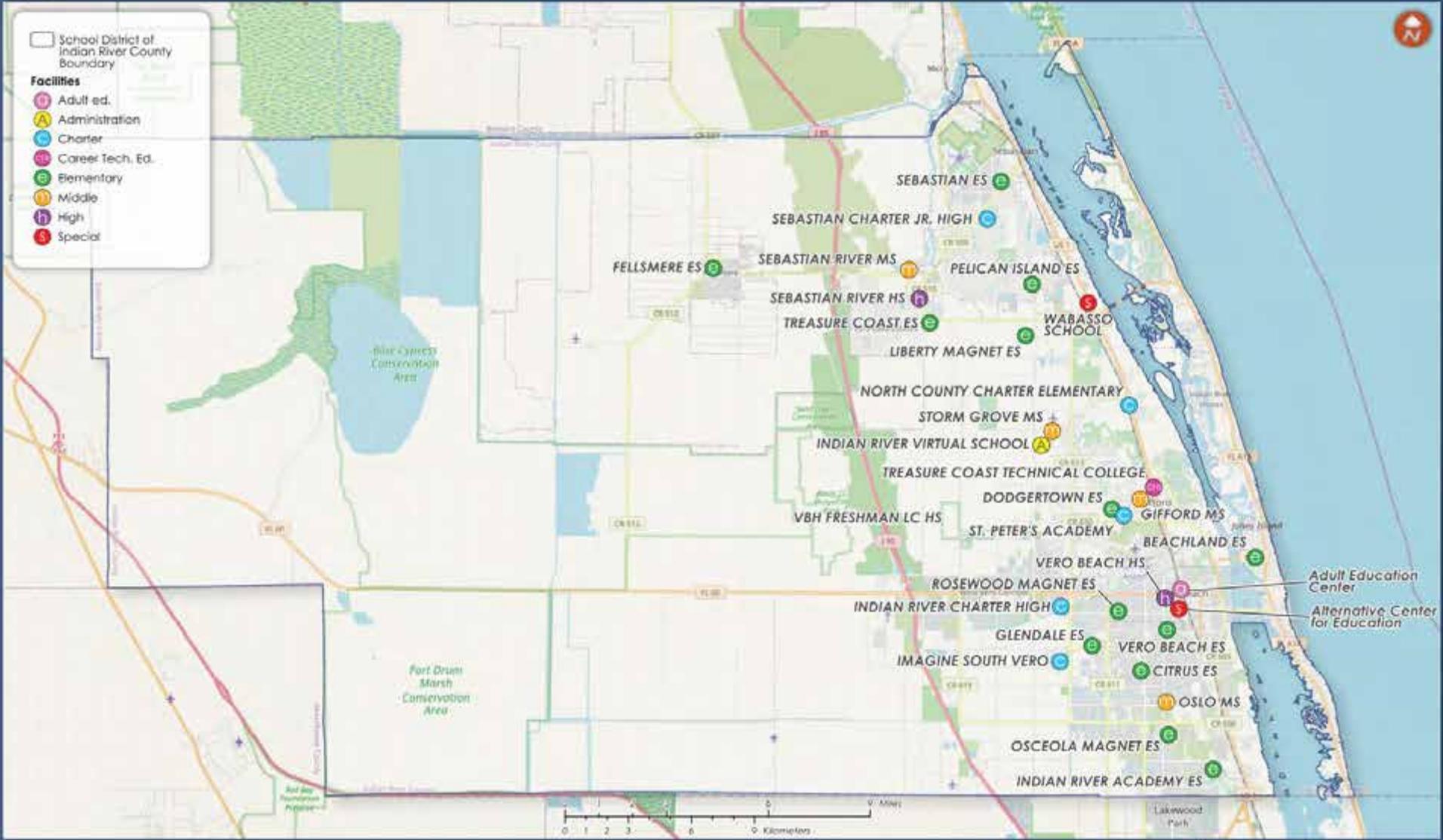
SDIRC Florida
Capital Project Revenues + Other Financing Sources
Projections for Fiscal Year 2020 - 2024

REVENUES + OTHER FINANCING SOURCES	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	TOTAL
Property Taxes	\$ 28,671,128	\$ 30,123,504	\$ 31,507,056	\$ 32,965,488	\$ 34,428,960	\$ 157,696,136
PECO- Maintenance	\$ -	\$ 306,030	\$ 306,030	\$ 306,030	\$ 306,030	\$ 1,224,120
PECO- Charters	\$ 1,214,934	\$ 432,756	\$ 432,756	\$ 432,756	\$ 432,756	\$ 2,945,958
State Chare School Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
CO & DS	\$ 110,013	\$ 110,013	\$ 110,013	\$ 110,013	\$ 110,013	\$ 550,065
Interest	\$ 32,158	\$ 32,158	\$ 32,158	\$ 32,158	\$ 32,158	\$ 160,790
Other	\$ 9,005	\$ 9,005	\$ 9,005	\$ 9,005	\$ 9,005	\$ 45,025
Impact Fees Estimated Revenues	\$ 1,700,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 6,900,000
Fund Balance	\$ -	\$ 700,000	\$ -	\$ 6,000,000	\$ -	\$ 6,700,000
Total Revenue & Other Financing Sources	\$ 31,737,238	\$ 33,013,466	\$ 33,697,018	\$ 41,155,450	\$ 36,618,922	\$ 176,222,094
Transfer to General Fund	\$ 4,555,636	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 18,555,636
Transfer to Charter School Capital Outlay	\$ 1,214,934	\$ 1,880,460	\$ 1,880,460	\$ 1,880,460	\$ 1,880,460	\$ 8,736,774
<i>Debt Service</i>						
Performance Contracting	\$ 891,287	\$ -	\$ -	\$ -	\$ -	\$ 891,287
QSCB Debt Service	\$ 1,300,125	\$ 1,300,125	\$ 1,300,125	\$ 1,300,125	\$ 1,300,125	\$ 6,500,625
COP Debt Service (Existing COP)	\$ 10,070,590	\$ 10,063,840	\$ 10,065,090	\$ 10,068,090	\$ 10,062,250	\$ 50,329,860
Total Debt Service	\$ 12,262,002	\$ 11,363,965	\$ 11,365,215	\$ 11,368,215	\$ 11,362,375	\$ 57,721,772
NET Remaining Funding Sources Before On-Going Commitment + Projects	\$ 13,704,666	\$ 16,269,041	\$ 16,951,343	\$ 24,406,775	\$ 19,876,087	\$ 91,207,912
On-Going Commitments	\$ 12,004,666	\$ 14,969,041	\$ 15,651,343	\$ 23,106,775	\$ 18,576,087	\$ 84,307,912
New Projects on 5-Year CIP	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Project Commitment Restricted Funds	\$ 1,700,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 6,900,000
NET Remaining Funding Sources After On-Going Commitments + Projects	\$ -					





School District of Indian River County *District Boundary and Educational Facilities*





Grades PK-5 Residence vs. Enrollment Location		Enrolled In																	Reside In	Transfer Out	Transfer Out %		
		Beachland	Citrus	Dodgertown	Fellsmere	Glendale	Imagine	Indian River Academy	Liberty	North County Charter	Oseola	Pelican Island	Rosewood	Sebastian	St. Peter's Academy	Treasure Coast	Vero Beach	Wabasso					
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%	-						





Grades 6-8 Residence vs. Enrollment Location		Enrolled In . . .										Reside In	Transfer Out	Transfer Out %
		Alternative Center for Edu.	Gifford	Imagine Schools At South Yero	Oslo	Sebastian Charter Jr High	Sebastian River	St. Peler's Academy	Storm Grove	Wabasso School				
Reside In . . .	Gifford	6	567	78	102	24	14	10	35	9	845	278	33%	
	Oslo	8	27	144	787	10	1	1	45	7	1,030	243	24%	
	Out of District		1	8	18	1	3		2		33	-	-	
	Sebastian River	4	25	10	2	115	793		18	4	971	178	18%	
	Storm Grove	4	33	71	17	115	94	3	971	6	1,314	343	26%	
	Unmatched			1							1	-	-	
	Enrolled	22	653	312	926	265	905	14	1,071	26	4,194			
	Reside & Enrolled	-	567	-	787	-	793	-	971	-				
	Transfer In	-	86	-	139	-	112	-	100	-				
	Transfer In %	-	13%	-	15%	-	12%	-	9%	-				





Grades 9-12 Residence vs. Enrollment Location		Enrolled In . . .					Reside In	Transfer Out	Transfer Out %
		Alternative Center for Edu.	Indian River Charter	Sebastian River	Vero Beach	Wabasso School			
Reside In . . .	Out of District	-	18	8	22	1	49	-	-
	Sebastian River High School	7	194	1,798	127	16	2,142	344	16%
	Unmatched	-	1	-	-	-	1	-	-
	Vero Beach High School	26	476	119	2,786	24	3,431	645	19%
	Enrolled	33	689	1,925	2,935	41	5,623		
	Reside & Enrolled	-	-	1,798	2,786	-			
	Transfer In	-	-	127	149	-			
	Transfer In %	-	-	7%	5%	-			



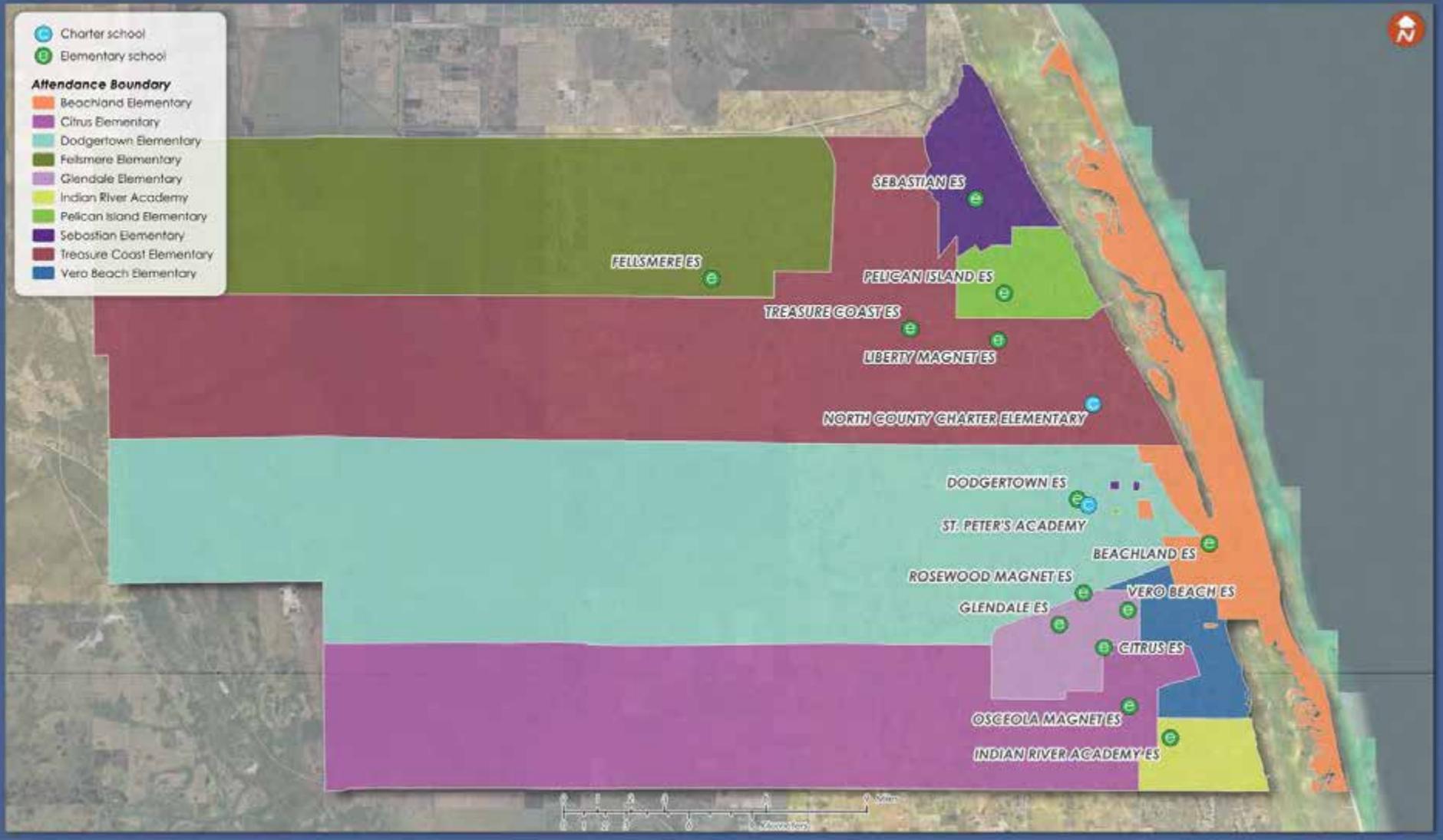


Distances of Enrolled Students			
School Name	Average (Miles)	Shortest (Miles)	Furthest (Miles)
Alternative Education	5.7	0.3	19.5
Beachland Elementary	4.3	0.1	15.6
Citrus Elementary	2.4	0.1	31.0
Dodgertown Elementary	2.6	0.1	30.7
Fellsmere Elementary	1.5	0.1	22.3
Gifford Middle School	4.0	0.1	16.7
Glendale Elementary	2.8	0.2	19.0
Imagine South Vero	5.0	0.2	20.1
Indian River Academy	2.0	0.0	17.5
Indian River Charter High	7.0	0.7	19.2
Liberty Magnet	5.5	1.0	14.0
North County Charter Elementary	7.5	0.4	18.3
Osceola Magnet	4.0	0.1	33.6
Oslo Middle School	2.3	0.0	16.7
Pelican Island Elementary	3.5	0.0	16.8
Rosewood Magnet	3.7	0.0	15.8
Sebastian Charter Jr. High	5.7	0.4	19.7
Sebastian Elementary	4.2	0.4	19.8
Sebastian Rv. High School	5.0	0.6	19.8
Sebastian Rv. Middle	4.5	0.7	16.7
St. Peter's Academy	2.8	0.1	12.8
Storm Grove Middle	6.0	0.6	13.5
Treasure Coast Elementary	3.3	0.3	15.7
Vero Beach Elementary	2.2	0.0	15.5
Vero Beach High School	3.9	0.0	30.3
Wabasso School	9.6	2.9	15.0





School District of Indian River County *Elementary Schools and Attendance Boundaries*



Beachland Elementary School School Profile



ENROLLMENT									
October 2018 (Survey 2) Student Enrollment by Grade and Ethnicity									
GD	White, Non-Hisp.		Black, Non-Hisp.		Hispanic		Other		Total
	Ct	%	Ct	%	Ct	%	Ct	%	
KG	49	63.6%	17	22.1%	6	7.8%	5	6.5%	77
1	54	65.1%	15	18.1%	11	13.3%	3	3.6%	83
2	41	50.6%	24	29.6%	10	12.3%	6	7.4%	81
3	49	60.5%	11	13.6%	14	17.3%	7	8.6%	81
4	56	71.8%	10	12.8%	10	12.8%	2	2.6%	78
5	41	56.2%	14	19.2%	14	19.2%	4	5.5%	73

October 2018 Exceptional Student Program Information		18-19 Least Restrictive Environment	
Program	Number with Exceptionality		
Exceptional Students	59	92.21%	
Gifted (* = <10)	58		
Total	117		

Oct 2018 English Language Learners	
Count	Percent
29	6.1%

ACADEMIC PERFORMANCE			
School Grade			
	2017-2018	2018-2019	Change
	C	A	↑

Measures of School Grade			
Component	17-18	18-19	Change
ELA Achievement	55	72	↑
ELA LG All	47	74	↑
ELA LG Low 25%	31	68	↑
Math Achievement	62	73	↑
Math LG All	49	81	↑
Math LG Low 25%	34	58	↑
Science Achievement	59	71	↑

SCHOOL CULTURE			
18-19 Climate Surveys			
% Answering Always and Often			
Subject	Parent	Student	Staff
Success	92%	80%	NA
Safety	92%	76%	96%
Climate	93%	NA	83%

18-19 Student Attendance			
% of students with an ABE below 95% between 90-95% and above 95%			
ADA	<90%	90-95%	>95%
% of total	11%	39%	60%

18-19 Average Daily Attendance	
Instructional Staff	Students
94.6%	94.6%



Beachland Elementary School School Profile

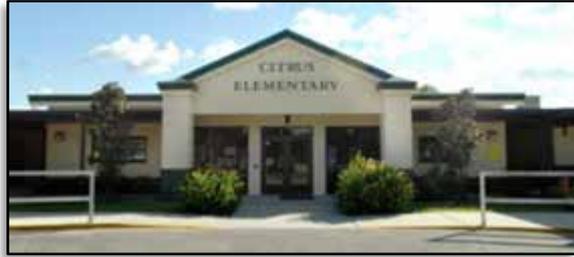


PROGRAMS	ELECTIVES
Beachland Elementary is a School of Enrichment: Students in kindergarten through fifth grade have extended opportunities excel in all areas of the curriculum, especially in Science, Technology, Engineering, Art, and Math (STEAM). Students who qualify for gifted education services and attend Beachland may participate in the pilot program with full-time enrichment classes. This program is currently for first and second grades. All students attending BES will develop their skills in STEAM through robotics, arts, engineering, PLTW, and other hands-on learning experiences.	PE
Project Lead the Way (PLTW) School: Program that helps students develop the knowledge and critical skills that they need to be successful in the global economy.	Art
STEAM School of Excellence	Music
Sanford Harmony – Social Emotional Learning	Media
Coding and Robotics through Gifted courses (1-5) and Media (K-5)	
After school Moonshot Academy (2nd and 3rd Grade)	
After school Extended Learning Opportunity (3rd, 4th, and 5th Grade)	

CLUBS	SPORTS	AWARDS
Green Team	Track - Boys/Girls	Teacher of the Year District Finalist (19-20)
Student Council	Basketball - Boys/Girls	Employee of the Year District Finalist (19-20)
Chess Club	Girls on the Run - Girls	Best of Schools Float in Vero Beach's Annual Holiday Parade (19-20)
Shark Singers	SNAG Golf - Boys/Girls	Regional Science Olympiad - Overall 5th Place (18-19)
Running Club		Book Battle 1st Place (18-19)
Art Club		Tropicana Speech First Place 4th Grade (18-19)
Book Club/Writer's Workshop		Tropicana Speech First Place 5th Grade (18-19)
Safety Patrols		PBIS Silver Model School (18-19)
Book Battle		Science Fair K-3 Best of Show (17-18, 18-19)
Science Olympiad		Science Fair 4-6 Best of Show (18-19)
Reading Mentors (VBHS students)		iReady Most Gains in Reading in SDIRC (18-19)
STAR Mentors (VBHS students)		iReady Most Gains in Math in SDIRC (18-19)
		First Place License Plate Tag Art (18-19)
		Second Place License Plate Tag Art (18-19)
		School Grade "A" (18-19)
		Five Star School Award (17-18, 18-19)
		Golden School Award (17-18)
		Nominee for the Environmental Award for Keeping Indian River Beautiful (19-20)



Citrus Elementary School School Profile



ENROLLMENT									
October 2018 (Survey 2) Student Enrollment by Grade and Ethnicity									
GD	White, Non-Hisp.		Black, Non-Hisp.		Hispanic		Other		Total
	Ct	%	Ct	%	Ct	%	Ct	%	
KG	50	49.0%	21	20.6%	25	24.5%	6	5.9%	102
1	52	42.3%	28	22.8%	34	27.6%	9	7.3%	123
2	51	49.0%	20	19.2%	28	26.9%	5	4.8%	104
3	57	43.2%	29	22.0%	38	28.8%	8	6.1%	132
4	59	51.3%	21	18.3%	30	26.1%	5	4.3%	115
5	59	47.2%	21	16.8%	39	31.2%	6	4.8%	125

October 2018 Exceptional Student Program Information		18-19 Least Restrictive Environment							
Program	Number with Exceptionality	67.15%							
Exceptional Students	131	<table border="1"> <thead> <tr> <th colspan="2">Oct 2018 English Language Learners</th> </tr> <tr> <th>Count</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>81</td> <td>11.6%</td> </tr> </tbody> </table>		Oct 2018 English Language Learners		Count	Percent	81	11.6%
Oct 2018 English Language Learners									
Count	Percent								
81	11.6%								
Gifted (* = <10)	*								
Total	131								

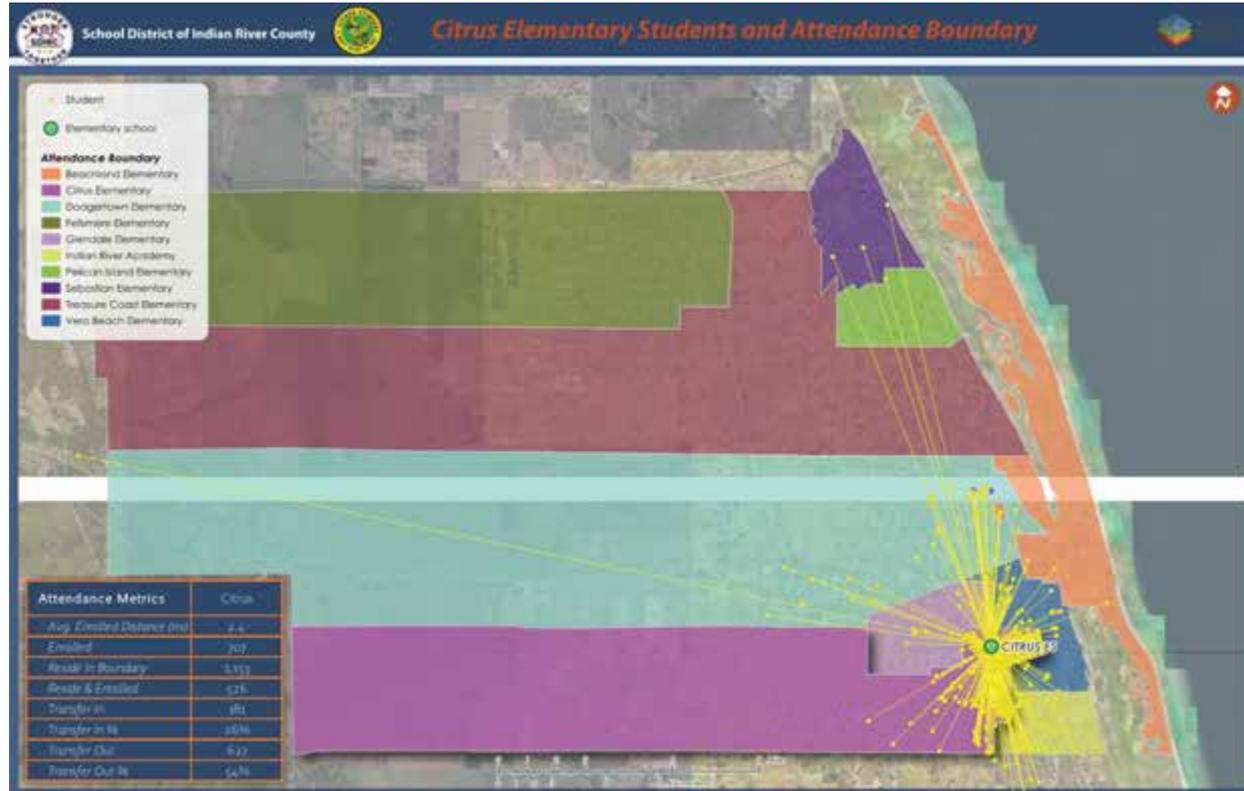
ACADEMIC PERFORMANCE			
School Grade			
	2017-2018	2018-2019	Change
	C	B	↑

Measures of School Grade				
Component	17-18	18-19	Change	
ELA	Achievement	48	52	↑
	LG All	52	60	↑
	LG Low 25%	51	62	↑
Math	Achievement	52	58	↑
	LG All	56	64	↑
	LG Low 25%	40	59	↑
Science Achievement	37	49	↑	

SCHOOL CULTURE			
18-19 Climate Surveys			
% Answering Always and Often			
Subject	Parent	Student	Staff
Success	97%	92%	NA
Safety	96%	77%	93%
Climate	95%	NA	85%

18-19 Student Attendance			
% of students with an ADA below 90% between 90-95% and above 95%			
ADA	<90%	90-95%	>95%
% of total	11%	81%	8%

18-19 Average Daily Attendance	
Instructional Staff	Students
94.8%	94%



Citrus Elementary School School Profile



PROGRAMS	ELECTIVES
5 ESE self contained units, with 4 focused on students with autism	PE
1 facility dog on campus, working to help students with autism	Music
Very Special Arts Program (for students with exceptionalities)	Media
Day of Caring and Rotary Club creating the rain garden	Art
The Learning Alliance Interventionist for primary reading support	Science (w/Robotics)
Moonshot Afterschool Academy for Grade 3 students	
Superstar Afterschool Camp for Grades k-2, 4-5 students	
PBIS: Positive Behavior Support School	
Departmentalized in Grades 1, 3-5	

CLUBS	SPORTS	AWARDS
Audobon Advocates-Grade 5	Project Unify - Boys	Five Star Award (17-18, 18-19)
Stinger Singers-Grade 5	Basketball - Boys/Girls	PBIS Model School (18-19)
Garden Club-Grade 4	Track - Boys/Girls	Math Bee Champions (18-19)
Rotary Mentoring Club-Grade 5	Snag Golf - Boys/Girls	Ed. Foundation Grant Recipients (17-18, 18-19)
Book Battle-Grade 4-5	Girls on the Run - Girls	B school (18-19)
ASD Inclusion Group		District Teacher of the Year Finalist (17-18, 18-19)
Reading Mentor Club (VBHS students work w		District Employee of the Year Finalist (19-20)
Citrus Mentors (45 staff members each chose		CASA Basketball Girls Champions (2018)
Safety Patrols-Grade 5		Project Unify State Champions (2018, 2019)
Student Council		White Glove Custodian Award for Cleanliness (2018-2019)
Kids Tag Art Program Participants		Tuttle Law Holiday Art Card Contest Winners (for students with exceptionalities) 2019



Dodgertown Elementary School Profile



ENROLLMENT									
October 2018 (Survey 2) Student Enrollment by Grade and Ethnicity									
GO	White, Non-Hisp.		Black, Non-Hisp.		Hispanic		Other		Total
	Ct	%	Ct	%	Ct	%	Ct	%	
KG	12	17.6%	38	55.9%	12	17.6%	6	8.8%	68
1	15	21.7%	36	52.2%	11	15.9%	7	10.1%	69
2	10	20.8%	24	50.0%	9	18.8%	5	10.4%	48
3	16	21.6%	44	59.5%	12	16.2%	2	2.7%	74
4	9	17.6%	25	49.0%	15	29.4%	2	3.9%	51
5	7	14.0%	21	42.0%	19	38.0%	3	6.0%	50

October 2018 Exceptional Student Program Information	
Program	Number with Exceptionality
Exceptional Students	85
Gifted (* = <10)	0
Total	85

