

School District of Indian River County



2018 Joint Plan

District Progress Update –

[Action Steps and Artifacts](#)

October 2021 – December 2021

Joint Plan
District Progress Update – Action Steps and Artifacts
October 2021 – December 2021



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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 School 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. The current new teacher mentoring program is discussed during the new teacher orientation conference, which new teachers attend. All teachers who are in years one through three of their teaching career in Indian River are automatically enrolled into the program. The program is coordinated by the district level Professional Development (“PD”) Specialists. Additionally, each school will have a PD Council representative on site who offers new teachers support, and each new teacher will be provided with a mentor who also works at his/her school,

The mentoring program will be tailored to meet the individual needs of each new teacher; it will be structured to assist new teachers with any area of their work. The mentoring for all new teachers, including African American teachers, will attempt to address their particular circumstances. [Joint Plan at 3.]

Action Steps
2.1 Electronically sent a survey to all African American teachers participating in the Strengthening Teachers to Achieve Results and Relationships (STARR) program to gather feedback on teacher needs and experiences. <i>(T. Beckham and A. Cummings)</i>
2.2 For surveys not returned electronically, enlisted mentors of new, African American teachers in individually asking survey questions to their mentees during mentorship meetings to gather feedback. <i>(T. Beckham and A. Cummings)</i>
2.3 Reviewed survey feedback from mentees as a Professional Development (PD) Specialist Team and utilize it for STARR program planning for the 2021-2022 academic year. <i>(T. Beckham and A. Cummings)</i>
2.4 Conducted classroom observations and provided feedback to new African American teachers. <i>(T. Beckham and A. Cummings)</i>
2.5 Provided professional development for new teachers based on identified needs observed in the classroom visits. <i>(T. Beckham and A. Cummings)</i>
2.6 Publicized information regarding the STARR mentoring program to prospective teacher candidates at virtual recruitment events. <i>(B. Crisafulli)</i>
2.7 Increased the diversity of mentors and staff providing coaching support as part of the STARR Mentoring program. <i>(T. Beckham and A. Cummings)</i>
2.8 Developed a training for mentors in trauma-informed practices and cultural competency. <i>(C. Lord)</i>
Staff Responsible
R. Myhre, Assistant Superintendent of Curriculum & Instruction B. Crisafulli, Director of Recruitment, Retention, & Professional Practices C. Lord, Director of Educator Quality T. Beckham, Professional Development Specialist A. Cummings, Professional Development Specialist
Considerations for Monitoring Progress
<ul style="list-style-type: none"> What percentage of new, African American teachers provided survey feedback? How satisfied are new, African American teachers with their mentorship experience? Were any recommendations likely to positively impact mentorship supports made based upon the feedback provided? Was the STARR mentoring program publicized to prospective teacher candidates at the SDIRC Virtual Career Fair?

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

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

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

Artifacts of Actions Taken: New teacher survey response report, mentor logs with survey responses, summary of survey trends, STARR Meeting PowerPoint, PD Specialist school support assignments, emails to teachers from PD Specialists with specific observation feedback, First Days of School PD attendance roster and PowerPoint, WEPromise program communications, and Mentor Meet-Up PowerPoint – including trauma informed practices.

Progress Update

The District continues to implement the STARR new teacher mentoring program for all new teachers (0-3 years of experience in the profession) to ensure ongoing supports for new teachers. During the New Teacher Orientation that was provided on July 28 – 29, 2021, new teachers were introduced to the mentoring program, as well as information on instructional routines and best practice. Incorporated into the supports of the District's teacher mentorship program, feedback from participating African American teachers is gathered through surveys which supports the utilization of data to tailor mentorship experiences to the needs of new, African American teachers. The Department of Educator Quality examined the results of the first quarter survey and classroom management was a need for many teachers. Therefore, a book study was conducted during the second quarter to address this need.

Evaluations are currently being conducted, so we are eager to see if the teachers who participated in the book study have effective or highly effective ratings in classroom management. Also, the District understands that lesson planning is a need for new teachers, so District PD and Content Specialists are pushing into Collaborative Planning sessions in K-12 classes throughout the district. We were pleased to see a sharp increase in those African American teachers who submitted their second quarter needs assessment survey (from 53% to 76%).

Both PD Specialists serve as members of the Recruitment Team and share the STARR program and all of its components with teacher candidates. Many new teachers do have questions around the support they will receive if they choose our district, so it's wonderful to be able to share this pertinent information with them.

As of December 2021, the cumulative retention rate for new, African American teachers participating in the STARR mentoring program during the 2021-2022 academic year is 86.8%.

Retention Rates for New, African American Teachers Participating in the SDIRC New Teacher Mentoring Program Districtwide; PK-12, Non-Charter Schools in the SDIRC Retrieved 08/30/21, Source: Department of Educator Quality				
Cohort	African American Teachers Participating (#)	African American Teachers Retained (#)	African American Teachers Retained (%)	Overall Teacher Retention Rate (%)
2017 - 2018	<i>This data was not tracked systematically prior to the 2018 – 2019 school year.</i>			
2018 - 2019	21	17	81%	92%
2019 - 2020	19	18	95%	90%
2020 - 2021	34	33	97%	93%
2021 – 2022*	38	33	86.8%	To be calculated upon the close of the academic year

Count and Percentage of Professional Development Council Representatives Districtwide; PK-12, Non-Charter Schools in the SDIRC Retrieved 10/29/21, Source: Department of Educator Quality					
August 2019		August 2020		August 2021	
#	%	#	%	#	%
23	100%	23	100%	23	100%

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





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County #SDIRCStrongerTogether

Date:	December 10, 2021
Office/Departments