18-19 Least Restrictive Environment	
	75.73%

Oct 2018 English Language Learners	
Count	Percent
56	13.9%

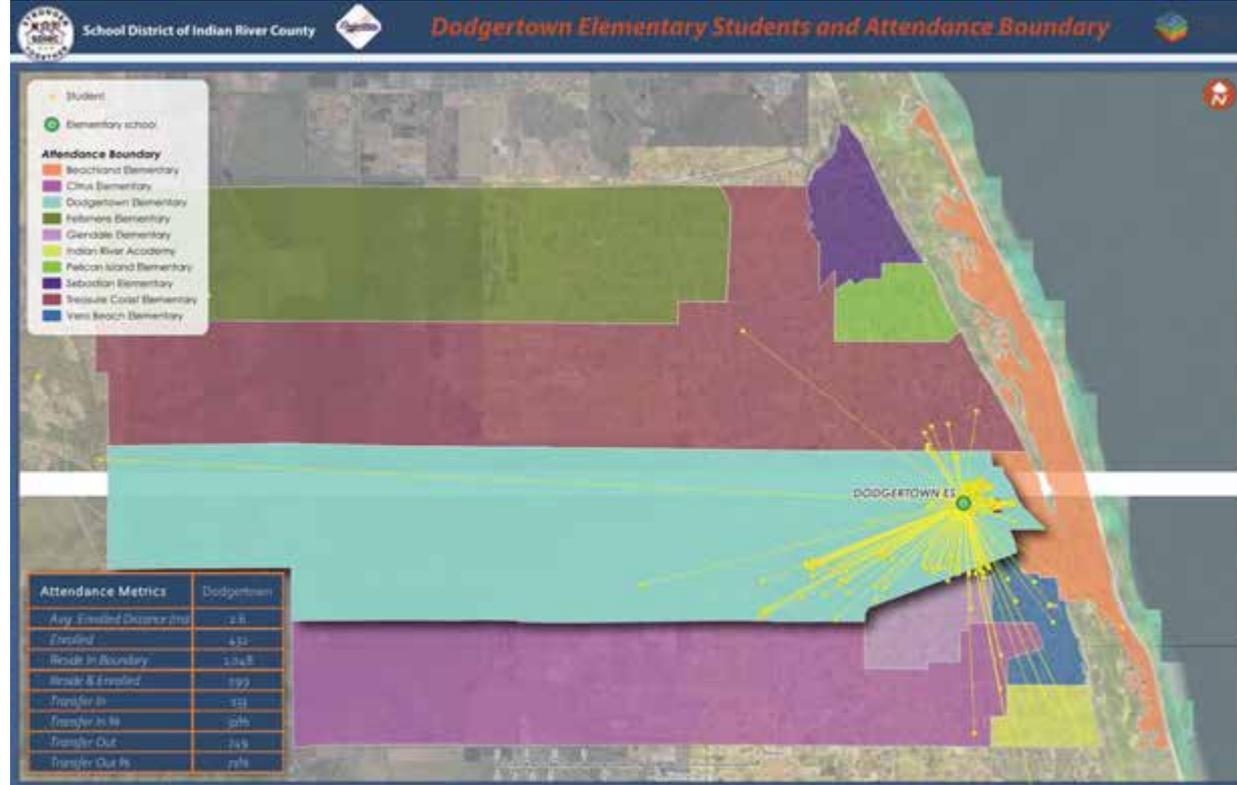
ACADEMIC PERFORMANCE		
School Grade		
2017-2018	2018-2019	Change
C	C	→

Measures of School Grade				
Component	17-18	18-19	Change	
ELA	Achievement	32	29	↓
	LG All	48	56	↑
	LG Low 25%	61	65	↑
Math	Achievement	47	40	↓
	LG All	54	61	↑
	LG Low 25%	59	58	↓
Science Achievement	33	26	↓	

SCHOOL CULTURE			
18-19 Climate Surveys			
% Answering Always and Often			
Subject	Parent	Student	Staff
Success	89%	86%	NA
Safety	89%	70%	82%
Climate	90%	NA	73%

18-19 Student Attendance			
% of students with an ADA below 90% and above 95%			
ADA	<90%	90-95%	>95%
% of Stud	21%	27%	52%

18-19 Average Daily Attendance	
Instructional Staff	Students
94.5%	91.7%



Dodgertown Elementary School Profile



PROGRAMS	ELECTIVES
Dodgertown Elementary is one of 10 schools in the State of Florida that received a grant to become a Community School. A Community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. DES offer a personalized curriculum that emphasizes real-world learning and community problem-solving.	
Gifted Resource Program Services	Music
SmartLab	PE
Strong volunteer program through The Learning Alliance, First Presbyterian, Community Church, and Big Brothers Big Sisters	Art
Kids at Hope School	Media
PBIS School	
Superintendent's Art Expo	
Musical Concert Choir	
Kindergarten Readiness Collaborative, Monthly Parent Training Sessions	
families to own.	
Title I School	
Day of Caring Volunteers	
Literacy and Math Fluency Bees	
Parent IMPACT Academies	
TLA Sponsored K-2 Interventionist	
Headstart Program (3 year olds)	
Pre-Kindergarten Program	
Extended Day Care (before/after school)	
Safety Patrol	
School Advisory Committee	

CLUBS	SPORTS	AWARDS
Ballet for grade 1, 3, 4 (by Ballet Vero Beach)	Girls on the Run - Girls	Five Star Award (17-18, 18-19)
Nutcracker Ballet for participating 4th graders	All County Track - Boys/Girls	Golden School Award (17-18)
Concert & Honors Choir	Snag Golf - Boys/Girls	PBIS Silver School Award (18-19)
		PBIS Bronze School Award (17-18)
		Florida School Recognition Award (17-18)



Fellsmere Elementary School Profile



ENROLLMENT									
October 2018 [Survey 2] Student Enrollment by Grade and Ethnicity									
GD	White, Non-Hisp.		Black, Non-Hisp.		Hispanic		Other		Total
	Ct	%	Ct	%	Ct	%	Ct	%	
KG	7	8.4%	1	1.2%	75	90.4%	0	0.0%	83
1	6	7.0%	2	2.3%	77	89.5%	1	1.2%	86
2	9	8.0%	2	1.8%	100	89.3%	1	0.9%	112
3	9	10.0%	4	4.4%	77	85.6%	0	0.0%	90
4	7	7.6%	2	2.2%	82	89.1%	1	1.1%	92
5	6	6.3%	3	3.2%	86	90.5%	0	0.0%	95

October 2018 Exceptional Student Program Information	
Program	Number with Exceptionality
Exceptional Students	109
Gifted (* n <10)	*
Total	109

18-19 Least Restrictive Environment	
Count	86.27%

Oct 2018 English Language Learners	
Count	Percent
243	40.6%

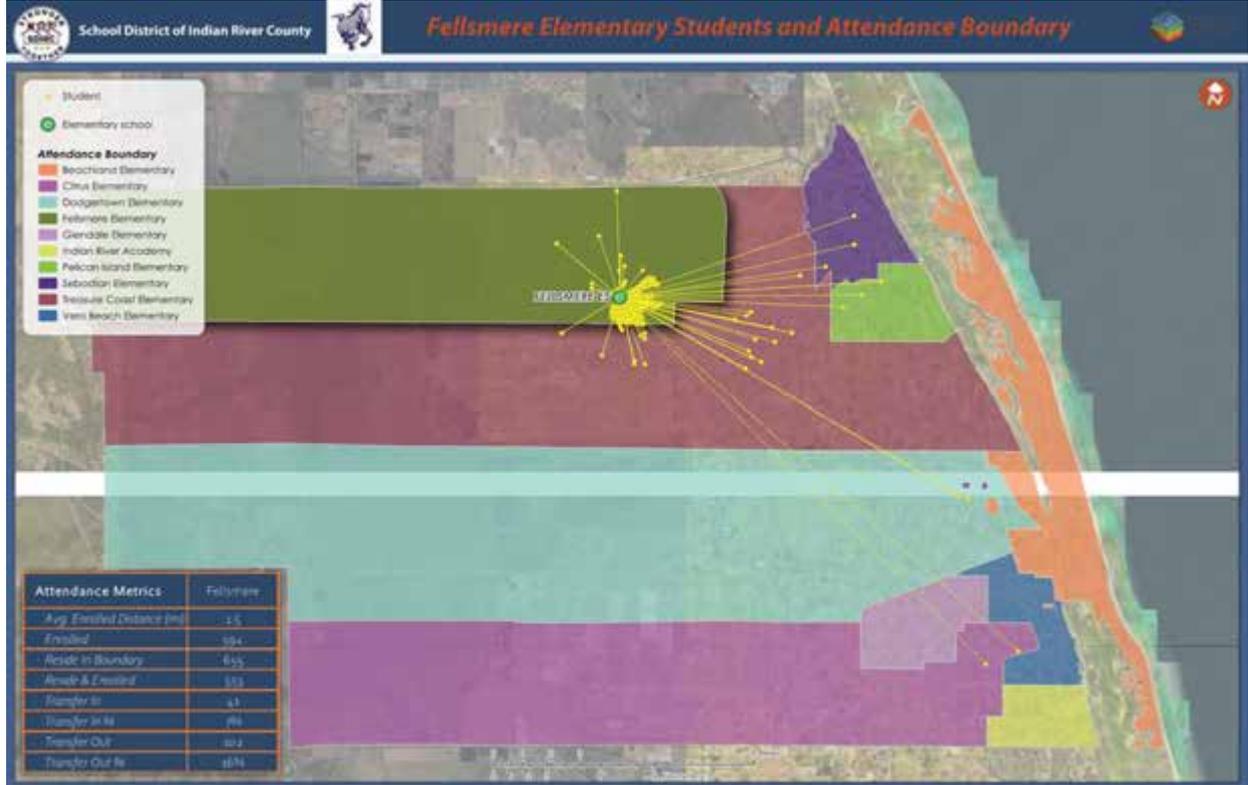
ACADEMIC PERFORMANCE			
School Grade	2017-2018		Change
	2017-2018	2018-2019	
C	C		→

Measures of School Grade			
Component	17-18	18-19	Change
ELA	Achievement	41	41 →
	LG All	42	46 ↑
Math	Achievement	57	57 →
	LG All	71	67 ↓
Science Achievement	LG All	63	63 →
	LG Low 25%	49	37 ↓

SCHOOL CULTURE			
18-19 Climate Surveys			
% Answering Always and Often			
Subject	Parent	Student	Staff
Success	95%	94%	NA
Safety	98%	83%	87%
Climate	95%	NA	62%

18-19 Student Attendance			
% of Students with an ADA below 90% between 90-99% and above 99%			
ADA	<90%	90-99%	>99%
% of Stud	5%	25%	70%

18-19 Average Daily Attendance	
Instructional Staff	Students
94.6%	95.4%



Fellsmere Elementary School School Profile



PROGRAMS	ELECTIVES
Fellsmere Elementary School is a dual language school where students learn a second language through immersion strategies.	
Title 1 Program School	Music
SuperStar Camp - Extended Learning Opportunity	PE
National School Lunch And Breakfast Program - Provision 2(All free)	Art
Accelerated Reading Program	Media
Learning Alliance - K-2 Literacy Coach	Lab Math (GD 3-5)
VPK Program - 2 units	
3rd Grade Interventionist Teacher (3GI)	
Science Fair	
English as a Second Language Program (ESOL)	
Extended Day Program	
STREAM Program - Robotics through Media	
Cadets and Kids Program for 3rd Grade Classrooms	
Drums Alive Program	
Vero Beach Ballet Program/Partnership	
Big Brothers and Big Sisters	
Fellsmere Police Outreach	
Daily Community Outreach	
PBIS Behavior Program	
Child Safety Matters Program	
Partnership - St. Edwards School	
Partnership - Frog Leg Festival	
Partnership - St. Augustine Church	
Partnership - Fellsmere Exchange Club	
Partnership - Dale Sorensen Real Estate, Inc.	
Partnership - General Federation of Women's Clubs of Melbourne	

CLUBS	SPORTS	AWARDS
Ukulele Club	Elementary Track Team - Boys/Girls	Five Star School Award (17-18, 18-19)
Chorus Club		Golden School Award (17-18, 18-19)
Student Council		Math Bee - 2nd Place (18-19)
Safety Patrols		District Finalist Teacher of the Year (19-20)
Multi-Culture Club		District Employee of the Year (18-19)
Track Team		District Employee of the Year 2018 - Jillian Brothers (2018)
		Red Kettle Award - Most Collected (2017, 2018)
		Food Service Thanksgiving Lunch Student Participation (19-20)
		Tag Art Award - 3 students - 5th grade (18-19)
		Name Turtle Tag Art - Contest Winner (18-19)
		Healthier US School Challenge - Bonze Level (17-18)
		3rd Grade - 3rd Place Fast Math (18-19)
		4th Grade - 3rd Place Fast Math (18-19)
		5th Grade - 2nd Place Fast Math (18-19)



Glendale Elementary School School Profile



ENROLLMENT									
October 2018 (Survey 2) Student Enrollment by Grade and Ethnicity									
GD	White, Non-Hisp.		Black, Non-Hisp.		Hispanic		Other		Total
	Ct	%	Ct	%	Ct	%	Ct	%	
KG	51	60.0%	12	14.1%	13	15.3%	9	10.6%	85
1	49	60.5%	19	23.5%	12	14.8%	1	1.2%	81
2	57	54.3%	24	22.9%	19	18.1%	5	4.8%	105
3	61	59.2%	16	15.5%	19	18.4%	7	6.8%	103
4	50	53.2%	24	25.5%	12	12.8%	8	8.5%	94
5	65	60.7%	16	15.0%	23	21.5%	3	2.8%	107

October 2018 Exceptional Student Program Information	
Program	Number with Exceptionality
Exceptional Students	115
Gifted (* = <10)	10
Total	125

18-19 Least Restrictive Environment	
Count	87.12%

Oct 2018 English Language Learners	
Count	Percent
36	6.1%

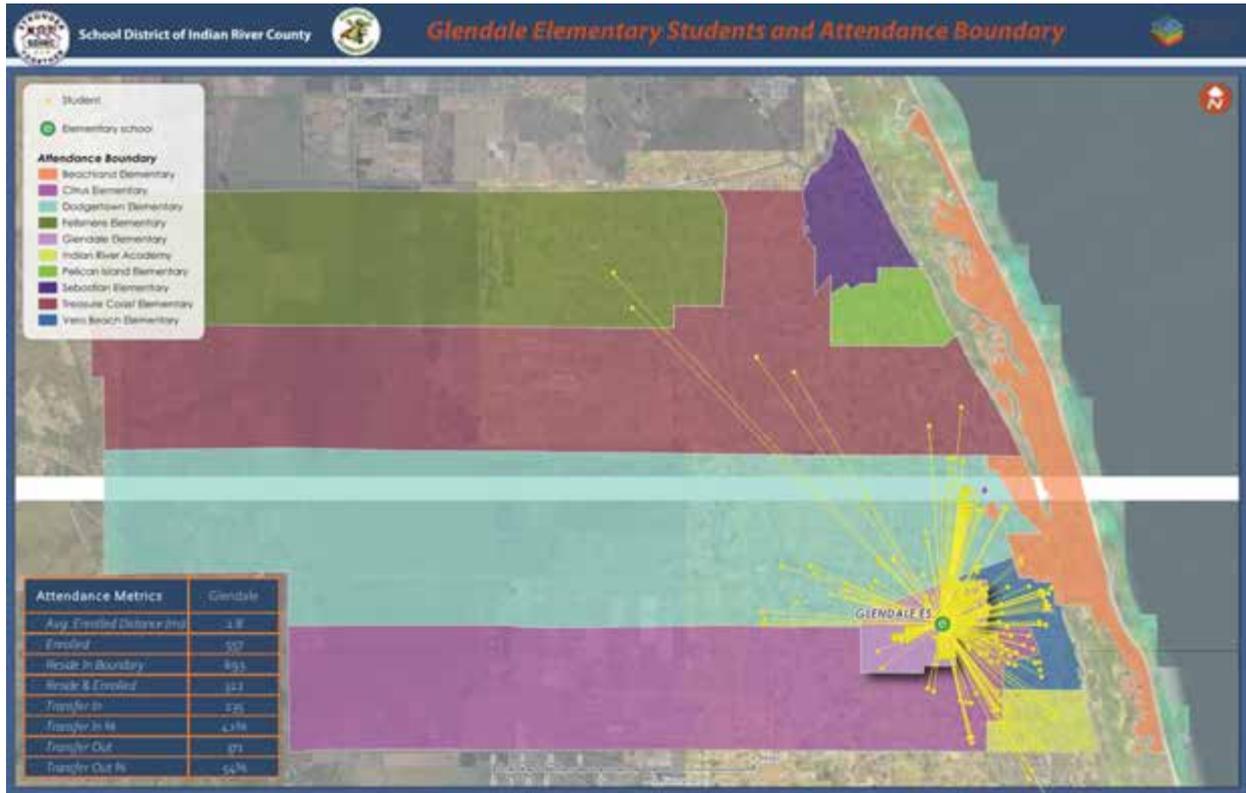
ACADEMIC PERFORMANCE		
School Grade		
2017-2018	2018-2019	Change
C	B	↑

Measures of School Grade				
Component	17-18	18-19	Change	
ELA	Achievement	52	66	↑
	LG All	54	61	↑
	LG Low 25%	46	51	↑
Math	Achievement	57	63	↑
	LG All	54	59	↑
Science Achievement	41	49	↑	

SCHOOL CULTURE			
18-19 Climate Surveys			
% Answering Always and Often			
Subject	Parent	Student	Staff
Success	92%	86%	NA
Safety	96%	89%	86%
Climate	96%	NA	83%

18-19 Student Attendance			
% of students with an ADE below 90% between 90-95% and above 95%			
ADA	<90%	90-95%	>95%
% of Stud	13%	31%	53%

18-19 Average Daily Attendance	
Instructional Staff	Students
94.9%	93.5%



Glendale Elementary School School Profile



PROGRAMS	ELECTIVES
STEAM School Lift Off! Glendale will be soaring to new heights as we begin the journey to becoming a STEAM School site!	Music
Glendale Elementary is a Center for Innovation - 21st Centruy Media center connecting Science, Technology and Robotics.	PE
Star Mentor Program-High School Student led mentoring program focusing on helping the rest!	Art
Tropicana Speech Program-Speech Contest for grade 4 and 5 to help develop the art of public speaking.	Center for Innovation (Media)
Book Battle Team-Glendale students compete with other schools annually around the Sunshine State Reader Book List.	Gator Time Grades 4/5
Gator Express-Bi-Annual school based volunteer trip to deliver books and support to our district.	Computer Lab Grade 3
Thinking Maps-Glendale uses Thinking Maps to help support writing and reading comprehension.	
3GI-Third Grade Interventionist focused on helping 3rd grade students soar!	

CLUBS	SPORTS	AWARDS
Art Club Spring Semester Grades 4&5	Elementary Track Team - Boys/Girls	Five Star Award (17-18, 18-19, 19-20)
Chorus Grades 4th and 5th	Casa Basketball Team - Boys/Girls	March of Dimes Top Fundraising Team (16-17, 17-18, 18-19,)
Drum Chore Grade 5	SNAG Golf - Boys/Girls	PBIS Silver School Award (18-19)
Audobon Club Grade 5		District Teacher of the Year (17-18)
Student Council Grade 5		Distrcit Teacher of the Year Top Five Finalist (18-19)
Book Battle Team		Education Foundation High Impact grant Winner (18-19)
		Food and Nutrition Thanksgiving Winner (19-20)



Indian River Academy School Profile



ENROLLMENT										
October 2018 (Survey 2) Student Enrollment by Grade and Ethnicity										
GD	White, Non-Hisp.		Black, Non-Hisp.		Hispanic		Other		Total	
	Ct	%	Ct	%	Ct	%	Ct	%		
KG	33	48.5%	13	19.1%	17	25.0%	5	7.4%	68	
1	25	36.2%	18	26.1%	16	23.2%	10	14.5%	69	
2	30	50.0%	15	25.0%	10	16.7%	5	8.3%	60	
3	24	31.2%	26	33.8%	20	26.0%	7	9.1%	77	
4	30	41.7%	12	16.7%	23	31.9%	7	9.7%	72	
5	22	31.0%	25	35.2%	20	28.2%	4	5.6%	71	

October 2018 Exceptional Student Program Information		18-19 Least Restrictive Environment	
Program	Number with Exceptionality	86.54%	
Exceptional Students	60		
Gifted (* = <10)	*		
Total	60		

Oct 2018 English Language Learners			
Count	36	Percent	8.3%

ACADEMIC PERFORMANCE			
School Grade			
2017-2018	2018-2019	Change	
C	C	↔	

Measures of School Grade				
Component	17-18	18-19	Change	
ELA	Achievement	49	54	↑
	LG All	44	53	↑
	LG Low 25%	40	31	↓
Math	Achievement	55	53	↓
	LG All	58	53	↓
	LG Low 25%	46	35	↓
Science Achievement	53	47	↓	

SCHOOL CULTURE			
18-19 Climate Surveys			
% Answering Always and Often			
Subject	Parent	Student	Staff
Success	94%	85%	NA
Safety	96%	75%	79%
Climate	96%	NA	68%

18-19 Student Attendance			
% of students with an ADA below 95% between 90-95% and above 95%			
ADA	<90%	90-95%	>95%
% of Stud	23%	30%	47%

18-19 Average Daily Attendance	
Instructional Staff	94%
Students	92.6%



Indian River Academy School Profile



PROGRAMS	ELECTIVES
<p>Indian River Academy is a Conscious Discipline School Emphasizing Creative Exploration</p> <p>Outdoor Exploration-We utilize our outdoor spaces for "learning labs" integrating technology, partnering with local environmental agencies and providing our staff with professional development in integration of standards with real life experiences. We are connected with our environment through projects that link our science, language arts, math and social studies standards with our community resources! Audubon Society provides a yearly grant so that our fifth graders can participate in exploration with environmental scientists! Our Impact Garden, created by our Parent Teacher Organization, yields fresh vegetables and fruits so that our students can learn how rewarding gardening can be!</p> <p>Cultural Arts-Our Art, Music, Media Specialist and PE Team create "beautiful spaces" around campus with scholars' unique art work, multi-media products and performances (watch them using the QR code) as well as Robotics. Our talented students' work is displayed and highlighted all over our community! Our partnership with the Vero Beach Museum of Art (VBMA) and The Learning Alliance have afforded literacy-rich opportunities for our scholars in the Cultural Arts.</p> <p>Conscious Discipline - We practice seven skills to support our School Family: Composure, Assertiveness, Encouragement, Choices, Empathy, Positive Intent & Consequence. These skills, when utilized consciously, yields critical core values and life skills which include kindness, goal achievement, cooperation, problem solving and unity! We are visited by educators, local agencies and philanthropists from around the world as models for social emotional learning being a priority in our school!</p> <p>Community Partners are a HUGE asset for our school! Indian River Club, our neighborhood partner, provides mentors, greeters, First Tee & Summer Golf, classroom helpers, Yearbook Club and campus beautification; among other supports to our school. Big Brothers/Big Sisters Reads provides volunteers to work one on one with students on their early literacy skills in grades K through second. Youth Guidance provides after school programs for our students right here at our campus!</p>	<p>PE</p> <p>Music</p> <p>Media</p> <p>Art</p> <p>STEAM Lab (GR KG -1)</p>

CLUBS	SPORTS	AWARDS
Audubon Club	Girls on the Run - Girls	5-Star School Award (17-18, 18-19)
STEAM Club	First Tee Golf - Boys/Girls	White Glove Award (Fall 2019)
Percussion Ensemble	IRC Golf Scholarships - Boys/Girls	Perfect Audit-Book keeping (2011-2019)
Science Club	Lacrosse - Boys/Girls	PBIS Silver School Award (18-19)
Chorus		Gold Star Award (18-19)
Yearbook		
Safety Patrol		
Flag Detail		
IMPACT Gardening		



Liberty Magnet School Profile



ENROLLMENT										
October 2018 (Survey 2) Student Enrollment by Grade and Ethnicity										
GD	White, Non-Hisp.		Black, Non-Hisp.		Hispanic		Other		Total	
	Ct	%	Ct	%	Ct	%	Ct	%		
KG	59	63.4%	8	8.6%	19	20.4%	7	7.5%	93	
1	64	70.3%	15	16.5%	11	12.1%	1	1.1%	91	
2	59	64.8%	12	13.2%	17	18.7%	3	3.3%	91	
3	61	67.0%	13	14.3%	8	8.8%	9	9.9%	91	
4	53	61.6%	12	14.0%	17	19.8%	4	4.7%	86	
5	57	63.3%	11	12.2%	16	17.8%	6	6.7%	90	

October 2018 Exceptional Student Program Information		18-19 Least Restrictive Environment	
Program	Number with Exceptionality		
Exceptional Students	73	76.85%	
Gifted (* = <10)	43		
Total	116		

Oct 2018 English Language Learners			
	Count	Percent	
Total	20	3.7%	

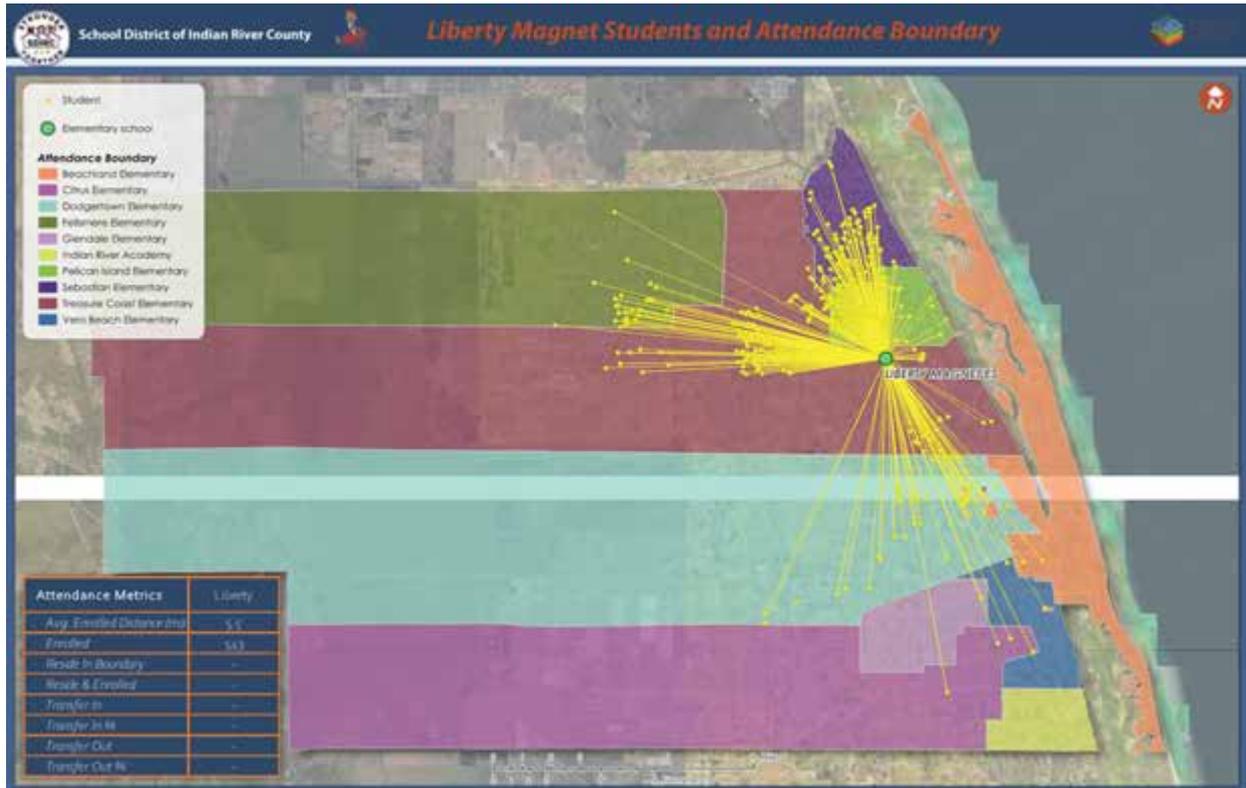
ACADEMIC PERFORMANCE			
School Grade			
2017-2018	2018-2019	Change	
A	A	↔	

Measures of School Grade				
Component	17-18	18-19	Change	
ELA	Achievement	75	78	↑
	LG All	61	65	↑
Math	Achievement	79	80	↑
	LG All	72	70	↓
Science Achievement	LG Low 25%	63	40	↓
		69	69	↔

18-19 Climate Surveys				
% Answering Always and Often				
Subject	Parent	Student	Staff	
Success	96%	88%	NA	
Safety	97%	83%	100%	
Climate	96%	NA	100%	

18-19 Student Attendance			
% of Students with an ADA below 95% (Below 90% and above 95%)			
ADA	<90%	90-95%	>95%
% of Stud	8%	25%	67%

18-19 Average Daily Attendance	
Instructional Staff	Students
93.3%	95.3%



Liberty Magnet School School Profile



PROGRAMS

International Baccalaureate Primary Years Program (PYP): The PYP is for elementary student that nurtures and develops young students as caring, active participants in a lifelong journey of learning. Through its inquiry-led, transdisciplinary framework, the PYP challenges students to think for themselves and take responsibility for their learning as they explore local and global issues and opportunities in real-life contexts.

Spanish Language class is offered to all students in grades KG - 5.

Winners Walk Tall Character Building Program (KG-4)

Life Skills (Grade 5)

Learning Alliance Interventionist (KG-2)

SDIRC Cluster Site for Students with Autism Spectrum Disorder

ELECTIVES

Inquiry (Media)

Music

PE

Art

Spanish

CLUBS

Eagle Sound

Eagle Ensemble

Millionaire Readers Club

Art Club

Spanish Club

Yearbook Club

IB K.I.D.S Club

Volleyball Club

Basketball Club

Track Club

Book Club

Twirlers

Safety Patrols

WEGL AM News

SSYRA Battle of the Books Club

Young Author's Journalism Club

Jogging Club

Riverside Theater Performance Group

SPORTS

Volleyball - Boys/Girls

Casa Basketball Team - Boys/Girls

Track & Field - Boys/Girls

Liberty Twirlers

Snag Golf - Boys/Girls

AWARDS

"A" School (15-16, 16-17, 17-18, 18-19)

Five Star School Award (17-18, 18-19)

Golden School Award (18-19)

PBIS Model School Silver Award (18-19)

SNAG Gold Tournament-1st Place (2019)

Healthier US Challenge School (18-19)

National PTA School of Excellence 18-19

Florida PTA Awards (18-19)

Grandparent Gold Award

Spotlight on Men Award

100% Faculty Membership Award

Celebrate 100% Membership Award

Kids at Heart (formerly Jumprope for Heart) raised over \$10,000 (2013-2019)

Kid's Tag Art 1st and 2nd Place Winners (18-19)



Osceola Magnet School School Profile



ENROLLMENT									
October 2018 (Survey 2) Student Enrollment by Grade and Ethnicity									
GD	White, Non-Hisp.		Black, Non-Hisp.		Hispanic		Other		Total
	Ct	%	Ct	%	Ct	%	Ct	%	
KG	53	58.9%	17	18.9%	12	13.3%	8	8.9%	90
1	48	53.3%	14	15.6%	19	21.1%	9	10.0%	90
2	56	62.2%	13	14.4%	16	17.8%	5	5.6%	90
3	59	64.1%	13	14.1%	12	13.0%	8	8.7%	92
4	54	62.1%	14	16.1%	13	14.9%	6	6.9%	87
5	53	62.4%	10	11.8%	18	21.2%	4	4.7%	85

October 2018 Exceptional Student Program Information	
Program	Number with Exceptionality
Exceptional Students	73
Gifted (* = <10)	31
Total	104

18-19 Least Restrictive Environment	
Count	86.27%

Oct 2018 English Language Learners	
Count	Percent
+	+

ACADEMIC PERFORMANCE			
School Grade			
2017-2018	2018-2019	Change	
A	A	→	

Measures of School Grade			
Component	17-18	18-19	Change
ELA	Achievement	78	78 →
	LG All	55	66 ↑
	LG Low 25%	33	54 ↑
Math	Achievement	82	79 ↓
	LG All	67	75 ↑
	LG Low 25%	63	52 ↓
Science Achievement	71	68 ↓	

SCHOOL CULTURE			
18-19 Climate Surveys			
% Answering Always and Often			
Subject	Parent	Student	Staff
Success	98%	90%	NA
Safety	97%	91%	71%
Climate	97%	NA	43%

18-19 Student Attendance			
% of students with an ADA below 50% between 50-95% and above 95%			
ADA	<90%	90-95%	>95%
% of total	5%	25%	70%

18-19 Average Daily Attendance	
Instructional Staff	Students
94.3%	95.7%



Osceola Magnet School School Profile



PROGRAMS	ELECTIVES
Magnet School Program: Science and Math Exploration	Music
Osceola Magnet Elementary is the first school in the county to incorporate S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) into daily classroom instruction. Our engaging and positive science focus at the elementary level has led to numerous former students entering into high-tech, science-based careers.	Art
Singapore Mathematics Instructional Strategies: The Singapore math method is a highly effective teaching approach originally developed by Singapore's Ministry of Education for Singapore public schools. The method has been widely adopted in various forms around the world over the past twenty years and is utilized in grades KG-5 at OMS.	Physical Education
Education Foundation Science Fair	Media & Technology
Gifted Enrichment Program	
Robotics – Beebots, Probots, Spheros, LegoRobotics	
Learning Alliance Literacy Volunteers	
Ocean Research & Conservation Association (ORCA) Partnership	
Science & Fine Arts Nights	
Positive Behavioral Interventions and Supports (PBIS)	
Child Safety Matters	
Extended Day	
Sanford Harmony	
K-3rd Grade Reading Interventionist	

CLUBS	SPORTS	AWARDS
Singers	Track & Field - Boys/Girls	Florida "A" School (16-17, 17-18, 18-19)
Recorders	Tinkling - Boys/Girls	Florida School of Excellence (16-17, 17-18, 18-19)
All-State	Running Club - Boys/Girls	Five Star School Award (17-18, 18-19)
Instrumental	Snag Golf - Boys/Girls	Golden School Award (17-18, 18-19)
ORFF	Girls on the Run - Girls	National PTA School of Excellence (17-18, 18-19)
All-County Honors Chorus	Sailing Squadron - Boys/Girls	Magnet Schools of America School of Distinction (17-18)
4th Grade Art Club		Magnet Schools of America School of Excellence (18-19)
5th Grade Art Club		Dads Take Your Child to School Day State Recognition (18-19)
Arti"facts"		Teacher of the Year Finalist (18-19)
3rd Grade Creative Scientists		District "Best of Show" Art Competition (17-18, 18-19)
4th Grade Creative Scientists		First Place License Plate Tag Art (17-18)
Equations		"Tax Collector's Choice" License Plate Tag Art (17-18)
Mighty Mu		First Place District Book Battle (17-18)
Linguistics		Second Place District Book Battle (18-19)
Science Olympiad		Education Foundation High Impact Grant (18-19)
Student Council		Leukemia & Lymphoma Society Top Fundraiser (18-19)
Garden Club		All-State Chorus (16-17, 17-18, 18-19)
Patrols		
TV Crew		
Tech Crew		
Minecraft		
Twirlers		
Ukulele		
Green Team (Recycling)		



Pelican Island Elementary School Profile

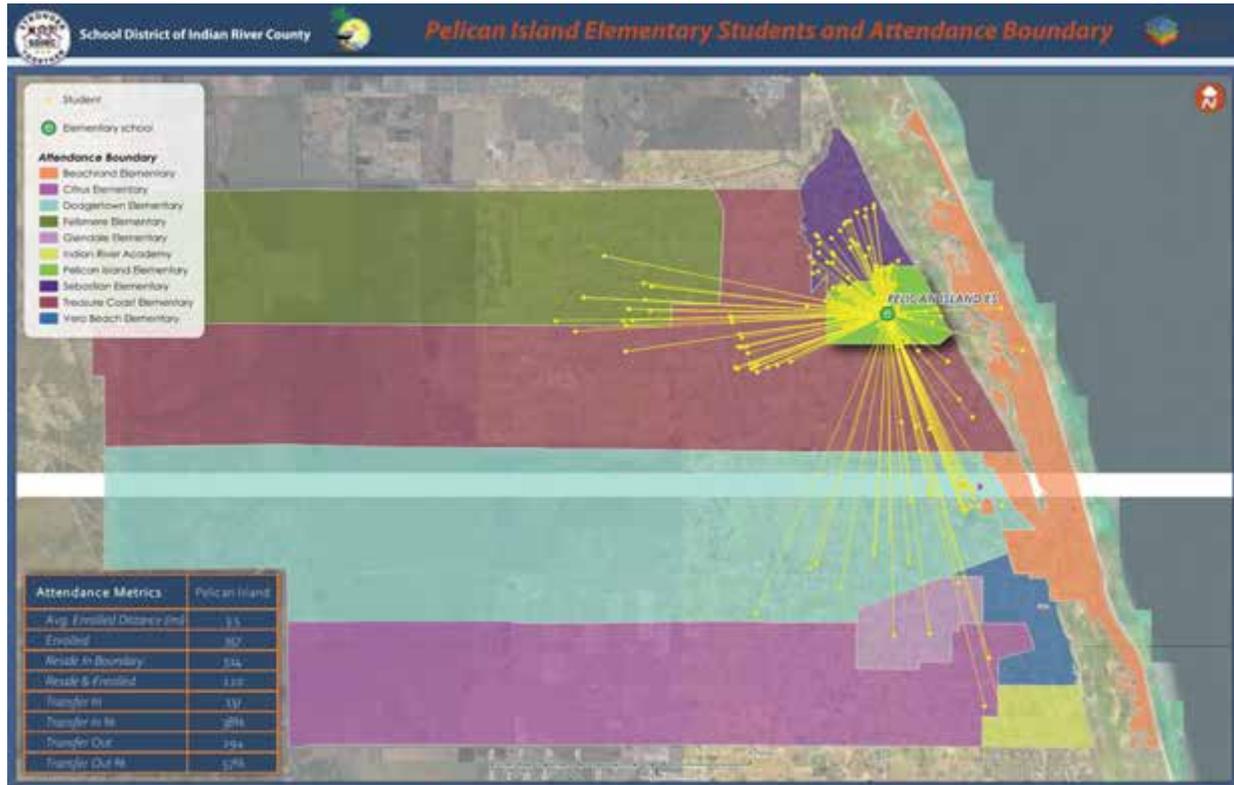


ENROLLMENT									
October 2018 (Survey 2) Student Enrollment by Grade and Ethnicity									
GD	White, Non-Hisp.		Black, Non-Hisp.		Hispanic		Other		Total
	Ct	%	Ct	%	Ct	%	Ct	%	
KG	30	62.5%	10	20.8%	6	12.5%	2	4.2%	48
1	33	55.0%	19	31.7%	5	8.3%	3	5.0%	60
2	37	52.1%	23	32.4%	11	15.5%	0	0.0%	71
3	35	56.5%	22	35.5%	5	8.1%	0	0.0%	62
4	37	64.9%	11	19.3%	8	14.0%	1	1.8%	57
5	39	53.4%	24	32.9%	6	8.2%	4	5.5%	73

October 2018 Exceptional Student Program Information		18-19 Least Restrictive Environment
Program	Number with Exceptionality	60.38%
Exceptional Students	112	
Gifted (* = <10)	*	
Total	112	

Oct 2018 English Language Learners	
Count	17
Percent	4.1%

ACADEMIC PERFORMANCE			SCHOOL CULTURE				
School Grade			18-19 Climate Surveys				
2017-2018	2018-2019	Change	% Answering Always and Often				
C	C	👉	Subject	Parent	Student	Staff	
Measures of School Grade			Success	88%	83%	NA	
Component	17-18	18-19	Change	Safety	90%	76%	56%
ELA	Achievement	47	47	Climate	93%	NA	37%
	LG All	47	54	18-19 Student Attendance			
	LG Low 25%	43	65	% of students with an 85% or better attendance rate between 90-95% and above 95%			
Math	Achievement	47	48	ADA	>90%	90-95%	>95%
	LG All	46	44	% of Stud	13%	25%	42%
	LG Low 25%	45	37	18-19 Average Daily Attendance			
Science Achievement	50	40	Instructional Staff			Students	
			93.9%			93.5%	



Pelican Island Elementary School

School Profile



PROGRAMS	ELECTIVES
Pelican Island Elementary is a School of Environmental Science: a Pre-K-5 interdisciplinary approach that focuses on the study of the environment and the solution to environmental problems.	Music
Project Learning Tree: an environmental education program for K-5 to engage students in multidisciplinary, hands-on lessons both indoors and outdoors.	PE
Greenhouses: PIES has 3 greenhouses to grow fruits and vegetables that are transferred to our gardens by classes and clubs.	Media/Technology
Recycling program to support a healthier environment with biodegradable trays and a full recycling initiative in the cafeteria.	Art
21st Century: an extended learning opportunity for students and their families to continue to learn new skills and discover new abilities after the school day has ended	
Moonshot Academy: an extended learning opportunity supporting students with their literacy skills from 2017-2019	
Big Brother, Big Sister School-Based Mentoring: a tutoring and mentoring support for students in the primary grades, focusing on literacy and social/emotional learning)	
Special Olympics Young Athletes Program: a sport and play program for students with disabilities	
FAU CARD Partnership - Little OWLS Parent Academy: an annual training offered for families of students with autism spectrum disorder	
Kindergarten Parent Nights: a quarterly opportunity to learn ways to support kindergarten students with reading and math skills at home through games and play.	
Positive Behavior Intervention and Support School: a K-5 behavior system that helps all students achieve both socially and academically.	

CLUBS	SPORTS	AWARDS
school)	Running Club - Boys/Girls	Silver School (PBIS) (2019)
Garden Club	Track - Boys/Girls	Mardy Fish Grant (2017, 2018, 2019)
Green Team (recycling)	Special Olympics	Kids Heart Challenge - 3rd Place - Jump Rope for Heart (2019)
with Sunshine State Book trivia)	Young Athletes Program - Boys/Girls	Kids Tag Art Winner - 1st and 2nd Place (2019)
Millionaire's Club (Accelerated Reader)		Project Learning Tree School (2016-Present)
Safety Patrols		Green Apple Environmental Award (2017)
Music Groups (quarterly performances)		Indian River Soil and Water Conservation Poster Contest (2017, 2019)
Musical Theatre (quarterly performances)		5 Star School (2018)
focusing on Math skills)		



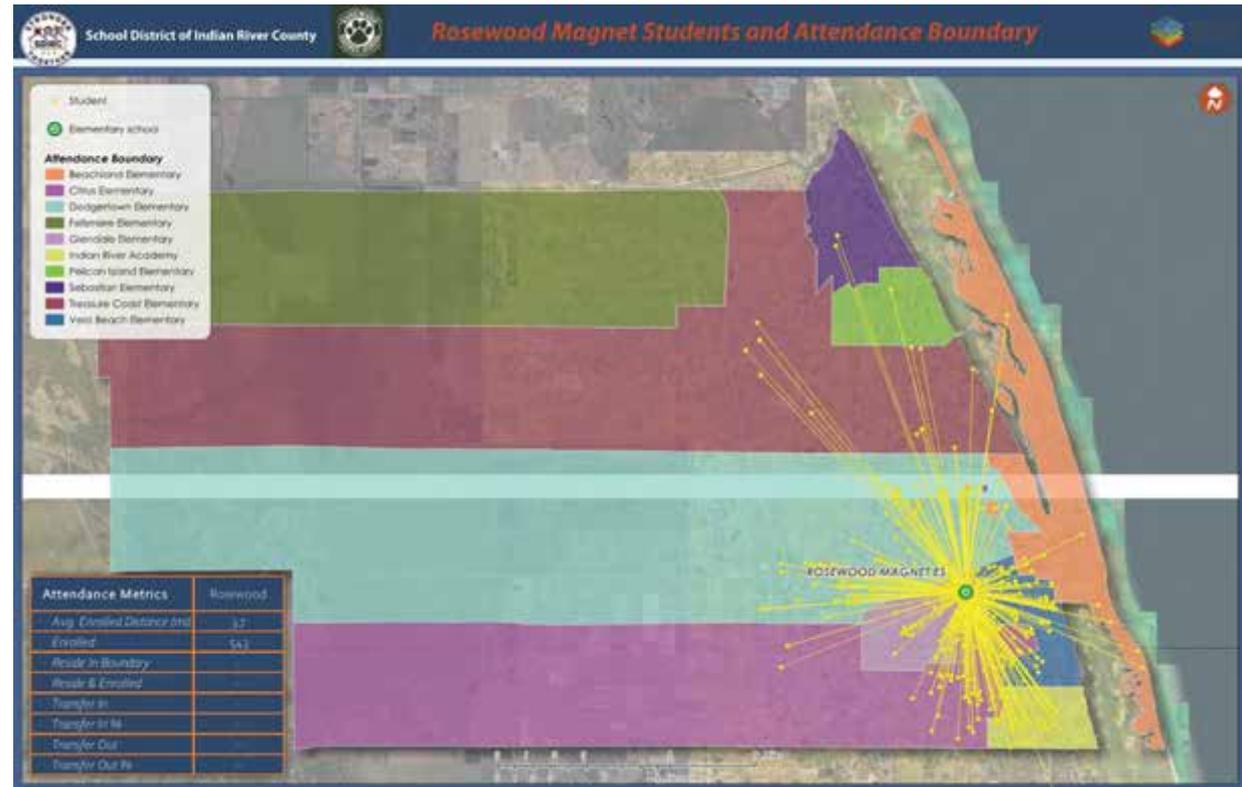
Rosewood Magnet School School Profile



ENROLLMENT										
October 2018 (Survey 2) Student Enrollment by Grade and Ethnicity										
GD	White, Non-Hisp.		Black, Non-Hisp.		Hispanic		Other		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
KG	59	64.1%	18	19.6%	13	14.1%	2	2.2%	92	
1	63	70.0%	15	16.7%	8	8.9%	4	4.4%	90	
2	57	63.3%	15	16.7%	9	10.0%	9	10.0%	90	
3	68	73.9%	12	13.0%	6	6.5%	6	6.5%	92	
4	67	75.3%	9	10.1%	6	6.7%	7	7.9%	89	
5	68	78.2%	11	12.6%	7	8.0%	1	1.1%	87	
October 2018 Exceptional Student Program Information						18-19 Least Restrictive Environment				
Program	Number with Exceptionality					78.02%				
Exceptional Students	77									
Gifted (* <= 10)	17									
Total	94									
Oct 2018 English Language Learners										
						Count				
						Percent				
						*				
						*				

ACADEMIC PERFORMANCE				
School Grade				
2017-2018	2018-2019	Change		
B	A	↑		
Measures of School Grade				
Component	17-18	18-19	Change	
ELA	Achievement	66	75	↑
	LG All	57	66	↑
	LG Low 25%	40	60	↑
Math	Achievement	73	77	↑
	LG All	72	70	↓
	LG Low 25%	53	57	↑
Science Achievement	64	76	↑	

SCHOOL CULTURE			
18-19 Climate Surveys			
% Answering Always and Often			
Subject	Parent	Student	Staff
Success	96%	92%	NA
Safety	96%	85%	91%
Climate	95%	NA	65%
18-19 Student Attendance			
% of Students with an ADA below 90% between 90.01% and above 95%			
ADA	<90%	90-95%	>95%
% of Stud	4%	22%	74%
18-19 Average Daily Attendance			
Instructional Staff	94.3%		
Students	96.1%		



Rosewood Magnet School School Profile



PROGRAMS		ELECTIVES
Rosewood Magnet emphasizes a Core Knowledge Curriculum - brings together history, science, music and art through hands-on learning experiences and culminating activities that cross content areas and have a strong tie to the performing arts.		Music
Maker space integrated into Media center		Media/STEM
STEAM days K-5		PE
Coding and Robotics introductions in some courses		Art
Recycling Program (17-18, 18-19, 19-20)		Chorus - Panther Performers
Active PTA and parent involvement		
After School Moonshot Academy K-3		
Summer Programs: Moonshot Academy with Literacy on the Lagoon and Literacy in Motion		
Sanford Harmony		
Third Grade Interventionist		

CLUBS	SPORTS	AWARDS
Coding Club	Snag Golf - Boys/Girls	School of Excellence (16-17, 17-18, 18-19)
Equations - Academic Games	Track Team (3-5) - Boys/Girls	Five Star Award (17-18, 18-19)
Presidents - Academic Games	Girls on the Run - Girls	Golden School Award (17-18, 18-19)
Book Battle	Tennis (Mardy Fish) - Boys/Girls	High Impact Grant Winners (18-19, 19-20)
Art Club	Junior Elites Special Olympics - Boys/Girls	District White Glove Award (18-19)
Student Council (Gd 4-5)		Media Center of Innovation Grant Winner (17-18)
5th Grade Patrols		Tropicana Speech District Winners
WPAW Morning Announcements (Gd 3-5)		- 16-17: Gd 4, 1st Place
Book Club (Gd 3-5)		- 17-18: Gd 5, 3rd Place
		- 18-19: Gd 4, 2nd Place
		- 18-19: Gd 5, 3rd Place
		Science Fair Overall Best in Show (16-17, 19-20)
		Academic Games 2nd Place in State (17-18)
		Battle of the Books District Winners
		- 16-17: 1st Place
		- 17-18: 3rd Place
		- 18-19: 2nd Place
		District Math Bee Winner (18-19)
		Grade "A" from FLDOE (16-17, 18-19)
		Teacher of the Year Top 5 Finalist District (19-20)



Sebastian Elementary School Profile



ENROLLMENT										
October 2018 (Survey 2) Student Enrollment by Grade and Ethnicity										
GD	White, Non-Hisp.		Black, Non-Hisp.		Hispanic		Other		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
KG	32	62.7%	11	21.6%	5	9.8%	3	5.9%	51	
1	30	50.0%	19	31.7%	6	10.0%	5	8.3%	60	
2	37	56.9%	15	23.1%	8	12.3%	5	7.7%	65	
3	41	66.1%	11	17.7%	6	9.7%	4	6.5%	62	
4	50	61.0%	19	23.2%	5	6.1%	8	9.8%	82	
5	50	61.7%	18	22.2%	7	8.6%	6	7.4%	81	

October 2018 Exceptional Student Program Information		18-19 Least Restrictive Environment	
Program	Number with Exceptionality	79.51%	
Exceptional Students	62		
Gifted (* = <10)	*		
Total	62		

Oct 2018 English Language Learners	
Count	11
Percent	2.7%

ACADEMIC PERFORMANCE				
School Grade				
2017-2018	2018-2019	Change		
B	C	↓		
Measures of School Grade				
Component	17-18	18-19	Change	
ELA	Achievement	59	53	↓
	LG All	66	57	↓
	LG Low 25%	61	49	↓
Math	Achievement	58	58	↔
	LG All	63	55	↓
	LG Low 25%	71	49	↓
Science Achievement	49	53	↑	

SCHOOL CULTURE			
18-19 Climate Surveys			
% Answering Always and Often			
Subject	Parent	Student	Staff
Success	88%	85%	NA
Safety	89%	75%	90%
Climate	86%	NA	35%

18-19 Student Attendance			
% of students with an AOA better than 90% between 90-95% and above 95%			
AOA	>90%	90-95%	>95%
% of Stud	18%	33%	51%

18-19 Average Daily Attendance	
Instructional Staff	Students
95.1%	96.6%



Sebastian Elementary School

School Profile



PROGRAMS	ELECTIVES
Sebastian Elementary Fine Arts Academy: Concentrations & Electives in Music, Art, Dance and Drama	Media
At SES, we provide our students with a fine arts education that features various offerings in Music, Dance, Art, and Drama	PE
Participation in The Mall Art Show and the Children's Art Festival	Art
Kids Tag Art: districtwide competition between Grade 5 classes	Music
Art to Remember: Fundraiser	Computer
Literacy on the Lagoon Summer Program	
21st Century After- School Camp	
3rd Grade Interventionist	
After School Cheer and Dance Program Sposored by Mardy Fish Foundation	
National Elementary Honor Society	
Book Battle Club	
Fun at Bat After School Program	
Tropicana Speech Contest	

CLUBS	SPORTS	AWARDS
National Elementary Honor Society	Basketball - Boys/Girls	Five Star School Award (17-18, 18-19)
Safety Patrols	Track - Boys/Girls	
Chorus	Cheerleading (Sponsored by Mardy Fish Foundation) - Boys/Girls	
Bucket Drummers		



Treasure Coast Elementary School Profile



ENROLLMENT										
October 2018 (Survey 2) Student Enrollment by Grade and Ethnicity										
Grade	White, Non-Hisp.		Black, Non-Hisp.		Hispanic		Other		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
KG	55	69.6%	5	6.3%	16	20.3%	3	3.8%	79	
1	63	65.6%	6	6.3%	21	21.9%	6	6.3%	96	
2	68	66.7%	9	8.8%	18	17.6%	7	6.9%	102	
3	92	69.2%	7	5.3%	25	18.8%	9	6.8%	133	
4	68	65.4%	12	11.5%	16	15.4%	8	7.7%	104	
5	91	61.5%	20	13.5%	30	20.3%	7	4.7%	148	

October 2018 Exceptional Student Program Information		18-19 Least Restrictive Environment
Program	Number with Exceptionality	84.74%
Exceptional Students	106	
Gifted (* = <10)	10	
Total	116	

Oct 2018 English Language Learners	
Count	33
Percent	5.0%

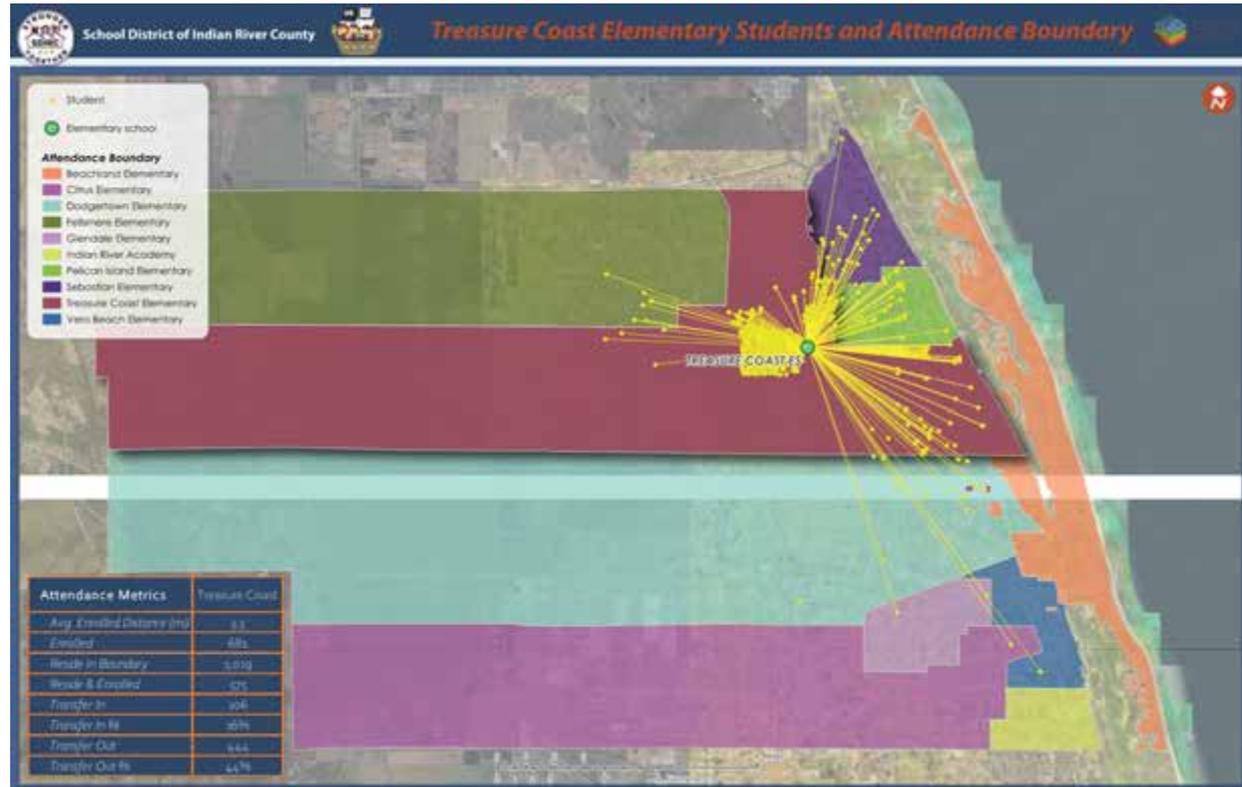
ACADEMIC PERFORMANCE			
School Grade			
	2017-2018	2018-2019	Change
	B	C	↓

Measures of School Grade				
Component	17-18	18-19	Change	
ELA	Achievement	57	58	↑
	LG All	50	53	↑
Math	Achievement	74	66	↓
	LG All	68	44	↓
Science Achievement	LG Low 25%	49	37	↓
		62	45	↓

SCHOOL CULTURE			
18-19 Climate Surveys			
% Answering Always and Often			
Subject	Parent	Student	Staff
Success	97%	86%	NA
Safety	99%	84%	87%
Climate	97%	NA	85%

18-19 Student Attendance			
% of students with an ADA below 95% between 90-95% and above 95%			
ADA	<90%	90-95%	>95%
% of Stud	14%	32%	54%

18-19 Average Daily Attendance	
Instructional Staff	Students
93.4%	93.9%



Treasure Coast Elementary School School Profile



PROGRAMS	ELECTIVES
21st Century After School Science and Tutoring Program	Art
A Day In the Life School Ambassador Program	PE
Life Skills - Training students to be leaders and problem solvers	Media
Volunteer Program for Parents and community	Music
FSA Boot Club for Students in 3rd thru 5th	
Positive Behavior Supports	
Mutli-Tiered System of Student Supports - Tiered Instruction to support ALL kids	
Literacy on the Lagoon Summer Program	
Literacy In Motion	
Mentoring Program	
Tropicana Speech	
Vounteer Program (Parents and Community)	
Parent Teacher Association	

CLUBS	SPORTS	AWARDS
Mardy Fish Garden Club	Pirates on the Run - Boys/Girls	PTA School of Excellence (19-20)
Chorus	Snag Golf - Boys/Girls	Five Star Award (17-18, 18-19)
Book Club- Students participate in	Track Team - Boys/Girls	Golden School Award (17-18, 18-19)
Art Club		Golden Shovel Award (17-18, 18-19)
Pay It Forward Student Services Club		The Soil & Water Conservations Art Contest (18-19)
Safety Patrol		VFW Teacher of the Year (Runner Up; 18-19, 19-20)
Academic Games		Penny for Patients Gold Award (17-18)
Book Battle		Penny for Patients Bronze Award (18-19)



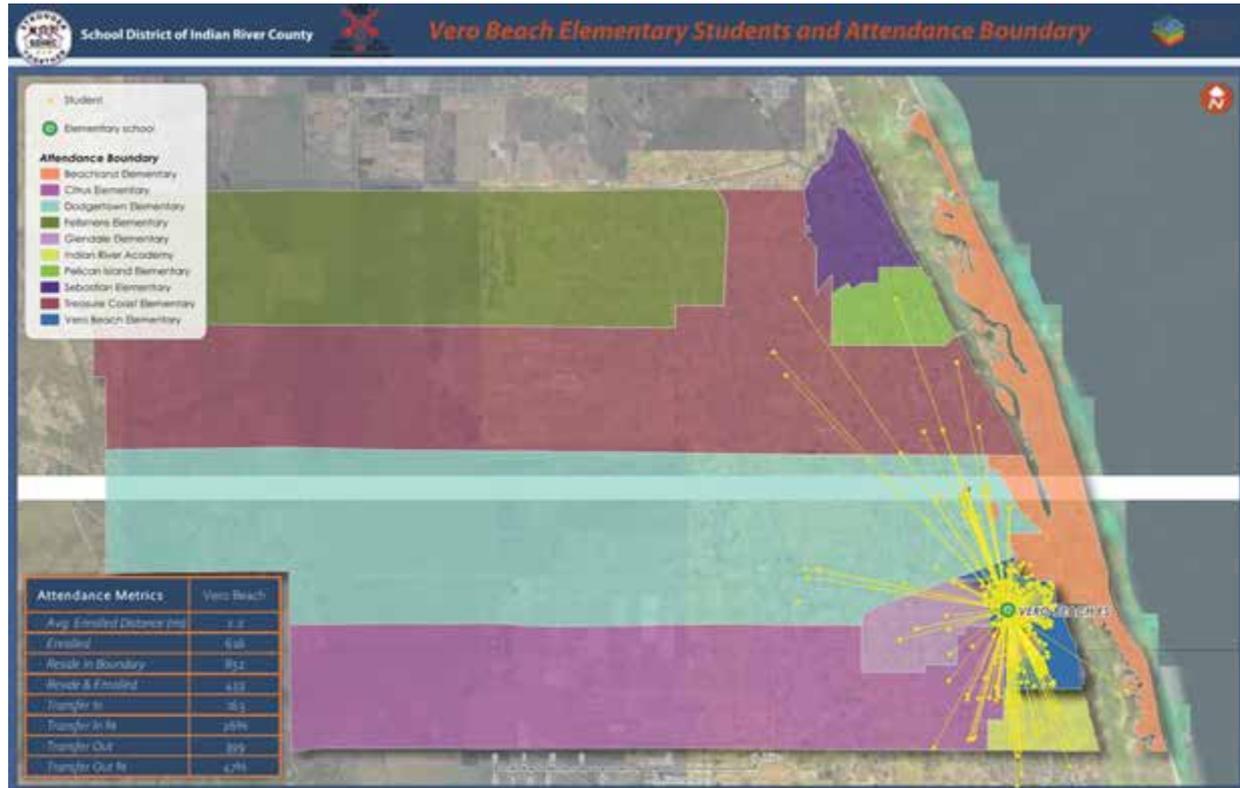
Vero Beach Elementary School Profile



ENROLLMENT										
October 2018 (Survey 2) Student Enrollment by Grade and Ethnicity										
Grade	White, Non-Hisp.		Black, Non-Hisp.		Hispanic		Other		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
KG	40	45.5%	24	27.3%	19	21.6%	5	5.7%	88	
1	35	38.5%	28	30.8%	21	23.1%	7	7.7%	91	
2	31	32.6%	25	26.3%	32	33.7%	7	7.4%	95	
3	40	37.4%	35	32.7%	29	27.1%	3	2.8%	107	
4	39	44.8%	16	18.4%	28	32.2%	4	4.6%	87	
5	33	33.0%	25	25.0%	32	32.0%	10	10.0%	100	
October 2018 Exceptional Student Program Information						18-19 Least Restrictive Environment				
Program	Number with Exceptionality					69.09%				
Exceptional Students	134									
Gifted (* = <10)	*									
Total	134					Oct 2018 English Language Learners				
						Count	Percent			
						75	12.1%			

ACADEMIC PERFORMANCE				
School Grade				
2017-2018	2018-2019	Change		
D	C	↑		
Measures of School Grade				
Component	17-18	18-19	Change	
ELA	Achievement	30	39	↑
	LG All	46	44	↓
	LG Low 25%	50	57	↑
Math	Achievement	39	48	↑
	LG All	44	47	↑
	LG Low 25%	24	45	↑
Science Achievement	39	44	↑	

SCHOOL CULTURE			
18-19 Climate Surveys			
% Answering Always and Often:			
Subject	Parent	Student	Staff
Success	93%	82%	NA
Safety	94%	67%	93%
Climate	92%	NA	68%
18-19 Student Attendance			
% of students with an ADA below 90% between 90-95% and above 95%			
ADA	<90%	90-95%	>95%
% of Staff	18%	29%	53%
<div style="display: flex; justify-content: space-around;"> <div style="width: 20%; background-color: red; height: 10px;"></div> <div style="width: 20%; background-color: yellow; height: 10px;"></div> <div style="width: 20%; background-color: green; height: 10px;"></div> </div> <p>↑ <90% ↓ 90-95% ↑ >95%</p>			
18-19 Average Daily Attendance			
Instructional Staff	Students		
94.9%	92.3%		



Vero Beach Elementary School School Profile



PROGRAMS

Vero Beach Elementary is a Project-Based Learning School
 Fully embedded Project Based Learning Program Kindergarten-1st grade
 Project Based Learning pilot academy 2nd-5th grade
 Moonshot School, primary literacy focus
 Positive Behavior Support School

ELECTIVES

5th Grade Full Band Program
 Science
 Art
 Band
 PE
 5th Grade Choice of Elective

CLUBS

National Elementary Honor Society
 Riverside Childrens Theatre
 Audobon
 Garden Club
 HIP- Helping Improve Performance Group
 Moonshot Academy
 Bridges to Literacy Program
 Tribal Phonics
 4th grade Lunch Book Bunch Club
 5th grade safety patrol club
 Green Team
 4th and 5th Grade Student Council
 Millionaire Readers Group
 Multicultural Club

SPORTS

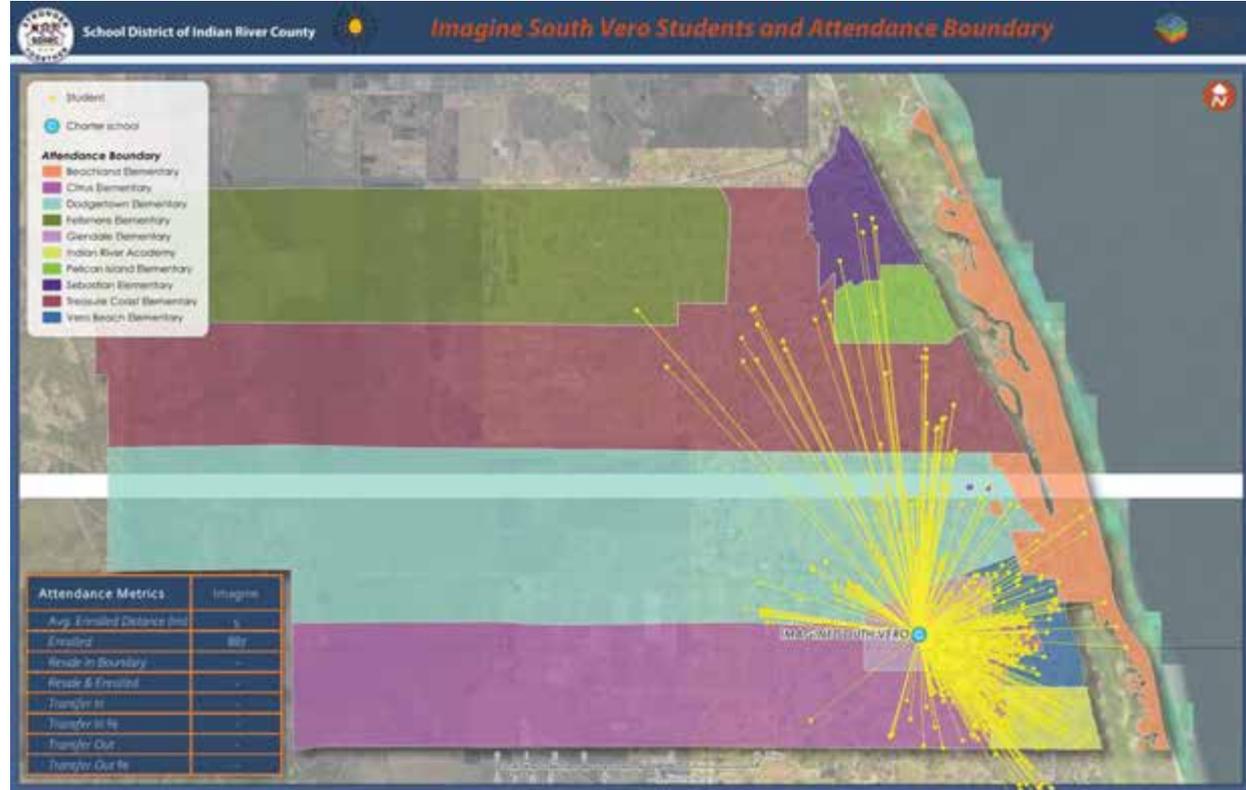
Basketball - Boys/Girls
 Track - Boys/Girls
 Cheerleading - Girls

AWARDS

PBIS Gold Model School (18-19)
 Golden School Award (17-18, 18-19)
 Crayola Champion Creatively Alive Children Grant Winner (2017)
 Ed Foundation Grant Recipient- Kinder"Gardeners" Aeorponics (18-19)
 Ed Foundation Grant Recipient- Little indian, Big Reader, Primary Library (19-20)
 District Teacher of the Year and State Finalist (2018)
 District Principal of the Year, State Finalist Principal of the Year (2019)
 Elks Grant recipient for PBIS program (17-18, 18-19, and 19-20)
 CASA Girls Basketball Tournament Champions (2019)



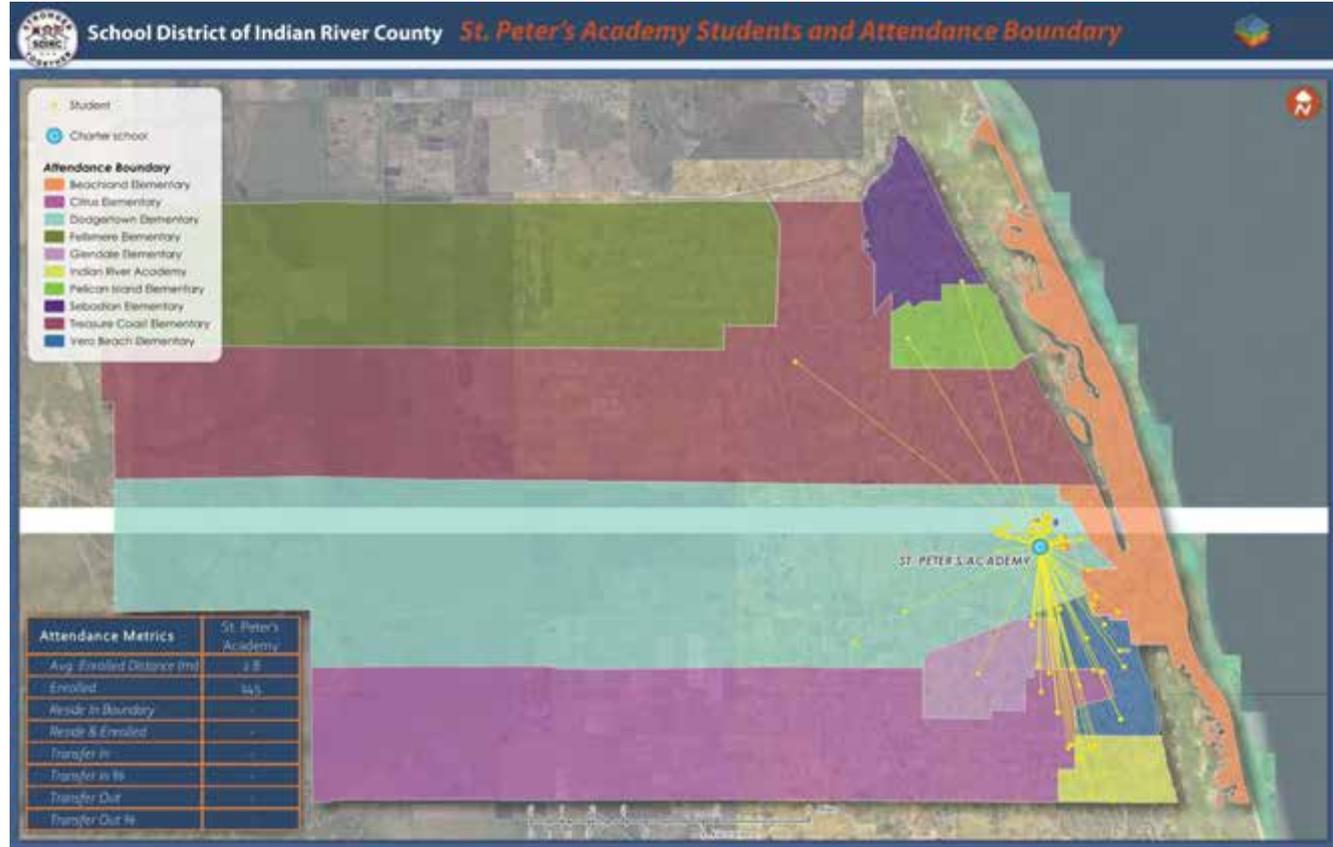
Imagine South Vero School School Profile



North County Charter School School Profile



St. Peter's Academy School Profile





Gifford Middle School School Profile



ENROLLMENT										
October 2018 (Survey 2) Student Enrollment by Grade and Ethnicity										
GD	White, Non-Hisp.		Black, Non-Hisp.		Hispanic		Other		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
6	87	36.9%	96	40.7%	44	18.6%	9	3.8%	236	
7	94	45.9%	63	30.7%	35	17.1%	13	6.3%	205	
8	113	48.3%	77	32.9%	35	15.0%	9	3.8%	234	

October 2018 Exceptional Students Program Information	
Program	Number with Exceptionality
Exceptional Students	122
Gifted (* = <10)	66
Total	188

18-19 Least Restrictive Environment
85.1%

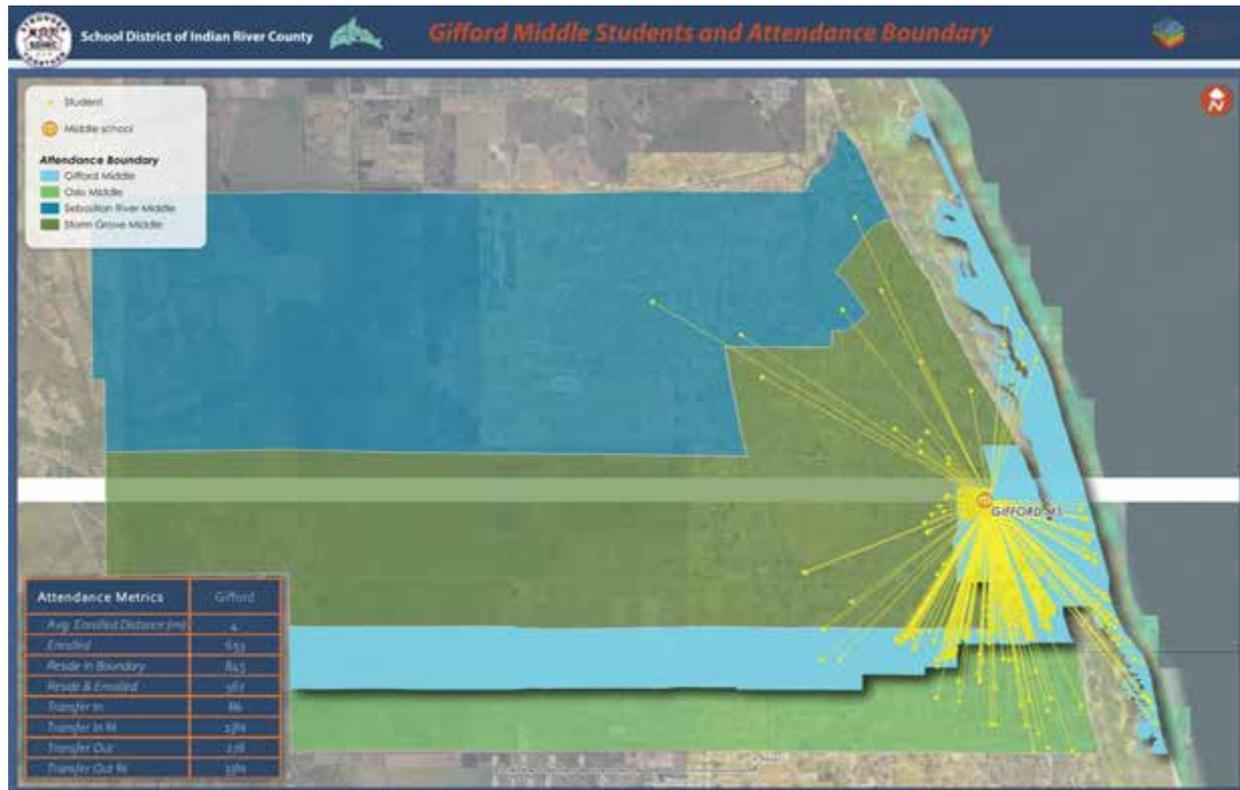
Oct 2018 English Language Learners	
Count	Percent
17	2.5%

ACADEMIC PERFORMANCE				
School Grade				
	2017-2018	2018-2019	Change	
	B	B	→	
Measures of School Grade				
Component	17-18	18-19	Change	
ELA	Achievement	57	52	↓
	LG All	56	55	↓
	LG Low 25%	39	44	↑
Math	Achievement	62	54	↓
	LG All	67	50	↓
	LG Low 25%	55	36	↓
Science Achievement	64	48	↓	
Civics Achievement	68	69	↑	
MS Acceleration	80	76	↓	

SCHOOL CULTURE			
18-19 Climate Surveys			
% Answering Always and Often			
Subject	Parent	Student	Staff
Success	76%	63%	NA
Safety	65%	59%	44%
Climate	73%	NA	31%

18-19 Student Attendance			
% of students with an ADA below 90%, between 90-95% and above 95%			
ADA	<90%	90-95%	>95%
% of total	21%	29%	50%

18-19 Average Daily Attendance	
Instructional Staff	Students
94.9%	92.3%



Gifford Middle School School Profile



PROGRAMS	ELECTIVES
Emerging Technology	Visual Art
Clothes Closet: Due to the high needs of our low socio-economic students we have a full closet of unified approved shirts, pants, jackets, sweaters, underwear and socks.	Band
	Chorus
	Orchestra
	Spanish 1
	Information Technology
	Physical Education
	(Self-contained classes)
	Office Aide/Library Aide

CLUBS	SPORTS	AWARDS
Robotics	Flag Football - Boys/Girls	Five Star Award (18-19)
Achievers In Action	Basketball - Boys/Girls	Golden School Award (17-18)
Art Club	Soccer - Boys/Girls	Florida "B" School (17-18, 18-19)
National Junior Honors Society	Volleyball - Boys/Girls	Top "Relay for Life" Fundraising School (2010 - Present)
Student Council	Lacrosse - Boys/Girls	Designated Historic Site (18-19)
Heart-to-Heart	Baseball - Boys	Teacher of the Year District Finalist (17-18, 18-19)
Yearbook	Softball - Girls	Employee of the Year District Finalist (18-19)
Academic Games	Cheerleading - Girls	Education Foundation High Impact Grant (2019)
Mighty Mu		Gifford High School Legacy Library (2019 - Present)
SWAT (Students Working Against Tobacco)		PBIS School (2014 - Present)
Youth Sailing		SDIRC Health Assistant of the Year (2018)
Photography Club		



Oslo Middle School School Profile



ENROLLMENT									
October 2018 (Survey 2) Student Enrollment by Grade and Ethnicity									
Grade	White, Non-Hisp.		Black, Non-Hisp.		Hispanic		Other		Total
	Ct	%	Ct	%	Ct	%	Ct	%	
6	137	45.7%	69	23.0%	76	25.3%	18	6.0%	300
7	135	44.1%	83	27.1%	74	24.2%	14	4.6%	306
8	119	40.9%	66	22.7%	86	29.6%	20	6.9%	291

October 2018 Exceptional Student Program Information	
Program	Number with Exceptionality
Exceptional Students	146
Gifted (* = <10)	17
Total	163

18-19 Least Restrictive Environment
90.47%

Oct 2018 English Language Learners	
Count	Percent
27	9.0%

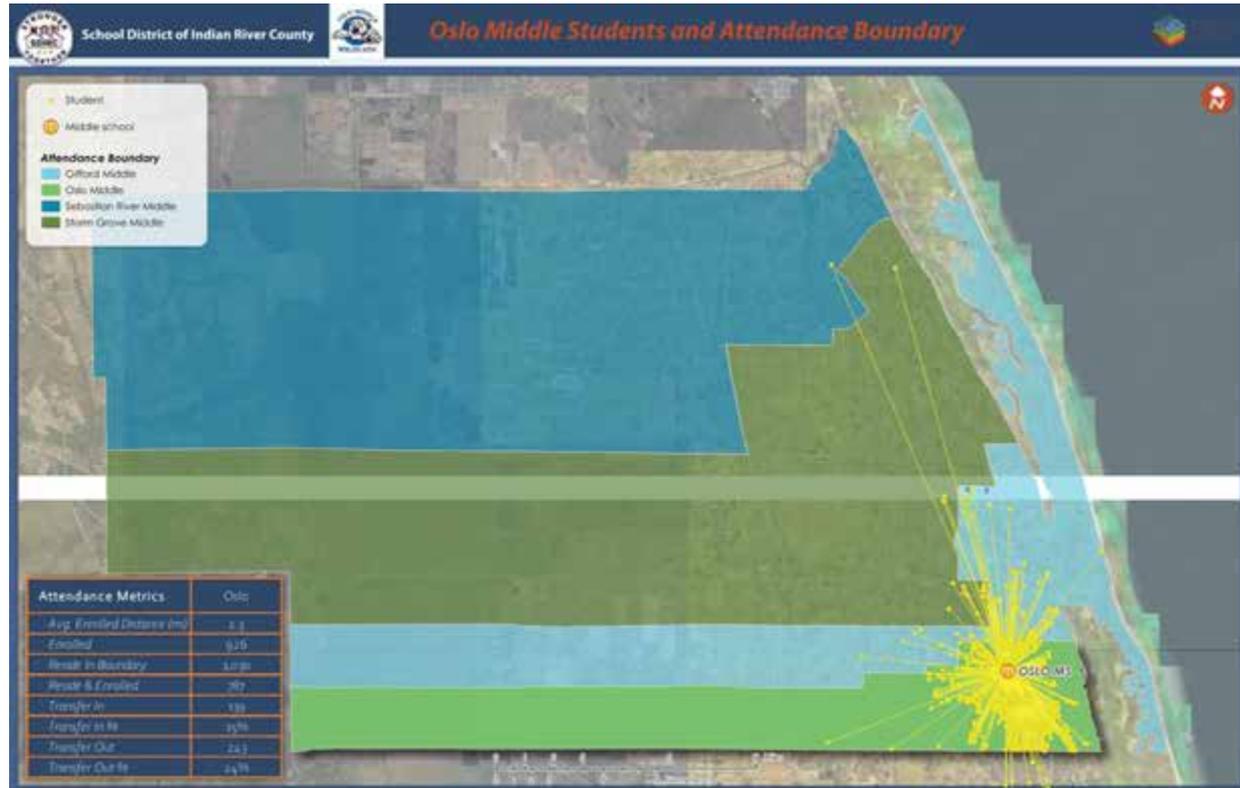
ACADEMIC PERFORMANCE			
School Grade	2017-2018	2018-2019	Change
	C	C	→

Measures of School Grade			
Component	17-18	18-19	Change
ELA	Achievement	40 → 44	↑
	LG All	50 → 54	↑
	LG Low 25%	44 → 43	↓
Math	Achievement	47 → 48	↑
	LG All	57 → 52	↓
	LG Low 25%	49 → 49	→
Science Achievement	42 → 45	↑	
Civics Achievement	48 → 62	↑	
MS Acceleration	64 → 62	↓	

SCHOOL CULTURE			
18-19 Climate Surveys			
% Answering Always and Often			
Subject	Parent	Student	Staff
Success	87%	61%	NA
Safety	83%	55%	76%
Climate	91%	NA	63%

18-19 Student Attendance			
% of students with an ADA below 90% between 90-95% and above 95%			
ADA	<90%	90-95%	>95%
% of Stud	25%	26%	51%

18-19 Average Daily Attendance	
Instructional Staff	Students
93.9%	92.4%



Oslo Middle School School Profile



PROGRAMS	ELECTIVES
College Board Pre-AP Program: Springboard, an accelerated curriculum, is used in English Language Arts that provides more rigor and dynamic interaction with text.	Jazz Ensemble
CTE- Marketing Essentials - Grade 8: Focus on managerial skills, advertising basics, internet marketing through social media platforms.	Beginning Band
Spanish 1 - Grade 8: High School credit for basic conversational Spanish	Intermediate Band
National WeatherSTEM: Weather STEM station located on school grounds that tracks live weather data that is used in real world science.	Advanced Band
Project Based Learning: Student-centered approach that incorporates a deeper knowledge of real-world problems and challenges.	Beginning Chorus
	Advanced Chorus
	Beginning Orchestra 1
	Intermediate Orchestra 2
	Advanced Orchestra 3
	Chamber Orchestra
	Visual Art
	Digital Art and Design 1
	Creative Photo 1
	Library Skills & Info Literacy
	Info & Communication Tech
	Marketing Essentials
	Fitness Grade 6
	Team Sports Grd 7
	Individual/Dual Sports Grade 8
	Spanish 1

CLUBS	SPORTS	AWARDS
NJHS	Soccer - Boys/Girls	Five Star Award (15-16, 16-17, 18-19)
Student Council	Volleyball - Girls	Golden School Award (17-18, 18-19)
Multicultural Club	Basketball - Boys/Girls	Kind School Award (17-18, 18-19)
Achievers in Action	Cross Country - Boys/Girls	Harvard Common Caring School Award (16-17)
Students Who Code	Baseball - Boys	Lifestyle Homes Education Renovation Grant (17-18)
Kite Club	Softball - Girls	2018 Educational Alliance School Grant (17-18)
SWAT	Lacrosse - Boys/Girls	2019 Educational Alliance School Grant (18-19)
Book Club	Flag Football - Boys/Girls	Verizon \$20,000 STEM Grant (15-16)
Intramurals		
STEAM Club		
Art Club		



Sebastian River Middle School School Profile



ENROLLMENT									
October 2018 (Survey 2) Student Enrollment by Grade and Ethnicity									
GD	White, Non-Hisp.		Black, Non-Hisp.		Hispanic		Other		Total
	Ct	%	Ct	%	Ct	%	Ct	%	
6	137	45.5%	34	11.3%	118	39.2%	12	4.0%	301
7	139	44.0%	39	12.3%	122	38.6%	16	5.1%	316
8	165	52.1%	29	9.1%	110	34.7%	13	4.1%	317

October 2018 Exceptional Student Program Information	
Program	Number with Exceptionality
Exceptional Students	115
Gifted (* = <10)	38
Total	153

18-19 Least Restrictive Environment
90.72%

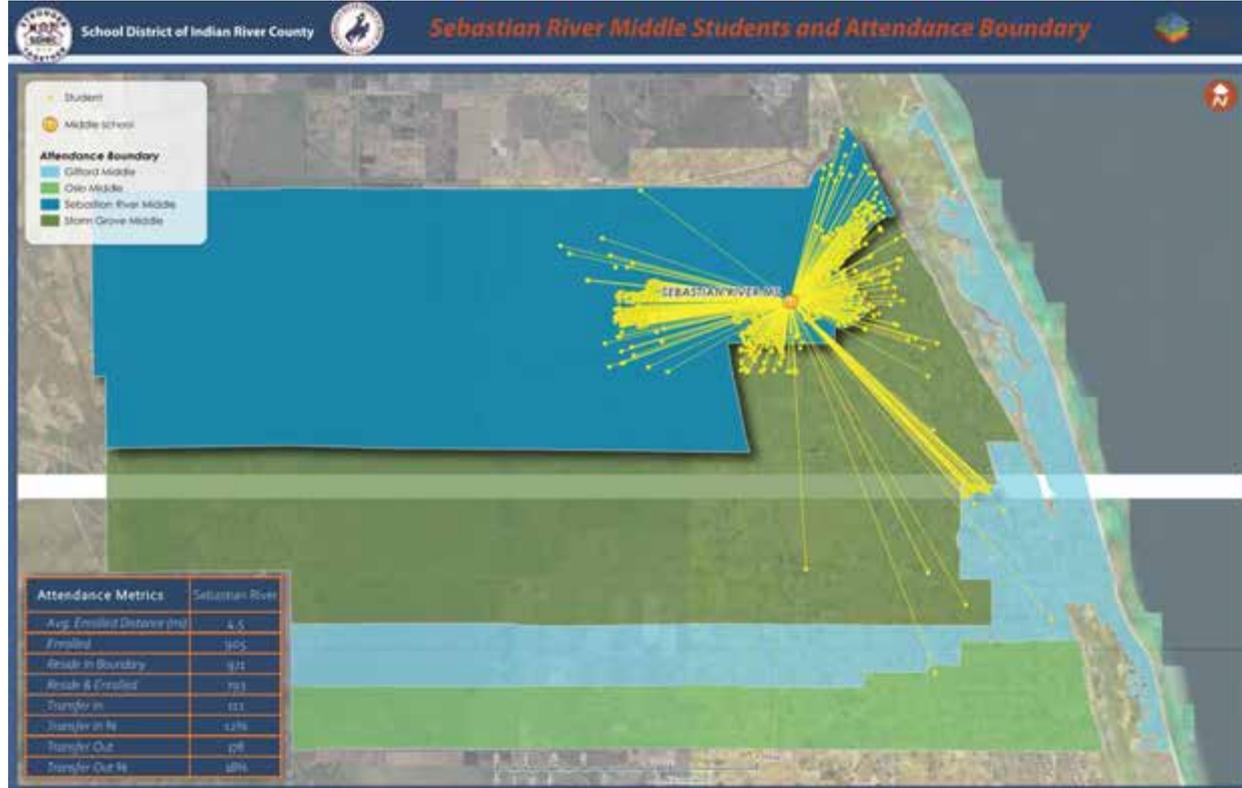
Oct 2018 English Language Learners	
Count	Percent
20	2.1%

ACADEMIC PERFORMANCE				
School Grade	2017-2018		2018-2019	
	C	B	Change	
Measures of School Grade				
Component	17-18	18-19	Change	
ELA	Achievement	43	49	↑
	LG All	45	51	↑
	LG Low 25%	37	39	↑
Math	Achievement	52	62	↑
	LG All	55	67	↑
	LG Low 25%	39	61	↑
Science Achievement	42	46	↑	
Civics Achievement	70	72	↑	
MS Acceleration	68	57	↓	

SCHOOL CULTURE			
18-19 Climate Surveys			
% Answering Always and Often			
Subject	Parent	Student	Staff
Success	92%	62%	NA
Safety	90%	57%	79%
Climate	92%	NA	64%

18-19 Student Attendance			
% of students with an ADA below 90% between 18-19 and 17-18			
ADA	<90%	90-95%	>95%
% of Stud.	16%	25%	58%

18-19 Average Daily Attendance	
Instructional Staff	Students
94.9%	94.2%



Sebastian River Middle School School Profile



PROGRAMS	ELECTIVES
IB Middle Years Program: SRMS has been an authorized IB World School certified by the International Baccalaureate Organization (IBO) since 2005. The mission of SRMS is to develop citizens who are nationally and globally conscious, possess personal integrity, and pursue academic excellence through content area literacy.	Band
Positive Behavior Intervention and Supports: a range of research-based strategies used to increase quality of life and decrease problem behavior by teaching new skills and making changes in a person's environment	Choir
Digital Design: a semester class where students use Adobe and other digital tools to explore the art of digital design	All Boys Choir
Emerging Leaders: course offered to students wishing to be involved in leadership activities on campus	Basic Musicianship
Marketing Essentials: course that explores the technical knowledge and skills needed to prepare for further education and careers in marketing	Yearbook
	Blueprint
	Keyboarding
	Spanish, IB Spanish, Beginning Spanish
	Art
	Physical Education
	Drama
	Emerging Leaders
	Office Aide/Peer Mentor

CLUBS	SPORTS	AWARDS
Jazz Club	Volleyball - Girls	FLDOE School Grade--B (18-19)
Drumline Club	Soccer - Boys/Girls	PBIS Model School--Silver (18-19)
Flag Corp	Basketball - Boys	FLDOE Five Star Award (18-19)
Leaders of Tomorrow	Basketball - Girls	Choir Superior Ratings (16-17, 17-18, 18-19)
National Junior Honor Society	Cross Country - Boys/Girls	Concert Band--Superior/Excellent Ratings (16-17, 17-18, 18-19)
Student Council	Golf - Boys/Girls	Jazz Band--Superior Rankings (16-17, 17-18, 18-19)
Band Tutoring	Softball - Girls	District Soccer Tournament Champions (18-19, 19-20)
Drama Club	Baseball - Boys	Softball District Champions (17-18)
Knitting Club	Lacrosse - Girls	Baseball District Champions (18-19)
ELA	Lacrosse - Boys	Cross Country District Runner-up (19-20)
Guardians of the Lagoon	Flag Football - Boys/Girls	Elks Club American Essay Contest Winners (16-17, 17-18, 18-19)
First Priority--Faith Based Club	Tennis - Boys/Girls	VFW Essay Contest Winner (18-19, 19-20)
SWAT--Sudents Working Against Tobacco	Cheerleading - Boys/Girls	
Chess Club		
Table Tennis		



Storm Grove Middle School School Profile



ENROLLMENT										
October 2018 (Survey 2) Student Enrollment by Grade and Ethnicity										
Grade	White, Non-Hisp.		Black, Non-Hisp.		Hispanic		Other			Total
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	
6	179	54.7%	32	9.8%	88	26.9%	28	8.6%	327	
7	234	61.3%	52	13.6%	73	19.1%	23	6.0%	382	
8	223	66.8%	41	12.3%	55	16.5%	15	4.5%	334	

October 2018 Exceptional Student Program Information	
Program	Number with Exceptionality
Exceptional Students	164
Gifted (* n < 10)	53
Total	217

18-19 Least Restrictive Environment
79.64%

Oct 2018 English Language Learners	
Count	Percent
24	2.3%

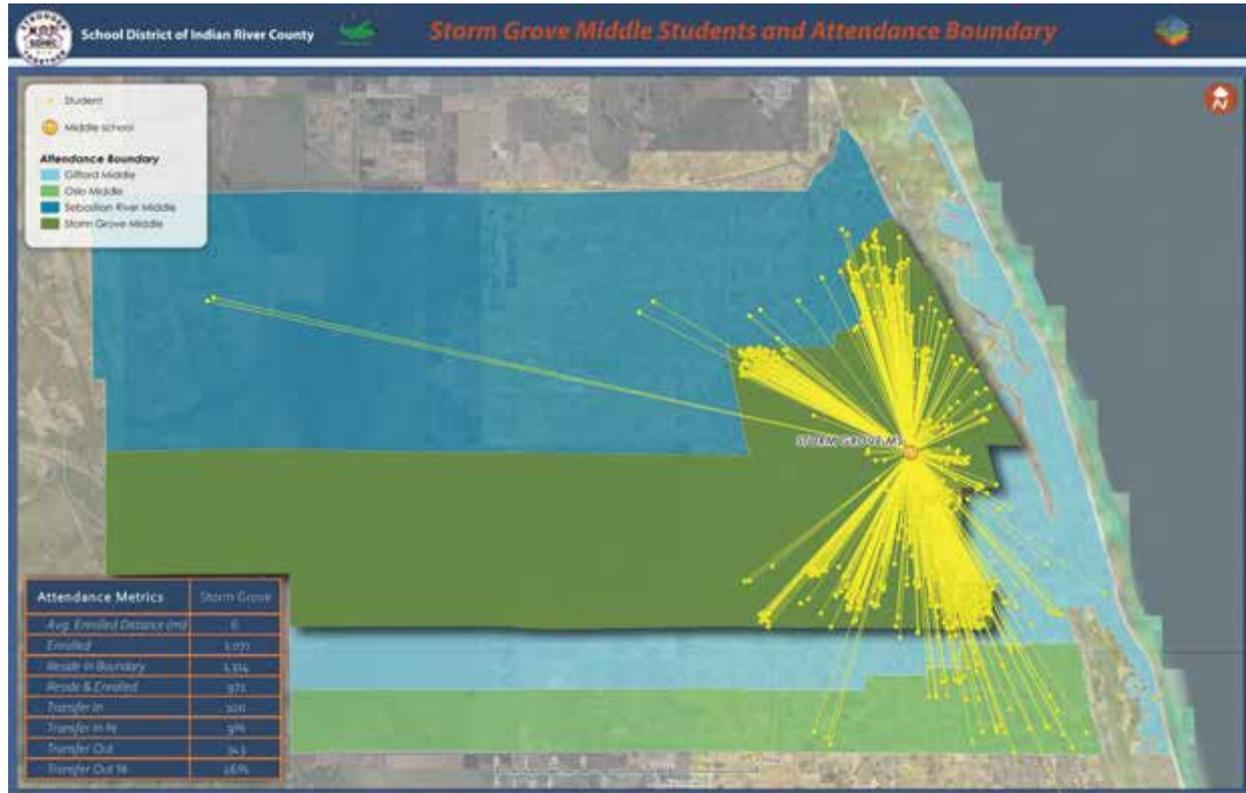
ACADEMIC PERFORMANCE		
School Grade		
2017-2018	2018-2019	Change
C	C	→

Measures of School Grade				
Component	17-18	18-19	Change	
ELA	Achievement	49	54	↑
	LG All	48	54	↑
	LG Low 25%	42	42	→
Math	Achievement	61	56	↓
	LG All	65	52	↓
	LG Low 25%	48	38	↓
Science Achievement	57	49	↓	
Civics Achievement	66	67	↑	
MS Acceleration	41	38	↓	

SCHOOL CULTURE			
18-19 Climate Surveys			
% Answering Always and Often			
Subject	Parent	Student	Staff
Success	93%	64%	NA
Safety	92%	63%	84%
Climate	92%	NA	62%

18-19 Student Attendance			
% of Students with an ADA below 95% between 90-95% and above 95%			
ADA	<90%	90-95%	>95%
% of Stud	20%	26%	54%

18-19 Average Daily Attendance	
Instructional Staff	Students
94.3%	93.2%



Storm Grove Middle School School Profile

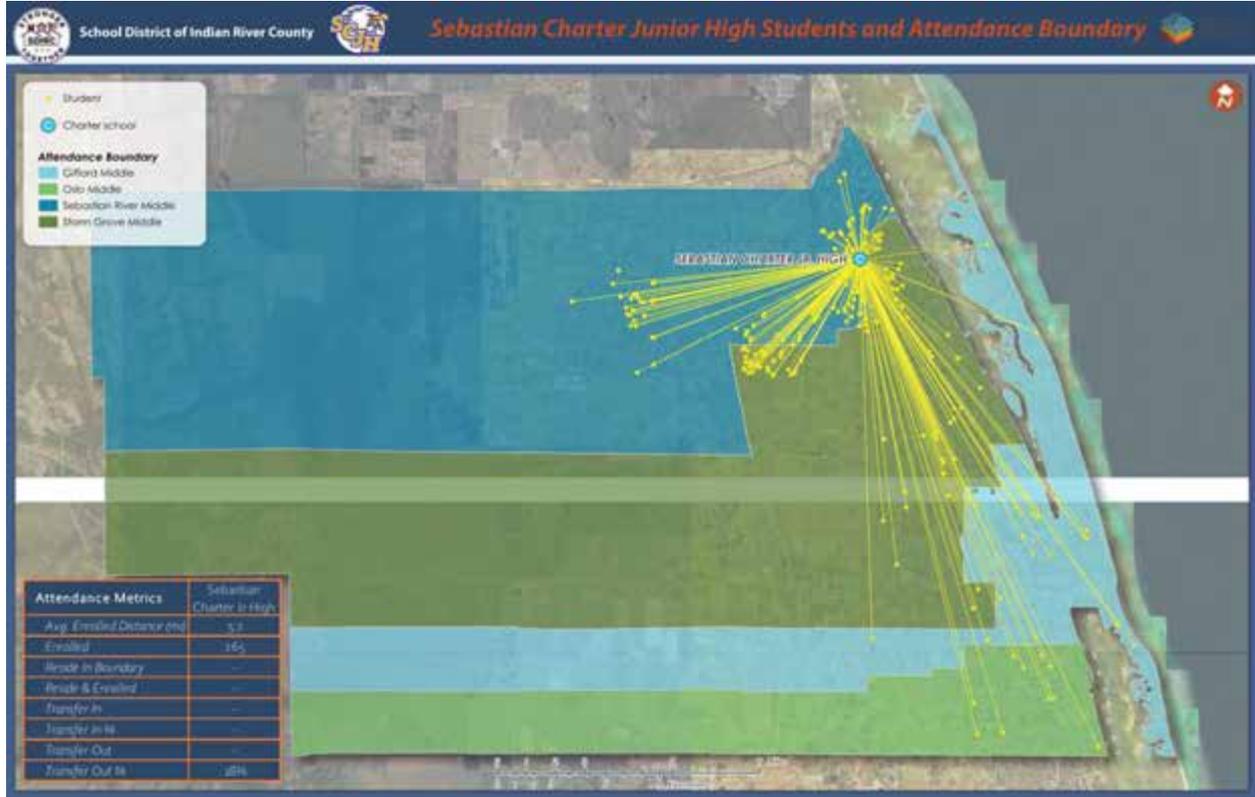


PROGRAMS	ELECTIVES
Accessible clothes closet for students in need	Jazz Ensemble
Parent Teacher Association	Beginning Band
iReady – an online program to support reading and math	Intermediate Band
Accelerated Reader: a program to track student knowledge of books, celebrations for student success held each quarter	Advanced Band
Crossover Mission tutors for struggling students	Beginning Chorus
School Wide Recycling Program	Advanced Chorus
Exchange Club Student of the month	Drama
Stellar Stingrays (students of the month): recognizes Role Model, Respectful, and Responsible students for each grade level.	Beginning Orchestra 1
PBIS Gold School – Positive Behavior Model School with activities and rewards for reinforcing Positive Behavior	Intermediate Orchestra 2
FSA/EOC bootcamps - special days each spring after school & Saturdays to prep students for state testing	Advanced Orchestra 3
	Chamber Orchestra
	Visual Art
	Library Skills & Info Literacy
	Info & Communication Tech (credit)
	Fitness Grade 6
	Team Sports Grd 7
	Individual/Dual Sports Grade 8
	Spanish 1 (High School credit)
	Intro to Spanish
	Creative Writing
	Peer Mentor

CLUBS	SPORTS	AWARDS
Book Club	Volleyball - Girls	Five Star Award (17-18, 18-19)
Junior National Honor Society	Basketball - Boys/Girls	Silver School Award (2019)
Drama	Soccer - Boys/Girls	Gold School Award (2019)
Student Council	Cheerleading - Girls	Kindness Challenge (17-18, 18-19)
Yearbook	Softball - Girls	Choir Superior/Excellent Ratings (16-17, 17-18, 18-19)
Girls Who Code	Baseball - Boys	Band – Overall Superior rating at MPA 8 out of 10 years
	Lacrosse - Boys/Girls	Symphonic Band--Superior Rankings (16-17, 17-18, 18-19)
	Cross country - Boys/Girls	Advanced & Chamber Orchestra – Superior/Excellent Ratings (16-17, 17-18, 18-19)
	Golf - Boys/Girls	Education Foundation High Impact Grant 2018
	Flag Football - Boys/Girls	Relay for Life Sponsor – 11 years
	Tennis - Boys/Girls	Concert Band - Superior/Excellent Ratings (16-17, 17-18, 18-19)
		Jazz Band - Superior Rankings (16-17, 17-18, 18-19)



Sebastian Charter Jr. High School School Profile



 Charter school
 High school
 Special school

Attendance Boundary
 Sebastian River High
 Vero Beach High



Sebastian River High School School Profile



ENROLLMENT										
October 2018 (Survey 2) Student Enrollment by Grade and Ethnicity										
Grade	White, Non-Hisp.		Black, Non-Hisp.		Hispanic		Other		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
9	282	47.0%	73	12.2%	213	35.5%	32	5.3%	600	
10	246	51.7%	51	10.7%	160	33.6%	19	4.0%	476	
11	232	53.5%	62	14.3%	130	30.0%	10	2.3%	434	
12	231	56.1%	45	10.9%	119	28.9%	17	4.1%	412	

October 2018 Exceptional Student Program Information	
Program	Number with Exceptionality
Exceptional Students	272
Gifted (* <= <10)	56
Total	328

18-19 Least Restrictive Environment
90.37%

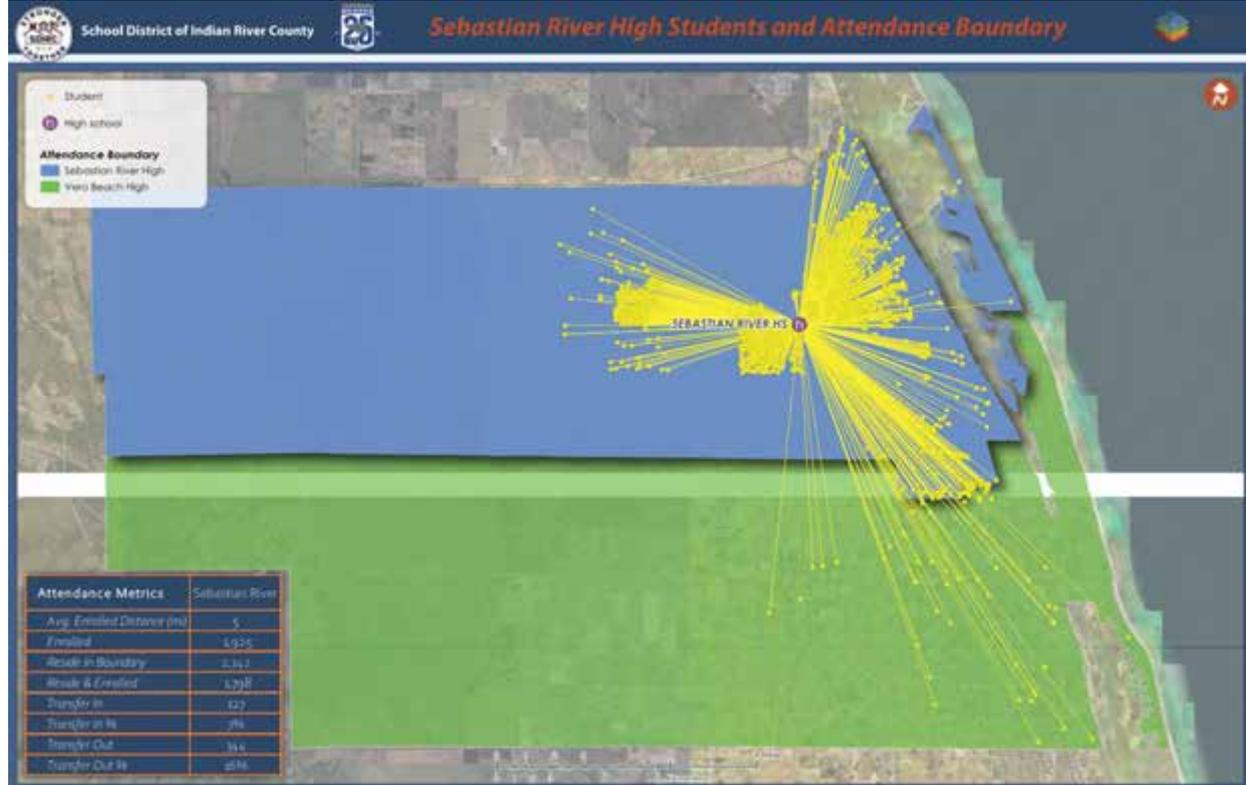
Oct 2018 English Language Learners	
Count	Percent
39	2.0%

ACADEMIC PERFORMANCE				
School Grade	2017-2018		2018-2019	Change
	B	C		
Measures of School Grade				
Component	17-18	18-19	Change	
ELA	Achievement	47	46	↓
	LG All	50	49	↓
Math	LG Low 25%	38	33	↓
	Achievement	48	36	↓
Science Achievement	LG All	53	40	↓
	LG Low 25%	39	29	↓
US His Achievement	59	59	↔	
College & Career Acc	56	47	↓	
PY Grad Rate	70	61	↓	
	84	91	↑	

SCHOOL CULTURE			
18-19 Climate Surveys			
% Answering Always and Often			
Subject	Parent	Student	Staff
Success	77%	43%	NA
Safety	65%	61%	67%
Climate	66%	NA	56%

18-19 Student Attendance			
% of students with an ADA below 90% between 90-95% and above 95%			
ADA	<90%	90-95%	>95%
% of Stud	28%	25%	47%

18-19 Average Daily Attendance	
Instructional Staff	Students
94.8%	90.5%



Sebastian River High School School Profile



ELECTIVES

- Instrumental Techniques
- Marching Band
- Intermediate Band
- Advanced Band
- Jazz Band
- Shark Choir
- Guitar 1-3
- 2-D ART
- Drawing

PROGRAMS

International Baccalaureate Program; the hallmark of all academics at SRHS, which provides a global educational opportunity to all students, who have an interest in advancing into the best colleges and/or universities in the country.

AP/Honors Advance Courses is provided to all students who want to instill more rigorous and challenging courses in their academic schedule and have an opportunity to earn college-level credit by passing the AP Exam at the end of year.

Navy Junior ROTC/Embry Riddle Institute (Drone Program) is an additional learning opportunity for NJROTC students to earn dual enrollment credit in piloting unmanned aircrafts. It builds a militaristic perspective as to how we keep our country safe and secure.

Dual Enrollment is a collaborative partnership between IRSC and SRHS, which gives all students an opportunity for early academic advancement to secure a free college education, which leads to an Associate of Arts or Associate of Science degree.

The SDIRC Secondary Career & Technical Education (CTE) Programs focus on the academic, leadership and technical skills required to be successful in today's economy. The following CTE programs are offered:

Aerospace Technologies: Students are provided instruction in the foundation of knowledge and technically oriented experiences in the study of Aerospace Technologies, its effect upon our lives, and the choosing of an occupation. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry.

Applied Cybersecurity: Students are provided instruction in computer and network security, security vulnerabilities, attack mechanisms and techniques, intrusion detection and prevention, cryptographic systems, system hardening, risk identification, incidence response, penetration testing, key management, access control, and recovery.

Automotive Maintenance and Light Repair: Students are provided instruction in the current automotive industry standards, techniques, service, and repair.

Biotechnology: Students are provided instruction in the cutting-edge industry of Biotechnology and can earn an industry certification, becoming Biotechnician Assistants.

Culinary Arts: Students are provided instruction in the preparation and presentation of a variety of foods and in safe/efficient work practices.

Marketing, Management and Entrepreneurial Principles: Students are provided instruction in the technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

Nursing Assistant/Home Health Aide: Students are provided instruction in health science and can earn certification in nursing assistance.

CLUBS

- Chess Club
- Rowing
- Fly Fishing Club
- It's in the Bag
- S.A.D.D.
- Student Council
- Yes, I Can Club
- Living the American Dream
- Mu Alpha Theta
- Prom Committee
- FBLA
- G.S.A. Gay Straight Alliance
- Interact Club
- Art Club
- Girls Weightlifting
- First Priority
- Enviro Eco Marine Club
- The Spanish Club
- Red Kettle Club (Salvation Army)
- Biotechnology
- Bowling
- Photography Club
- Key Club (Kiwanis)
- Excel Club (Exchange)
- Animal Lovers
- Ukulele Club
- eSports

- UNICEF Club
- The Green Club
- Masterminds
- Debate
- National Honor Society
- Orchestra
- French Club
- National Honor's Society
- Dance Club
- Leadership Class (5th)
- Drama Club Class (5th)

SPORTS

- Football - Boys
- Basketball - Boys/Girls
- Bowling - Boys/Girls
- Cheerleading - Girls
- Cross Country - Boys/Girls
- Golf - Boys/Girls
- Swimming - Boys/Girls
- VolleyBall - Girls
- Weight Lifting - Girls
- Lacrosse - Boys/Girls
- Softball - Girls
- Tennis - Boys/Girls
- Track & Field - Boys/Girls
- Water Polo - Boys/Girls

AWARDS

- Five Star Award (17-18, 18-19)
- B school Rating (18-19)
- Gold Star Award (18-19, 19-20)
- Silver Star Award (18-19,)



Vero Beach Senior High School School Profile



ENROLLMENT										
October 2018 (Survey 2) Student Enrollment by Grade and Ethnicity										
GD	White, Non-Hisp.		Black, Non-Hisp.		Hispanic		Other		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
9	365	51.0%	149	20.8%	149	20.8%	53	7.4%	716	
10	435	54.9%	147	18.5%	152	19.2%	59	7.4%	793	
11	390	55.3%	136	19.3%	135	19.1%	44	6.2%	705	
12	408	57.3%	134	18.8%	126	17.7%	44	6.2%	712	

October 2018 Exceptional Student Program Information	
Program	Number with Exceptionality
Exceptional Students	347
Gifted (* = <10)	182
Total	529

18-19 Least Restrictive Environment
84.49%

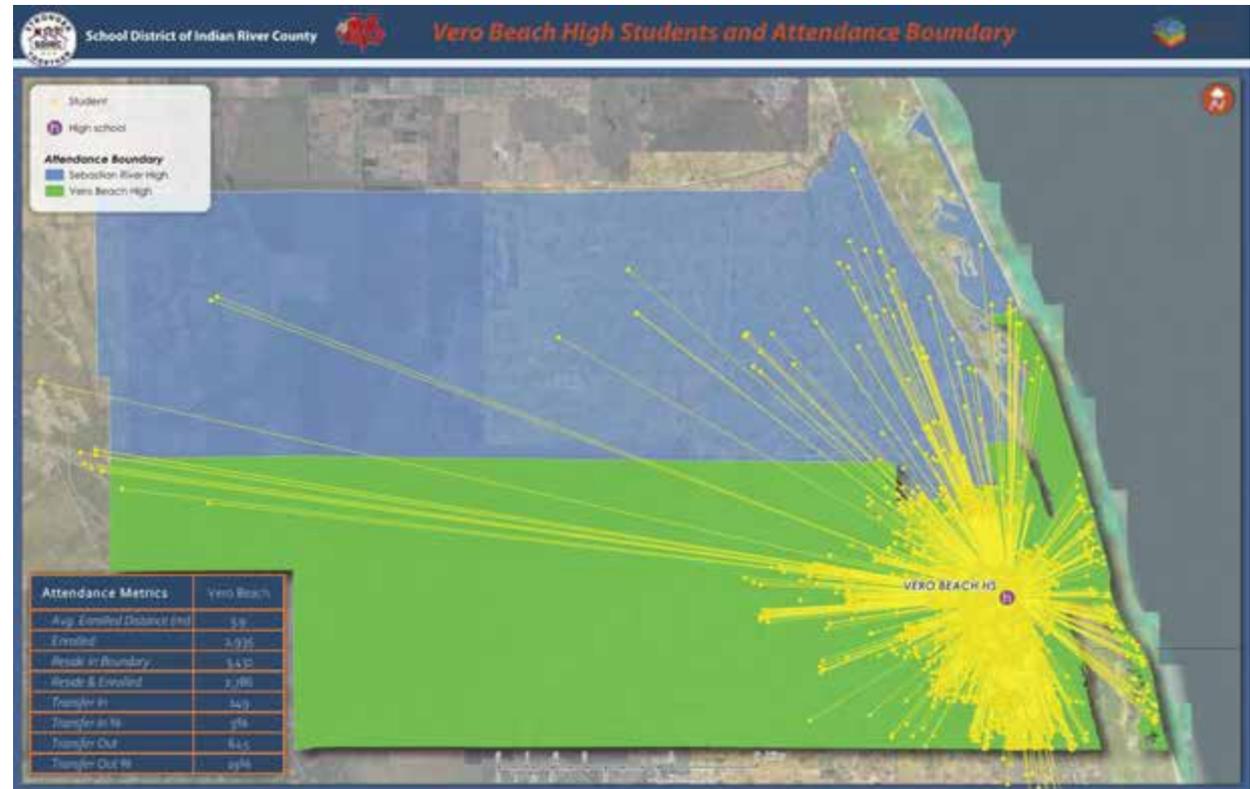
Oct 2018 English Language Learners	
Count	Percent
67	2.3%

ACADEMIC PERFORMANCE			
School Grade			
2017-2018	2018-2019	Change	
B	B	→	
Measures of School Grade			
Component	17-18	18-19	Change
ELA	Achievement	51	56 ↑
	LG Low 25%	39	44 ↑
Math	Achievement	45	50 ↑
	LG All	47	54 ↑
Science	Achievement	61	67 ↑
	US His Achievement	75	71 ↓
College & Career Acc	68	67 ↓	
PY Grad Rate	91	93 ↑	

SCHOOL CULTURE			
18-19 Climate Surveys			
% Answering Always and Often			
Subject	Parent	Student	Staff
Success	81%	54%	NA
Safety	76%	69%	79%
Climate	71%	NA	59%

18-19 Student Attendance			
% of students with an ADA below 90%, between 90-95%, and above 95%			
ADA	<90%	90-95%	>95%
# of Student	34%	29%	37%

18-19 Average Daily Attendance	
Instructional Staff	Students
94.2%	88.7%





PROGRAMS

At VBHS, where inspirational education lives, we provide students with an experiential education that excites, engages, and enriches through unique, hands-on, real-world learning. Critical thinking, collaboration, communication, creativity, innovation and citizenship are skills we cultivate.

VBHS is “STEM-ulating” young Minds. VBHS inspires the next generation of STEM (Science, Technology, Engineering and Math) leaders by developing a passion for STEM careers at a young age.

We are a Science, Technology, Engineering, and Mathematics campus, promoting STEM through a variety of coursework as well as through various college and career pathways.

At VBHS we are focusing on improving instruction and academic performance in science and mathematics-related subjects, with a goal of increasing the number of students who study and enter STEM careers.

VBHS’s Advanced Scholar & Collegiate Academy is a premiere academy of choice that focuses on accelerated instruction with pre-advanced placement (grade 9), advanced placement, and dual enrollment(college) courses options available to prepare students for post-secondary education.

If your child enjoys science, technology, engineering, and mathematics; thrives in engaging educational settings in a flipped learning environment; and enjoys and engages in problem solving and utilizing the design process to learn, then the VBHS Collegiate Academy is right for your child!

Unique ways your child can learn and grow here:

- o Create the perfect curriculum pathway that will lead and prepare students to take AP classes
- o Project-based learning with an emphasis on science, technology, engineering, and mathematics
- o Advanced placement and dual-enrollment(college) instruction that simulates or is the collegiate experience
- o Unique internships/off-campus programs/scholarships that provide hands-on opportunities in STEM fields
- o Fosters an environment of academic rigor with high expectations for all
- o Coordinator provides support through monthly meetings
- o ASC Support Class is available for students new to accelerated academics

Advanced Placement: A program that expands high quality learning to students of all backgrounds

Dual Enrollment: Students are able to experience taking college courses on a college campus while still in high school through IRSC, Univ of FL, and Embry-Riddle

Aviation Assembly & Fabrication (20-21): Students are provided instruction in the foundational skills necessary for working in the aviation assembly and fabrication industries.

Automotive Maintenance and Light Repair: Students are provided instruction in the current automotive industry standards, techniques, service, and repair.

BioTechnology: Students are provided instruction in the cutting-edge industry of Biotechnology and can earn an industry certification, becoming Biotechnician Assistants.

Business Management and Analysis: Students are provided instruction in communication skills, forms of business ownership and organizational structures, supervisory/management functions and skills, accounting concepts and practices, business law concepts, leadership skills, business ethics, governmental regulations, human resources and management issues, financial and data analysis, database

Culinary Arts: Students are provided instruction in the preparation and presentation of a variety of foods and in safe/efficient work practices.

Digital Video Technology: Students are provided instruction in communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and preparation to assume responsibility for the overall production of digital video activities (e.g., scripts, lighting, camera operation, electronic news gathering, field/studio production, video editing).

Drafting: Students are provided instruction in the preparation in freehand sketching, drafting by hand and computer and 3D modeling

Marketing, Management, & Entrepreneurial Principles: Students are provided instruction in the technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills,

Nursing Assistant/Home Health Aide: Students are provided instruction in health science and can earn certification in nursing assistance.

Web Application Development (20-21): Students are provided instruction in the fundamentals of programming and software development; procedural and object-oriented programming; creating web-based applications, including testing, monitoring, debugging, documenting, and maintaining applications.



Vero Beach Senior High School School Profile



ELECTIVES		
2D and 3D Art	HSE Direct Study	Weight Training
Accounting Applications	Humanities	World Religions
AP Art	Individual and Dual Sports	
AP French	Industry COOP ED-OJT	
AP Human Geography	Instrumental Techniques	
AP Psychology	Intro to Aeronautical Science	
AP Spanish	Introduction to Social Sciences	
Aerospace Science	Jazz Ensemble	
African-American History	Journalism	
AP Computer Science Principles	Legal Aspects of Business	
Automotive Maintenance & Light Repair	Management of Human Resources	
Band	Music Theory	
Basketball	Nursing Assistant	
Carpentry	Orchestra	
Ceramics and Pottery	Paint	
Chorus	Peer Counseling	
Comprehensive Fitness	Power Weight Training	
Comprehensive Law	Prep for Entrepreneurship	
Constitutional Law	Private Pilot Operations	
Digital Information Technology	Psychology	
Digital Video Technology	Self-Determination	
Drawing	Social and Personal Skills	
Eurythmics	Sociology	
Executive Internship	Spanish	
Fitness Issues for Adolescents	Student Success	
Fitness Lifestyle Design	Team Sports	
French	Theatre	
Health - Anatomy and Physiology	Transportation OJT	
Home Health Aide	Unmanned Aircraft Systems	
HOPE	Vocal Ensemble	
Hospitality and Tourism Direct Study	Volleyball	



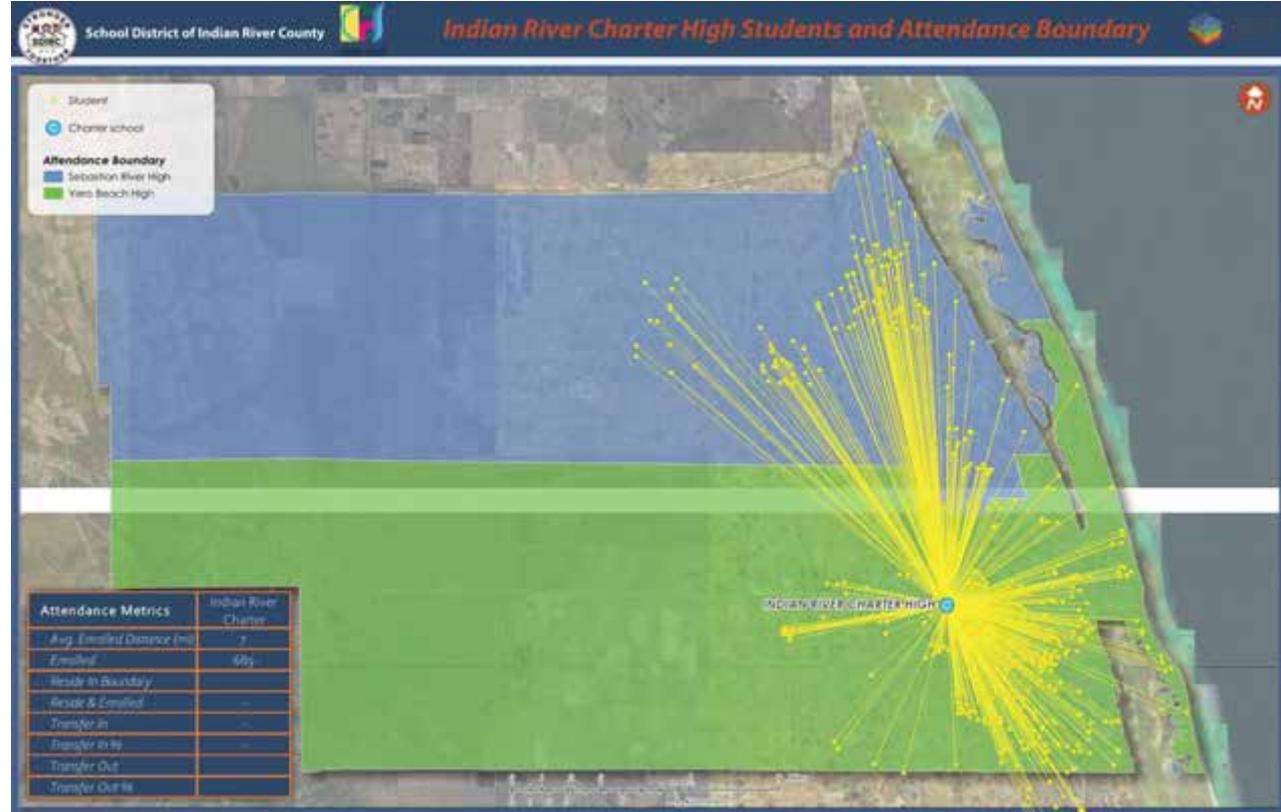
Vero Beach Senior High School School Profile



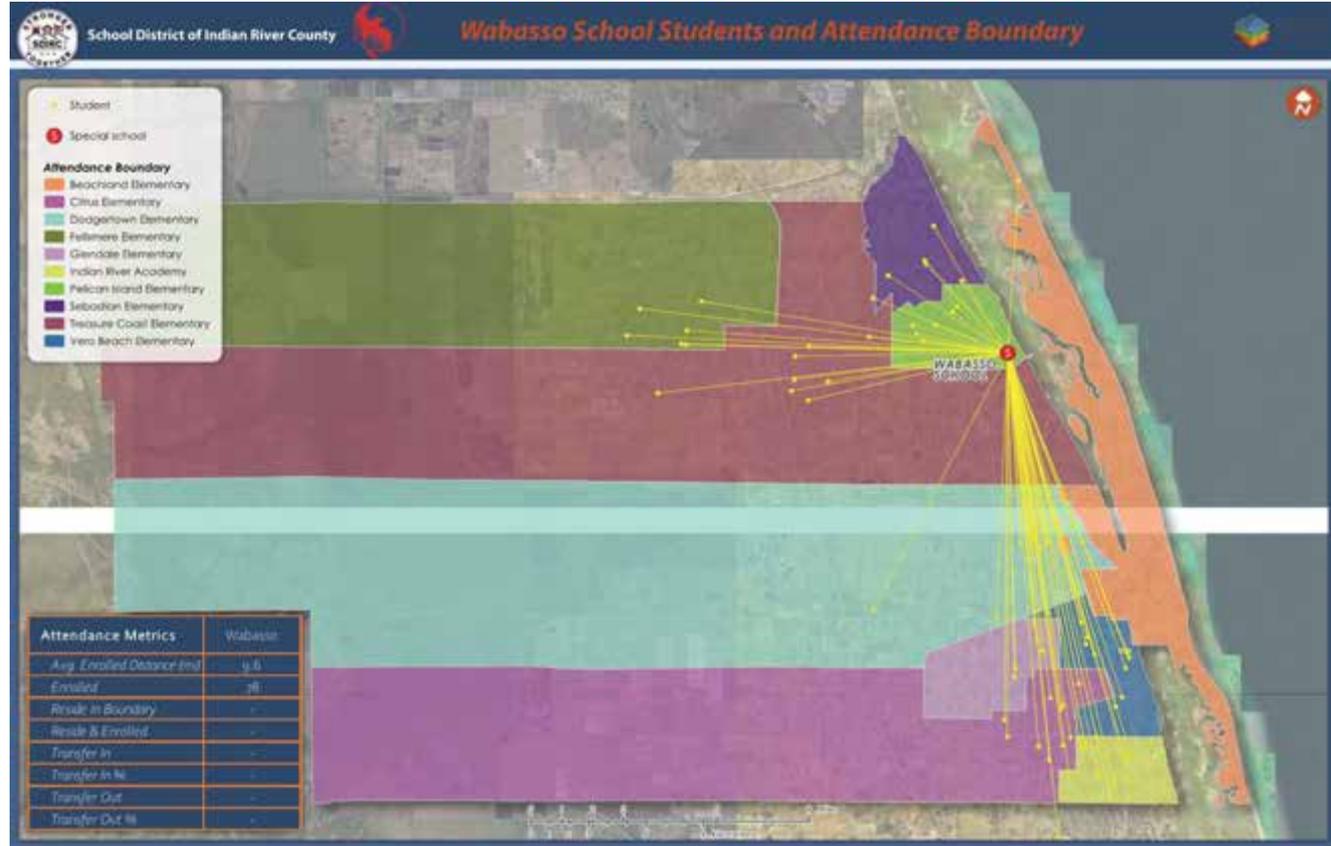
CLUBS		SPORTS	AWARDS
Vero's Helping Hearts Club	Q+ (Gender Acceptance) Club	Baseball - Boys	Advanced Ed Accreditation (2019)
Current Events Club	Green Team (Environmental Club)	Basketball - Boys/Girls	Gold & Silver School (18-19, 19-20)
International Club	H.O.S.A.	Cheerleading - Girls	5 Star School (2017, 2018, 2019)
TED-ED Student talks	Jam Club	Cross Country - Boys/Girls	"B" School - FLDOE (17-18, 18-19)
Youth Vote Initiative Club	Key Club (Dance Marathon)	Flag Football - Girls	Regeneron Science Talent Search
Tri-M Music Honor Society	Masterminds	Football - Boys	2020 Scholar School
Forces of Fusion Dance Team	Math Team/Math Competition	Golf - Boys/Girls	
Table Tennis	Model United Nations	Lacrosse - Boys/Girls	
#VBHS Magazine	Moot Court/ Mock Trial	Soccer - Boys/Girls	
Academic Games	Multicultural Club	Softball - Girls	
Arrowhead/Yearbook	Nintendopamine	Swimming - Boys/Girls	
Art & Mural Club MC	Red Cross Club	Tennis - Boys/Girls	
Arts and Crafts Club	Red Kettle Club (Student Arm of Salvation Army)	Track - Boys/Girls	
Beach Volleyball	Republican Youth Group	Volleyball - Girls	
Best Buddies @ VBHS	Rowing Club	Weightlifting - Girls	
Campus Life	Sailing Club	Wrestling - Boys	
Chieftain	Science Research		
Coding Club	S.T.A.R.S.		
Comedy Club	Student Government		
Crossover Mission Club	Tribe Tutors		
D.A.R.E./S.A.D.D	The Vero Digital (Magazine)		
Dance Marathon	Yoga Club		
Debate Club	Young Adult Book Club		
Drama Club	Curlz		
Exchange Club			
Flavorz Latin Dance Club (Crew)			
F.R.I.E.N.D.S. (Finding Resources in Every Night & Day Situations)			



Indian River Charter High School School Profile



Wabasso School School Profile



School District of Indian River County

Long-Range Facilities Master Planning Process

DRAFT

February 2021





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ACKNOWLEDGMENTS

Development of a long-range facilities master plan requires input from many different sources. To develop the most comprehensive plan possible, this plan has been developed internally with District administration representing various departments.

Superintendent and Executive Leadership

Dr. David K. Moore, Superintendent

Scott Bass, Deputy Superintendent of School Operations & Human Capital

Pamela Dampier, Assistant Superintendent of Strategic Planning & Support

Ron Fagan, Chief Financial Officer

Cristen Maddux, Public Information Officer

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Teri L. Barenborg, Vice-Chairman District 4

Dr. Mara Schiff, District 1

Jacqueline Rosario, District 2

Dr. Peggy Jones, District 3



INTRODUCTION

Approach to Facilities Master Planning

Comprehensive facility planning requires an iterative process essential to maintaining the short and long-term well-being of a District's infrastructure. There is no 'boiler plate' approach to planning as every school district has a unique set of characteristics that set it apart from others. However, there are commonalities in the types of data and information that should be used to make both fact based and stakeholder-based decisions when the plan is developed.

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. The legs include:

- 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

PURPOSE

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. The master plan should account for all facilities in the District's portfolio, as all are connected in a way in which the actions to one facility will have a domino impact as to what will happen to the next. Experience tells us that it is unlikely that any school district can fund all the facilities needs identified in the plan. Therefore, a plan becomes an exercise of identifying all the needs and utilizing a prioritization approach based on the data, educational framework, stakeholder input and the unique culture of the District.

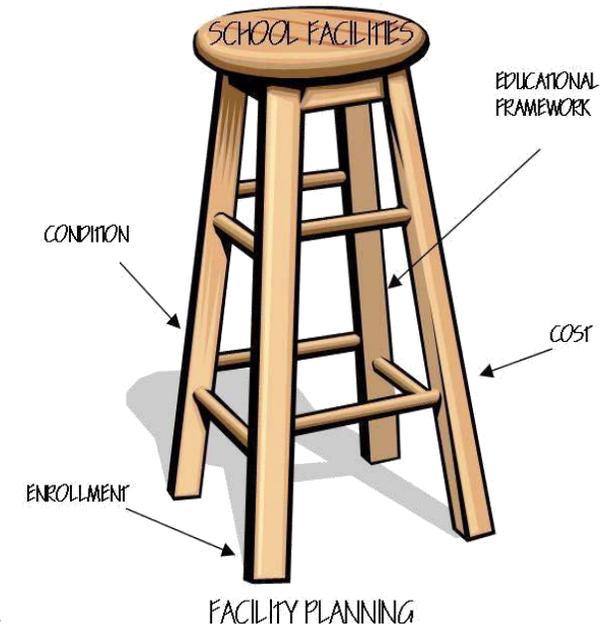
PLANNING INFLUENCES

Considerations

The uniqueness of every District's facilities master plan is the factors that influence development of options and solutions. SDIRC is moving forward on exciting choice programs opportunities that will shape how facilities will be used in the future, and this was just one of the factors, other factors include:

- | | |
|-----------------------------------------------------|------------------------------------|
| ▪ Aging Facilities | ▪ Charter School Influence |
| ▪ Aligning to the African American Achievement Plan | ▪ Imbalance of utilization |
| ▪ Grade configuration changes | ▪ Post COVID response to education |

This plan attempts to respond to these challenges, however, as in most planning processes, solving one factor can often conflict with solving other factors. Note, that this is a facilities plan that is influenced by operational and curricular factors, facilities are intended to support and react to these factors, but facilities are often not the holistic solution.



Facility Planning Data

Facility Condition

Enrollment

Capacity

Programs





PROCESS OVERVIEW

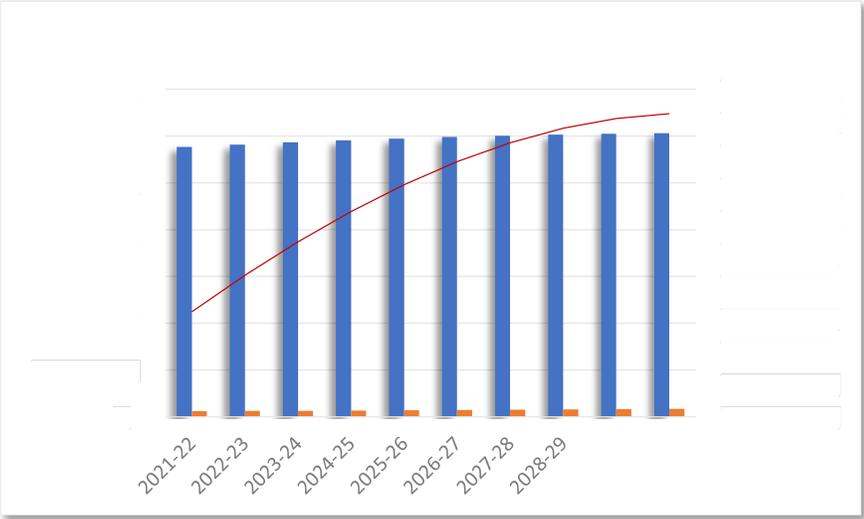
Data Collection & Analysis

Facility Condition

The educational facilities in SDIRC constitute approximately three-million square feet and have an original average age of 40 years. The estimate replacement value of school facilities is approximately \$660 million in 2021 dollars. Industry standards suggest that in order to maintain the physical condition of a facility, there should be an annual investment between 2% and 4% value for maintenance and upkeep. That calculates to an annual maintenance and repair budget of \$19.5 million annually just to maintain current condition of facilities with no improvement to the educational spaces for changing curriculum.

It is estimated the current systems deficiencies (age and repair) total \$280 million or a renovation vs. replace index of 44%. This is not a reflection of poor attention to the needs of facilities; it is typically due to lack of funding and resources necessary to keep up with deterioration of buildings and their systems. Overall, 44% does not warrant crisis, but does indicate need, and if left to continue at the current rate of spending, condition of facilities will decline if not supplanted with increased investments in the future.

The following chart and graph illustrate that if the escalation of deficiencies in 3% annually and facilities (only funding) is 4% annually, that after 10 years SDIRC would invest over \$72 million into facilities improvements (systems only) and would increase the costs of repairs in the future.



	Current Year*	Annual Escalation	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	Totals
Capital Renewal	\$ 280,000,000	1.03	\$ 288,400,000	\$ 290,872,000	\$ 293,170,960	\$ 295,281,801	\$ 297,188,595	\$ 298,874,527	\$ 300,321,848	\$ 301,511,832	\$ 302,424,729	\$ 303,039,714	
Estimated Funding Stream		1.04	\$ 6,000,000	\$ 6,240,000	\$ 6,489,600	\$ 6,749,184	\$ 7,019,151	\$ 7,299,917	\$ 7,591,914	\$ 7,895,591	\$ 8,211,414	\$ 8,539,871	\$ 72,036,643
Capital Renewal after funding			\$ 282,400,000	\$ 284,632,000	\$ 286,681,360	\$ 288,532,617	\$ 290,169,444	\$ 291,574,610	\$ 292,729,934	\$ 293,616,241	\$ 294,213,314	\$ 294,499,843	\$ (14,499,843)

*Estimated



PROCESS OVERVIEW

Enrollment

SDIRC’s overall enrollment has remained stable during the previous 10-year period. Projections indicate that there is likely going to be a small decrease in enrollment in the next 5 years. The charts on the left indicate in colors where enrollment is lower (green) and where enrollment is increasing (red).

Due to the increased kindergarten and first grade enrollment SDIRC experienced in the 2010 to 2012 school years, SDIRC is currently experiencing growth in the middle and high school grade levels. This trend is likely to change as recent early grades enrollments have decreased in recent years, coupled with slight decline in birth rates in Indian River County, these factors will create this decrease in enrollment.

Declining projections for enrollment are not alarming for SDIRC as the trend lower is mild, therefore the impact on utilization of facilities will be minimal. Projections can also change based on factors beyond the control of the District and should be reviewed often in the process of implementing a facilities plan.

Response to COVID

It is still unclear how enrollment, birthrates, housing, all the factors when determining future enrollment, will be impacted by the COVID pandemic. Also, it is difficult to determine how much enrollment will impact utilization of facilities in the future, not knowing how educational delivery models, particularly virtual learning, will be post pandemic. This information is to suggest that enrollment and building usage should be monitored closely in coming months and years to understand the total impact of these times.

Historic Enrollment

Year	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
2009-10	1,298	1,364	1,319	1,350	1,312	1,322	1,365	1,343	1,340	1,590	1,338	1,271	1,238	17,450
2010-11	1,357	1,322	1,362	1,315	1,308	1,326	1,362	1,383	1,355	1,532	1,423	1,209	1,203	17,457
2011-12	1,385	1,402	1,352	1,390	1,299	1,325	1,317	1,375	1,413	1,539	1,389	1,304	1,152	17,642
2012-13	1,315	1,437	1,362	1,416	1,324	1,302	1,356	1,338	1,397	1,559	1,402	1,267	1,232	17,707
2013-14	1,306	1,377	1,429	1,449	1,331	1,343	1,323	1,396	1,375	1,611	1,387	1,236	1,190	17,753
2014-15	1,313	1,353	1,376	1,495	1,362	1,377	1,345	1,332	1,416	1,546	1,462	1,264	1,149	17,790
2015-16	1,247	1,342	1,355	1,467	1,425	1,389	1,381	1,379	1,373	1,514	1,398	1,290	1,227	17,787
2016-17	1,267	1,270	1,336	1,460	1,345	1,388	1,420	1,383	1,408	1,511	1,436	1,277	1,227	17,728
2017-18	1,200	1,324	1,274	1,409	1,377	1,395	1,403	1,399	1,359	1,512	1,411	1,362	1,257	17,682
2018-19	1,179	1,243	1,311	1,396	1,279	1,370	1,387	1,417	1,383	1,526	1,447	1,313	1,317	17,568
2019-20	1,279	1,222	1,259	1,406	1,296	1,304	1,351	1,403	1,433	1,606	1,398	1,373	1,232	17,562

Projected Enrollment

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



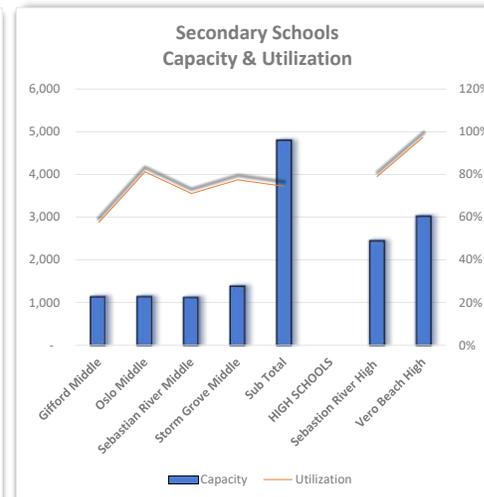
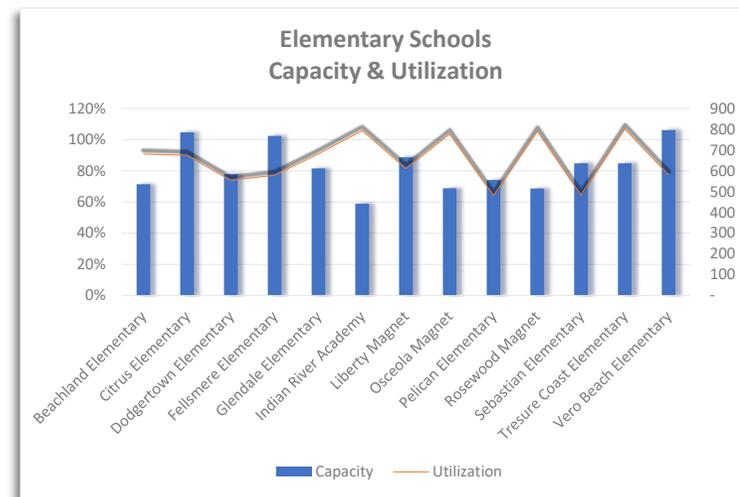
PROCESS OVERVIEW

Enrollment & Capacity

A key objective to the facilities master plan is to align enrollment to the capacity of facilities. Ideally, schools will equally distribute student enrollment that align appropriately to the capacity of each building. What is of equal importance, is as students progress into higher grades, that the ‘feeder pattern’ of schools offers enough capacity as students matriculate.

This information will influence decisions and recommendations that include:

- Future boundaries of schools
- Additions or renovation actions for facilities
- Alignment of student enrollment and programs as students progress to next grade level buildings
- Number of Schools in the future



	FISH Capacity	SDIRC Capacity Permanent	Sq. Ft. Per Student	2019-20 Enrollment	Utilization (FISH)	Utilization (SDIRC)
ELEMENTARY SCHOOLS						
Beachland Elementary	580	536	199.0	487	84%	91%
Citrus Elementary	892	786	129.1	707	79%	90%
Dodgertown Elementary	584	584	201.5	432	74%	74%
Fellsmere Elementary	787	769	139.1	594	75%	77%
Glendale Elementary	702	612	124.1	557	79%	91%
Indian River Academy	604	442	148.8	468	77%	106%
Liberty Magnet	666	666	158.8	543	82%	82%
Osceola Magnet	557	517	158.3	536	96%	104%
Pelican Elementary	654	556	132.3	357	55%	64%
Rosewood Magnet	543	515	163.2	543	100%	105%
Sebastian Elementary	637	637	134.5	411	65%	65%
Tresure Coast Elementary	799	637	174.4	681	85%	107%
Vero Beach Elementary	796	796	138.8	616	77%	77%
Sub Total	8,801	8,053		6,932	79%	86%
MIDDLE SCHOOLS						
Gifford Middle	1,022	1,136	118.9	653	64%	57%
Oslo Middle	1,026	1,140	133.4	926	90%	81%
Sebastian River Middle	1,145	1,119	137.3	905	79%	81%
Storm Grove Middle	1,243	1,382	121.4	1,071	86%	77%
Sub Total	4,436	4,777		3,555	80%	74%
HIGH SCHOOLS						
Sebastian River High	2,318	2,440	145.8	1,925	83%	79%
Vero Beach High	2,918	3,012	121.8	2,935	101%	97%
Vero Beach Freshman Center						
Sub Total	5,236	5,452		4,860	93%	89%

PROGRAM INFLUENCE

Elementary Choice

A primary influence on this facilities plan is district-wide elementary school 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. Though not facilities, transportation impact and sustainability;

The facilities plan should reflect the academic and curriculum changes the district will make. A facilities plan should provide flexibility, as curriculum changes occur much more frequently than changes in facilities, therefore the plan should create ample capacity, appropriate flexible spaces, and updated systems for healthy, safe schools.

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



Next Steps



Future Facilities Challenges

SDIRC’s facilities master plan includes many data points that all have an influence on facilities. As referenced in the “4-Legged Stool” analogy, each of the data points presented necessitate facility actions that changes in the District that will occur.

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
- African American Achievement plan compliance

Condition- Physical and Educational



- Current deficiencies estimated around \$280 million
 - Funding will not match facilities needs
 - Current funding levels will not maintain current condition of facilities
- Educational spaces will be challenged to meet future program needs
 - Specialized elementary programs

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
 - Jr. High vs. Middle School teaming model
 - Impact on utilization

Financial



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



Facility Planning Recommendations

By identifying the challenges that SDIRC will experience through the data analysis, the District should now focus on a facility planning process that will put in place a road map for facilities that will meet the current and future facilities needs. The following are process and potential solutions that can be achieved by engaging in a formalized planning process.

Community Engagement

- It is recommended that SDIRC engage the community in the discussion regarding future facilities needs in the district.
- Process should include smaller focus groups and a broader reach to the community to provide feedback on potential facility options and solutions to the demands of the data.
- Community process should be conducted during the school year and not summer in an effort to engage the maximum number of participants as possible.
- Process could include both in person and online engagement opportunities.

Response to Data

- Enrollment
 - Balance of utilization and maximize space
 - School choice
 - boundary solutions
- Plan should include geographic and programmatic continuity.
- Explore grade configuration models within choice concept
 - Potential for K8 schools
- Conduct a facility condition assessment and educational adequacy assessment to provide accurate data source for current condition of existing facilities. This will assist SDIRC in budget planning for infrastructure improvements.
- Create a 5, 10, 15-year plan for facilities renovations and replacements.
- Financial
 - Utilize existing data that provides School Board with future facilities costs;
 - Explore limited boundary choice that achieves educational goals AND is operationally affordable

Process Recommendation

Facility Master Plan Community Engagement

March – June 2021

- Identify focus groups
 - Share data, feedback
 - Educational Framework feedback
 - School Choice, Magnets, Grade Configuration models, High School models
- Develop Options Scenarios based on focus group feedback
- Vetting of Options with broad-based community meetings
- Draft Recommendations
- Report to School Board

District-wide Boundary Planning

June - October 2021

- Data Development and Organization
- Establish Boundary Framework
- Identify Boundary Focus Groups
- Conduct Focus Group Work Sessions
- Work Session Analysis – Boundary Scenario Development
- Broad based community meetings to provide feedback to boundary scenarios
- Develop Draft recommendations
- Report to School Board

Process descriptions are broad descriptions and will be specifically defined as the district engages into the planning process.



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"> • Provide school transportation depot stops district wide to schools of choice. • Review school choice applications submitted for the 2021-2022 academic year to analyze and identify any revisions in needs related to school transportation depot stops for school choice.
Staff Responsible
S. Bass, Deputy Superintendent J. Idlette, Director of Transportation
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 needed revisions were identified related to school transportation depot stops for the 2020-2021 academic year? What designated timelines have been set for implementation of these revisions? • What percentage of students utilizing school transportation depot stops are African American?

Artifacts of Actions Taken: List of school transportation depot stops, summary of review of 2021-2022 school transportation depot stops needs.

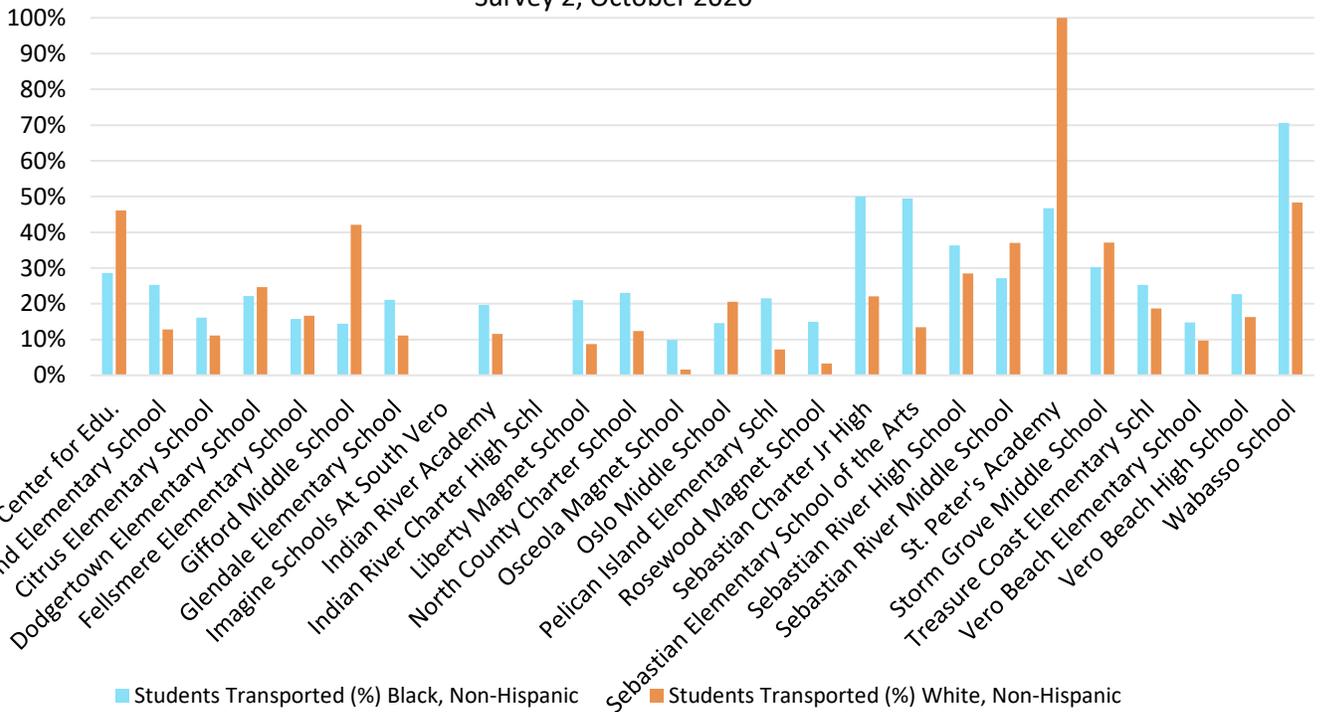
Progress Update

To increase student access to school choice, school transportation is provided through the District’s Depot Stop program. Currently, all bus stops serve as bus depot stops for accessing transportation to a student’s school of choice. With regard to students accessing bus depot stops for school choice, 31% of all students transported for school choice are African American students.

Through the School Choice Parent/Family Survey noted earlier in the Joint Plan Section VII – Student Assignments, parents have identified “expanded transportation” to a school of choice as a factor impacting enrollment in a school of choice. As a result, it is important that continued and focused efforts to publicize the availability of school transportation depot stops district wide be made as specifically related to school choice enrollment.

Percentage of Students Within Each Racial/Ethnic Subgroup Utilizing School Transportation by School

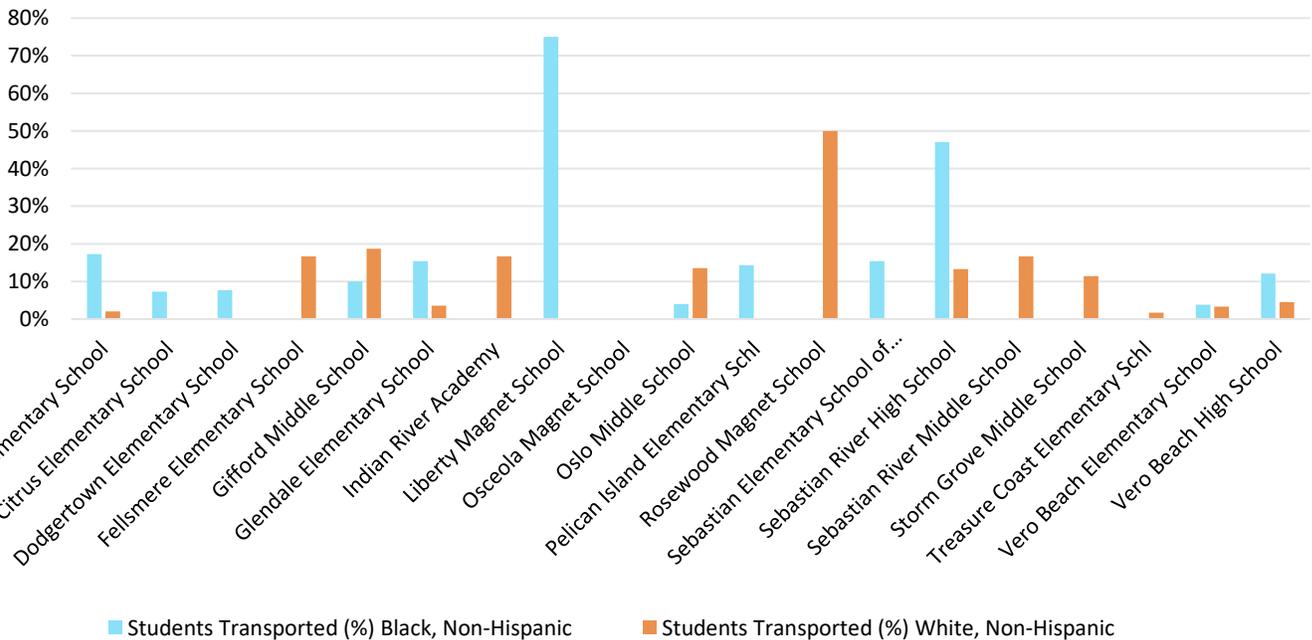
Survey 2, October 2020



Note: Please note that charter schools are responsible for arranging school transportation for their school site. Imagine Schools at South Vero and Indian River Charter High School do not provide school transportation.

Percentage of Students Within Each Racial/Ethnic Subgroup Enrolled in a School of Choice & Utilizing School Transportation by School

Survey 2, October 2020





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/19/2021

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
Action Step:

- Provide school transportation depot stops district wide to schools of choice.
- Review school choice applications submitted for the 2021-2022 academic year to analyze and identify any revisions in needs related to school transportation depot stops for school choice.

Explanation of Evidence:

The opportunity for every child in SDIRC to choose a school based on his/her interests as well as family preference has increased due to the expansion of our Depot Stop program. School Choice Applications were due January 15th. The attached Choice School enrollment data indicates the % of African American students approved to attend school of choice during the 2021-2022 school year. The window will re-open on March 1, 2021 as a rolling enrollment process. 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. Also attached is the School Board Memo referencing approval for all bus routes for the 2020-2021 school year and the IRCSD School Bus Route Schedule information flyer.

Results of Action Taken:

All bus stop locations will continue to serve as depot stops for choice schools. At this time, 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.

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.

SDIRC Magnet and Choice
Accepted for 2021-2022

School	African American	Other	Total	Percent
BES	6	37	43	14%
CES	3	12	15	20%
DES	1	0	1	100%
FES	1	4	5	20%
GES	10	31	41	24%
IRA	5	3	8	63%
LMS	16	95	111	14%
OMES	22	82	104	21%
PIE	1	13	14	7%
RMS	30	66	96	31%
SES	4	2	6	67%
TCE	2	17	19	11%
VBE	4	17	21	19%
GMS	5	14	19	26%
OMS	9	14	23	39%
SRMS	7	30	37	19%
SGMS	13	54	67	19%
SRHS	1	6	7	14%
VBHS	0	4	4	0%
Total	140	501	641	22%



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!

<p>SCHOOL BOARD MEMORANDUM</p> <p>THE SCHOOL DISTRICT OF INDIAN RIVER COUNTY 6500 57th Street VERO BEACH, FL 32967</p> <p>David K. Moore, Ed.D. • Superintendent</p>	<p>Date/Time Completed <u>6/29/20 11:00 AM</u></p> <p><input type="checkbox"/> Presentation: Provide talking points</p> <p><input checked="" type="checkbox"/> Consent: Renewal</p> <p><input type="checkbox"/> Action: New items, Items with significant changes</p> <p><input type="checkbox"/> Discussion: Board Workshop/Be Guest</p> <p><input type="checkbox"/> Contract Attached with scope of work to be completed</p> <p><input type="checkbox"/> Board Attorney Approved</p> <p><input type="checkbox"/> Contract(s) signed</p>
<p>TO: Scott Bass, Deputy Superintendent of Human Capital & Operations</p>	
<p>FROM: Jennifer Idlette, Transportation Director</p>	<p>SUBJECT: 2020-2021 IRCSD School Bus Routes</p>
<p>Board Meeting Date: July 21, 2020</p>	
<p>Approval of 2020-2021 IRCSD Transportation Dept. School Bus Routes – Mr. Bass</p> <p>Attached are the 2020-2021 IRCSD Transportation School Bus Routes. Stop locations along with AM & PM times of service are indicated for each of the 84 routes that will provide students transportation to and from designated school locations. <u>Superintendent Recommends approval.</u></p> <p style="text-align: center;">An Equal Opportunity Agency</p>	



IRCSCHOOL BUS ROUTE SCHEDULE

School Opens Monday, August 10, 2020

IMPORTANT INFORMATION PLEASE READ CAREFULLY

1. Students residing within a two-mile radius of the school they attend are not eligible for transportation.
2. Bus transportation is not provided to the location of babysitters, day care facilities, work or to a friend's home.
3. Students are expected to be at the designated bus stop location at least 5-7 minutes prior to the AM scheduled bus arrival time. In accordance with Florida Statutes, parents must arrange for supervision at bus stop locations for PK/K/1st grade students.
4. Students are to respect the property of others and maintain good behavior while at bus stop locations. If misbehavior occurs at bus stop location, consequences will be assigned per the student Positive Climate Code of Conduct.
5. Requests for stop changes or additions must be requested through the routing department and approved by the director of Transportation.
6. Registration forms will be distributed to students during the 1st week of school. It is mandatory that parents complete all required information including emergency contact information and return asap, so in the event we need to contact you, we can do so. In the event the bus registration is not returned; the student will lose the privilege of riding the bus until the form is submitted.
7. **F.E.F.P.-SCHOOL Bus Funding Survey Periods will occur in the following months:** Survey #2- October 11th – 15th & Survey #3- February 7th – 11th. The School District receives state funding for transporting students who reside 2 or more miles from their assigned school or lives in a hazardous walking area. To insure adequate funding (money to support providing transportation to your student) please be sure your children ride the bus at least once during these designated FEFP survey periods. Students enrolled under School Choice are eligible for school bus transportation.

ALL PRE-K/K/1ST GRADE PARENT/GUARDIAN INFO

Please purchase and place a bookbag tag with your student's full name, physical address, bus route number, grade level and School name. this helps transportation professionals to make sure students of this your age are getting off at the proper stop Location. Without proper identification, it is difficult for bus operators/attendants to assist. It is the parents' responsibility to arrange for supervision at 5-7 minutes prior to bus stop during AM/PM stop times. Failure to do so, will cause the driver to have to return to your stop beyond dropping all other students at their stop locations. At the 3rd occurrence of no supervision at stop location, the Department of Children Family Services will be contacted and informed on violation to the policy.

ALL PARENTS/GUARDIAN INFO

For the first ten days of school, until route times are firmly established, please have your student to the bus stop location at least ten minutes prior to scheduled pickup times. Please be aware as bus ridership increases/decreases, bus stop AM/PM times are subject to change.

During the school year buses, may be delayed due to a substitute driver being assigned, mechanical failures, road detours Train or rainy weather may occur at any time causing your child's bus to run late. Our first concern is always the safety and Well-being of our students. Thank you for your patience and understanding.

ACE/IB PROGRAM TRANSPORTATION

ACE/IB program students residing outside of the SRHS, attendance zone in need of transport to/from SRHS, must contact SRHS administration for transportation information/arrangements.

All school buses are owned and operated by the School District of Indian River County. Each are equipped with video Surveillance cameras. Videos are viewed randomly for ensuring proper school bus behavior and providing transportation Professionals ongoing training throughout the year.

The Director of Transportation, Operations Managers and/or Principal of students in which a bus violation is reported, will Have access to view for investigative purposes to determine actual events. Videos are confidential and are not open to Viewing by anyone outside of School District Personnel.

**SUB DRIVERS NEED – CDL TRAINING/TESTING PROVIDED @ NO COST
PLEASE APPLY ONLINE @ www.indianriverschools.org or call (772) 564-3098**

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"> • 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.¹ • Conduct needs analysis with secondary school athletic directors and administrators related to factors impacting equitable access to extracurricular activities.² • Hold African American Student Council meetings at high schools to continue to gather feedback related to their perceptions of their school experiences.² • Gather and summarize feedback from students related to perceptions and factors affecting equitable access to extracurricular activities.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. Maddux, Public Information Officer Julie Kastensmidt, Program Specialist for Support Services Elizabeth Diehl, Data Analyst & Project Manager</p>
Considerations for Monitoring Progress
<ul style="list-style-type: none"> • What barriers have students identified related to the equitable participation in extracurricular activities? • 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, summary of student feedback.

Progress Update

African American Student Achievement Councils have been established at secondary schools and continue to meet during Quarter 3 to gather feedback from African American students on their perceptions and feedback related to their school experiences. Updates on information gathered through these meetings will be provided through the Quarter 3 District Update on the African American Achievement Plan. In addition, on February 2, 2021, feedback was gathered from students participating the Superintendent’s Student Advisory Council related to equitable access to extracurricular activities. Examples of barriers shared by students related to equitable access to extracurricular activities included: costs, transportation, time constraints, lack of experience with a sport, and a lack of awareness/poor communication about extracurricular opportunities. Based upon feedback provided by students at the December 2020 and February 2021 Superintendent’s Student Advisory Councils, it was determined that a resource to communicate the range of

extracurricular activities should be developed, with the development of this resource being initiated during Quarter 3. Additional feedback related to equitable access to extracurricular activities has been communicated to the Director of Advocacy, Athletics, & Student Activities for future action planning.

Due to school closures, numerous cancellations of extracurricular activities, and varied instructional models implemented during the 2020 calendar year, the data related to extracurricular activities for Quarters 1 and 2 is not considered a reliable reflection of student representation and participation in the range of extracurricular activities provided by the District. Given that the majority of students have returned to the brick and mortar settings for Quarter 3, an update on the representation of students in extracurricular activities will be provided through the District Quarter 3 Update for the District Strategic Plan and African American Achievement Plan. Additionally, an update will be provided to the Equity Committee at the next scheduled meeting.



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/18/2021

Office/Department(s): Office of Communications
Department of Advocacy, Athletics, & Students Activities

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:

The Office of Communications worked with the Department of Student Advocacy and Mr. Seymour to review athletic and extracurricular information submitted by schools and discussed ideas for collecting more information that would be helpful to our students and families. The Office of Communications reached out to high schools to confirm and request submission of additional athletic and/or extracurricular activities and provide the current demographic breakdown participating in each program. Our Superintendent’s Student Advisory Council provided feedback regarding the activities and athletics available at their schools and whether or not they felt that these athletics and activities met and supported the needs of a diverse school population, both culturally and educationally. 11 out of 20 students on the Superintendent’s Student Advisory Council “strongly agreed” that extracurricular activities offered on their campuses were still able to meet, and were available to everyone both in-person and/or online, with COVID-19 health and safety precautions in place. 2/20 students “strongly agreed” that the activities provided by the schools were considered “diverse.” When asked about equitable participation of students in extracurricular activities, responses indicated that students thought there was the opportunity for all students to participate, however, there is a need for increased communication of the range of extracurricular activities available at each school. Based on this information, the Office of Communications researched various communication platforms to determine which would be best to create a resource for families, students, and staff that can communicate the extracurricular activities and athletics offered at each school, and districtwide.

Results of Action Taken:

Through the Office of Advocacy, we have collaborated to collect information and feedback regarding athletic and extracurricular activities from the Superintendent's Student Advisory Council and SRHS and VBHS African American Student Councils. This information gives us a foundation for our next steps of creating and advertising an activity/athletic resource guide for students and families that will be available and promoted on school campuses, and all SDIRC communication platforms both digitally and in hard copy, upon request.

Reflection/Next Steps: We will work collaboratively with the SDIRC Office of Advocacy to create a digital resource to highlight the extracurricular and athletic activities offered at each school. We will reach out to middle schools and elementary schools to collect information on each school's athletics and extracurricular activities to create an activity catalog for those grade levels, in addition to the catalog that we are creating for high schools. We will survey organizations and school councils/clubs with a high participation of African American students to elicit feedback regarding ideas for extracurricular activity offerings available at schools and responsive to the culture and interests of our students. We will collaborate with the Office of Advocacy to schedule a Facebook Live to highlight all athletics and activities that are available at each school. The Facebook Live will be promoted on all SDIRC communication platforms, and we will follow up with individuals and organizations that were contacted to ensure they have the materials available to assist in communicating the athletic and extracurricular offerings across the district. Our office will continue to contact community leaders to discuss the best places to distribute information regarding athletics/extracurricular activities to families who do not have access to the internet, and elicit input and ideas regarding areas to target with information, and the type of communication that is most appropriate for that area/population. An email distribution group of community leaders will be collected and compiled to share information quickly and efficiently, as it is shared online. This information can be printed and distributed directly by these community members and their organizations, or they can request for hard copies of the information to be delivered to specific locations. Based on the feedback from students in the community and the decisions made by our school leadership, additional extracurricular activities can be added to our digital activity/athletics resource guide as they are offered.



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/19/2021

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

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.
- Conduct needs analysis with secondary school athletic directors and administrators related to factors impacting equitable access to extracurricular activities.
- Hold African American Student Council meetings at high schools to continue to gather feedback related to their perceptions of their school experiences.
- Gather and summarize feedback from students related to perceptions and factors affecting equitable access to extracurricular activities.

Explanation of Evidence:

Each school site as well as the district website advertises extra-curricular activities either through social-media, newsletters, and/or school websites. 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. Meeting dates for VBHS and SRHS's African American Student Council meetings are listed. Barriers are provided as well as possible solutions. These barriers listed are from discussions with the Athletic Directors and administration. Survey information from October 2020 is attached which lists barriers that may hinder a student's ability to properly prepare or hold a position throughout a season; athletic or academic. This feedback was solicited from students.

Results of Action Taken:

Continued progress monitoring of all activities will continue to ensure equitable access. The SDIRC Athletic Handbook has been finalized and will be distributed to all Athletic Directors. This handbook defines overall expectations of coaches including mandatory professional development which will include Diversity Training. The manual will be available on the District Manuals site. Continued advertising of all extra-curricular activities as well as athletics will be made a priority.

Reflection/Next Steps: The next step is to establish the Good Cause Committee and policies. This will define eligibility standards for extracurricular activities. Having structured standards will also provide equity across all campuses.

Develop a process to identify the current needs and supports for equitable participation in extracurricular activities (e.g., cheerleading, lacrosse, soccer and orchestra).

Evidence of Progress Monitoring:

- Results of student committee meetings to share opportunities to diversify extracurricular activities (schools)

SRHS AASC MEETING SCHEDULE

Oct 8, 2020	11:20-11:50am	RM W-106	COMPLETE
Nov 5, 2020	11:20-11:50am	RM W-106	COMPLETE
Dec 3, 2020	11:20-11:50am	RM W-106	COMPLETE
Jan 14, 2021	11:20-11:50am	RM W-106	COMPLETE
Feb 4, 2021	11:20-11:50am	RM W-106	
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

Oct 20, 2020	2:15-3:15pm	Conference Rm	COMPLETE
Nov 3, 2020	2:15-3:15pm	Conference Rm	COMPLETE
Nov 17, 2020	2:15-3:15pm	Conference Rm	COMPLETE
Dec 1, 2020	2:15-3:15pm	Conference Rm	COMPLETE
Dec 15, 2020	TBD	TBD	COMPLETE
Jan 5, 2021	2:15-3:15pm	Conference Rm	COMPLETE
Jan 19, 2021	2:15-3:15pm	Conference Rm	

Feb 2, 2021	2:15-3:15pm	Conference Rm	
Feb 16, 2021	2:15-3:15pm	Conference Rm	
Mar 2, 2021	2:15-3:15pm	Conference Rm	

Key Topics:

Fundraising – To provide support to athletes that struggle financially.

December 17, 2021

- Initiated the first conversations with parents of the African American Student Council students so that parents may reflect on concerns regarding participation in extracurricular activities. Meetings will be ongoing.
 - The conversations with parents have presented an interest in the development of an African American Parent support group in the community.
 - Three Zoom meetings have been held (December 17th, December 31st, January 14th).

January 14, 2021

- The SDIRC Athletic Handbook has been finalized and will be distributed to all Athletic Directors defining overall expectations of coaches including mandatory professional development which will incorporate Diversity training. The manual will now be available on the District Manuals site.
 - Three zoom meetings have been held (December 17th, December 31st, January 14th).

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.

	White	Hispanic	Black/African American	Multiracial	Asian/Pacific Islander	American Indian
SPORT						
Bowling	10	1				
Cheerleading	15	3	4	1		
Cross Country	15					
Football	32	5	20	6		
Golf	5				1	
Swimming	9	3		1		
Volleyball	19	6	3			
Basketball	18	6	19	2	1	1
Soccer	20	62	1			
Weightlifting	13	6	2	1		
Wrestling	13	4	1	1	2	1
Baseball	17	7				
Lacrosse	34	6		1	2	
Softball	11	2	2			
Tennis	10	4	1	1	1	
Track	13	12	32	6		
Water Polo	6	1				

October 20th Survey Results

Q: To increase African American Student Participation in extracurricular activities, there are barriers that may hinder a student's ability to properly prepare or hold a position throughout a season; athletic or academic.

Can you name three of the barriers?

Results:

- Feeling of inferiority
- Fear of asking for support with classwork
- Referrals/suspensions
- Lack of funding
- Low self-efficacy
- Lack of transportation
- Fear of being turned down because of Race

Inferiority



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/20/2021

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

Report generated by: Julie Kastensmidt, Program Specialist Support Services

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

Joint Plan Section IX – Extracurricular
Action Plan Steps:

- Gather and summarize feedback from students related to perceptions and factors affecting equitable access to extracurricular activities.

Explanation of Evidence:

The Superintendent’s Student Advisory Council met on February 2, 2021 in the Joe Idlette, Jr. Teacher Education Center at the district office. This session of the Superintendent’s Student Advisory Council focused on equitable access in extracurricular. A total of 17 students were present, representing all of our secondary schools. Students identified barriers and possible solutions to equitable access. Some examples of barriers identified include cost, transportation, time, lack of experience, and awareness. Attached is a summary of the student feedback, including possible solutions, and the PowerPoint from the session.

Results of Action Taken:

The information gathered from our students was shared with Mr. Eric Seymour, Director of Advocacy, Athletics, & Student Activities. Mr. Seymour is working in collaboration with the Office of Communications to increase awareness of extracurricular opportunities for our students. This is being done by creating a pamphlet with information of these opportunities at our secondary schools.

Reflection/Next Steps: The next step is to present the student’s feedback to our school administrators with possible solutions schools can implement to ensure equitable access to extracurricular activities at each school by March 1, 2021. Next, Mr. Seymour will follow up with each school principal to ensure implementation and provide additional support.

Superintendent's Student Advisory Council Meeting

February 2, 2021, 10:00 a.m. – 11:00 a.m.

J. A. Thompson Administrative Center, Joe N. Idlette Jr. Teacher Education Center

Dr. Moore welcomed the students and announced that the activity for the meeting deals with equity and the power of opportunity with a focus on extracurricular activities for students.

The students were asked to brainstorm individually and in groups on the barriers and solutions for all students in regard to extracurricular activities. The Ground Rules were explained, and they included: Equity in Voice, Respectfulness in Spirit, and Balance in Perspective. The feedback protocol was reviewed, and the students were to pick a Facilitator, Recorder, Timekeeper, and a Reporter. Julie Kastensmidt and Libby Diehl asked the groups to brainstorm individually and write responses on their individual feedback sheet, for barriers and solutions. The process would be repeated with the students broken into groups. The final step for the students was to take one dot from their table and place it next to the solution they felt would have the greatest impact on students.

17 Students Participated

Highlights from the individual brainstorming include:

Barrier	Solution
Costs	Lower costs, offer fundraisers, get community members to sponsor, offer payment plans, school provided equipment
Transportation	Get rides from other students, more buses
Not enough time	Less homework
Awareness	Provide more information, better advertising
Don't meet the requirements	A Help Team
Some students are not as athletic as others	Offer conditioning before tryouts. Hire coaches with passion for the sport, provide different clubs.
No experience with a sport	Offer clinics prior to tryouts to teach fundamentals to students who have little to no experience with the activity.
Poor communication about opportunities	Posters or event board with dates and information, calls home about upcoming opportunities, ask teachers to share information, get students to make posters

Group brainstorming:

Group #1 – Dots placed

Barriers	Solutions
Transportation	Having buses, get rides from friends
Stress from schoolwork	Less homework, less of a prioritized deadline from teachers.
Mental block, feeling like you aren't good enough to join.	More encouraging/positive mindset from coaches, more inclusive mindset from players.
Having a job	

Group #2 – Dots placed

Barriers	Solutions
Transportation	More afterschool transportation & afterschool buses, carpooling (afterschool buses should come at a more reasonable time.)
Cost	Schools should provide more equipment, lower prices, and uniforms.
COVID-19	Masks should be mandatory, and it could be more helpful to students/parents.
Physical forms/fitness	School nurse can help with keeping track of physical forms and may take them.
Need more information on topic & make topic more exciting	Students could make posters. It would be more exciting from a student point of view on the topic.

Group #3 – Dots placed

Barriers	Solutions
Cost	A payment Plan
Quality Coaches	Advisor evaluation from District (3 dots)
Communication	Calendar of Events – set place
	Use of technology for students
Lack of ability	More conditioning – more information
	More clubs
Transportation	More afterschool buses for more than 1 or 2 days
Cost	Grade activity scholarship (8 dots) (If student maintains a certain grade, they receive a scholarship to pay for he/she to participate in the activity.)

Poor Comunication	Better Communication (newsletter)
-------------------	-----------------------------------

Group #4 – Dots placed

Barriers	Solutions
COVID	Increase social distance precautions and informing students of the reasons why it is important (1 Dot)
Mind-Set	Creating a feeling of a safer environment, including a more fun space to increase or make a better mind-set.
Expenses	Do school fundraisers to bring awareness or creating a GoFundMe. (1 Dot)
Transportation	Having more buses carry them home.

Superintendent's Student Advisory Council

David K. Moore, Ed.D.
School District of Indian River County
February 2, 2021



1



2

Today's Focus

Extracurricular Activities



3

Extracurricular Activities

Strengths	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Extracurricular activities are able to meet on standard grounds even with COVID precautions in place.	3	2		1	
Whether online or in person, extracurricular activities are available to everyone.	4		2		
Safety within these activities are taken as seriously as it would with any school activity.	4	1		1	1

Opportunities for Growth	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Improve the hiring of athletic directors due to the unfortunate outcomes being presented.	2	3			
Implementing a person or a page on the district website that explains specific guidelines.	5	1			
Diversity in the activities provided by the schools.	2	4			
Reinforce COVID guidelines while still maintaining the joy of the activities.	10	1			

*When asked about equitable participation of students in extracurricular activities, responses indicated that students thought there was the opportunity for all students to participate, but there needs to be increased communication of the whole range of extracurricular activities available at schools.

4



Barriers...

What is a barrier?

What are some examples?

5



PRACTICE...

GROUND RULES

- ⊙ EQUITY IN VOICE
- ⊙ RESPECTFULNESS IN SPIRIT
- ⊙ BALANCE IN PERSPECTIVE

6

FEEDBACK PROTOCOL

Getting Started

1. Identify a **facilitator**, **recorder**, **timekeeper**, and **reporter**.
 - **Facilitator:** Responsible for keeping the group on task and focused on the protocol.
 - **Recorder:** Record notes according to the protocol.
 - **Timekeeper:** Responsible for monitoring times and informing the facilitator when allotted times are exceeded.
 - **Reporter:** Responsible for sharing out the small group feedback with the large group in a succinct manner.



7

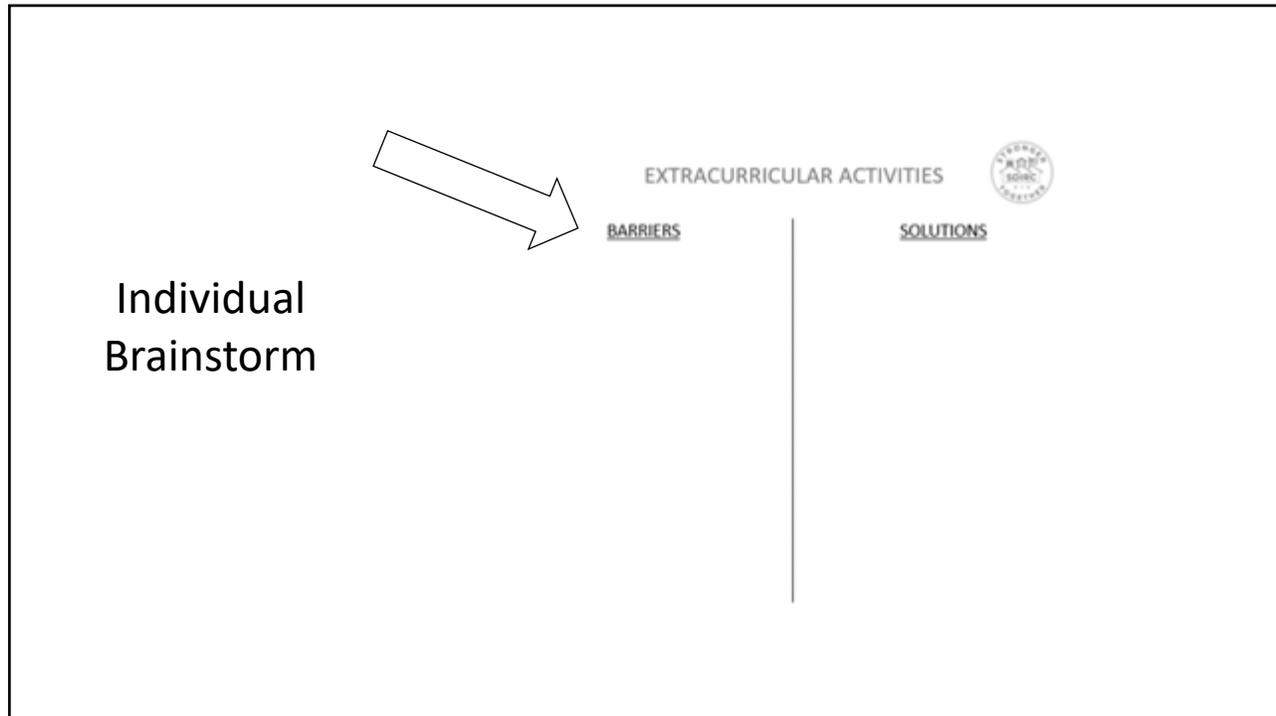
FEEDBACK PROTOCOL

Steps

1. Each participant will individually brainstorm and write down barriers to participating in extracurricular activities? Be specific. (5 minutes)
2. In round robin style, the **facilitator** will have each small group team member share, in 2 minutes or less, the barriers they have identified. (10 minutes)
3. After all small group team members have shared their identified barriers, the **facilitator** will lead the team through consolidating and reaching consensus on the most important feedback to share with large group. The **recorder** will recorder this information on the chart paper. (8 minutes)
4. The **reporter** will be ready to share the information with the larger group when called upon by the meeting facilitator.



8



9

FEEDBACK PROTOCOL

Steps

1. Each participant will individually brainstorm and write down barriers to participating in extracurricular activities? Be specific. (5 minutes)
2. In round robin style, the **facilitator** will have each small group team member share, in 2 minutes or less, the barriers they have identified. (10 minutes)
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4. The **reporter** will be ready to share the information with the larger group when called upon by the meeting facilitator.



10

Share Out

11



Possible Solutions...

What is a solution?

What are some examples?

12

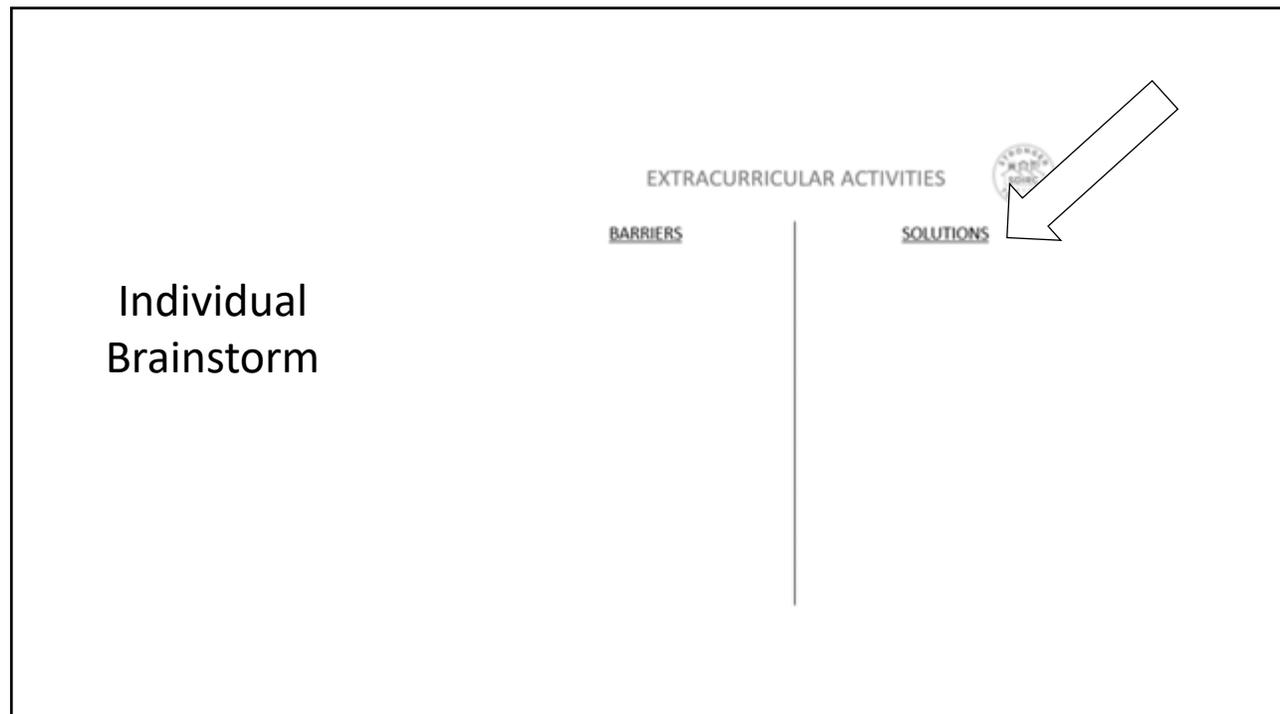
FEEDBACK PROTOCOL

Steps

1. Each participant will individually brainstorm and write down possible solutions to participating in extracurricular activities? Be specific. (5 minutes)
2. In round robin style, the **facilitator** will have each small group team member share, in 2 minutes or less, the possible solutions they have identified. (10 minutes)
3. After all small group team members have shared their possible solutions, the **facilitator** will lead the team through consolidating and reaching consensus on the most important feedback to share with large group. The **recorder** will recorder this information on the chart paper. (8 minutes)
4. The **reporter** will be ready to share the information with the larger group when called upon by the meeting facilitator.



13



14

FEEDBACK PROTOCOL

Steps



1. Each participant will individually brainstorm and write down possible solutions to participating in extracurricular activities? Be specific.
(5 minutes)
2. In round robin style, the **facilitator** will have each small group team member share, in 2 minutes or less, the possible solutions they have identified.
(10 minutes)
3. After all small group team members have shared their possible solutions, the **facilitator** will lead the team through consolidating and reaching consensus on the most important feedback to share with large group. The **recorder** will recorder this information on the chart paper.
(8 minutes)
4. The **reporter** will be ready to share the information with the larger group when called upon by the meeting facilitator.

15

Share Out

16

CHOOSE YOUR # 1

- Take ONE dot from your table.
- Place this dot next to the solution you feel will have the greatest impact on students.

17

THANK YOU FOR HELPING TO
BREAK DOWN BARRIERS AND OPEN
UP OPPORTUNITIES FOR ALL.



18



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 2/18/2021

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 IX - Extracurricular

- 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 January 4, 2021 up through February 18, 2021 of Quarter 3 of the 2020-2021 academic year. African American Student Council 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: Updated information related to student feedback will be submitted by secondary schools through the Quarter 3 Update of the African American Achievement Plan.

Reflection/Next Steps: Feedback gathered during African American Student Council meetings should continue to be used to create culturally relevant learning experiences for African American students, as well as generate strategies and support improvements aimed at equitable access and positive, supportive school climates for African American students.



African American Student Council Meeting

January 20/21

9:30 A.M.

AGENDA

Old Business

Reading of Last Month's Minutes

Student Grades

New Business

Positive Rewards (PBIS)

Leadership

Black History Month

Sharing and Concerns



African American Student Council Meeting

January 20/21

9:30 A.M.

SIGN-IN SHEET

S. Ferguson

[Redacted]

[Redacted]

Darion Brown

African American Student Council
Meeting Minutes
January, 2021

Meeting Time: 9:40 A.M. – 10:20 A.M.

Attendees:

Daryiall Brown – Principal

Sharette Ferguson – Sponsor

[REDACTED]

[REDACTED]

Meeting called to order- 9:40 A.M.

Read minutes from November/December, 2020

Adoption of the Minutes: 1st - [REDACTED] 2nd - [REDACTED]

- Grades
Spoke with students briefly about maintaining grades

Move to Begin New Business: 1st -Mr. Brwon 2nd - [REDACTED]

New Business

- PBIS
Mr. Brown Explained PBIS and asked for suggestions
Suggestions:
Music Showcase, Card Games, Basketball Game, Grilling
Kristie Shields – Treasure Coast College- Give talk about Vocation
Dr. Katy Nall – IRSC- Give talk about Vocation offerings

- Leadership

Mrs. Ferguson led a conversation regarding students conducting themselves as leaders on campus

Mrs. Ferguson is looking for candidates for Superintendent's Council

- Black History

Students suggested having speakers come in and give talks

Mr. Brown gave a brief Black History lesson about the Gifford area

- Shares/Concerns

Students have no concerns at this time

[REDACTED] volunteered for Superintendent's Council

Mr. Brown moved to adjourn meeting - 2nd - [REDACTED]

Meeting adjourned at 10:20 A.M.



School District of Indian River County

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

MEETING /TRAINING AGENDA FORM

DATE: 1/14/2021

SUBJECT: African American Student Council Meeting – Honoring our commitment to improving ourselves, our school, and our community.

Follow-up from last month's meeting:

- Review Individual Goal Setting Progress
- Black History Month Activities (Finalize)
 - Morning Announcement Bios
 - Door Decorating Contest
 - Spirit Week Activities

Recurring Agenda Items:

- Learning Environment suggestions
- Opportunities for inclusion in sports and other extracurricular activities
- Improvements for Distance Learning

New Agenda Items:

- Service-Learning Project discussion
- Ideas for 3rd qtr. recognitions

ATTENDEES:

Marsha Reese- Sponsor

3- 6th graders

6-7th graders

4-8th graders

"Educate and inspire every student to be successful"

Dr. Mara Schiff • Jacqueline Rosario • Laura Zorc • Teri L. Barenborg • Tiffany M. Justice
District 1 District 2 District 3 District 4 District 5

"Serving ALL students with excellence"
Equal Opportunity Educator and Employer

Meeting Agenda for 10/8/2020

- Ice Breaker
- Greeting/Introduction
- Group Purpose
- Wrap-up

Meeting Agenda for 11/5/2020

- Ice Breaker
- Briefing from District Personnel-Eric Seymour
- Student Feedback Survey
- Discussion/Shared Experiences

Meeting Agenda for 12/3/2020

- Ice Breaker Game
- Group Session (debrief of survey results)
- Sharing of personal experiences
- Wrap-up

Meeting Agenda for 1/14/2021

- Ice Breaker
- Planning of Black History Month event/activity
- Wrap-up

Meeting Agenda for 2/4/2021

- Ice Breaker
- Finalize plans of Black History Month event/activity
- Code of Conduct Meeting w/District Personnel
- Wrap-up

**Storm Grove Middle School
African American Achievement Student Council
February 18, 2021
9:30am**

- **Sports – do you play a sport? Why? Why not?**
- **Clubs – are in any clubs? Why? Why not?**
- **Bootcamps incentives**
 - **Food**
 - **Gym time**
 - **Drawings for gift cards**
 - **Football/basketball tickets for high school**
- **Becoming a teacher in IRC**
 - **New future educator club**
 - **What would appeal to you?**
- **Extra class period – if you had an extra class period in the day what would like as an enrichment class?**
 - **Time during the school day for homework**
 - **Tutoring**
 - **Learn something new (instrument, language, sport)**
 - **Science fair project**

VBHS AFRICAN AMERICAN STUDENT COUNCIL MEETING AGENDA

January 14, 2021

Call to Order *START 2 : 15 - END 3:00*

Approval of Agenda *Agenda Approved*

Roll Call [REDACTED], [REDACTED], [REDACTED], [REDACTED]

Approval of Minutes *Minutes approved*

Old Business

Finance Report - no change still \$44.00 remain from candy cane sales

Committee Report

Announcements

New Business

New Fundraiser

Black history month ideas

Door decorating

Black history posters

Future ideas to be talked about in next meeting

VBHS AFRICAN AMERICAN STUDENT COUNCIL MEETING AGENDA

February 2, 2021

Call to Order *START 2:20 pm - END 2:45 pm*

Approval of Agenda *Agenda Approved, 9-0*

Roll Call ██████████, ██████████, ██████████, ██████████, ██████████
██████████, ██████████, ██████████

Approval of Minutes *Minutes Approved, 9-0*

Old Business

Finance Report - no change in finance, \$44.00 remain from candy cane sales

Committee Report-

Announcements

New Business

Senior Skip Day

New Fundraiser Ideas

Black history month ideas

Door decorating

Black history posters

Recruitment

Agenda
SRMS African American Student Advisory Council
Thursday, February 4, 2021

- I. Introductions & Welcome
- II. Updates on Extracurricular Clubs
- III. "I Can, I Will" presentation
- IV. Areas of Improvement (Sticky Note Activity)
 - a. If you could improve one thing at SRMS what would it be?
- V. Next meeting date
 - a. March 4, 2021 in the Media Center
 - b. Council Ideas--upcoming events, activities, topics to address

African American Student Council

We are committed to providing you with the best equitable educational experience possible, so we welcome your input and feedback. Please fill out this questionnaire and place it in the box in the bin. Thank you.

Do you feel that the instruction you are receiving from MOST of you teachers is preparing you for high school?

Yes-A No-B

Do you have trusted adult(S) on campus?

YES, if yes who? NO

Are you taking/involved in
Advanced Placement/High School Credit Class

Yes | No

Athletic Team Yes | No

Fine Arts(Art/Band/Chorus/Orchestra) Yes | No

Of the years you have attended GMS have you received any special recognitions? (Student of the Month/Honor Roll/Perfect attendance etc.)

Yes No

Do you receive enough information about upcoming activities/events?

Yes No

If asked by a new family/student deciding what school to send their children would you recommend GMS as a school of choice?

Yes No

Please rate your overall educational/social experience at GMS?

1 2 3 4 5

Disappointing Exceptional

Do your teachers actively communicate expectations?

Yes | No

Do you receive support from your teachers to be a successful student ?

Yes | No

Why, or why not?

If you could change one thing at GMS what would it be?

Do you feel like diversity is celebrated/recognized?

Do your parent/guardians actively communicate with your teachers(email/phone calls/focus message) etc.

Please share any additional comments or suggestions.



AGENDA

2/23/2021

WELCOME/INTRODUCTIONS

PURPOSE/GOAL(S)

EXPECTATIONS OF THE AASC

COMPLETE THE SURVEY

NEXT MEETING 3/16

NOTES:

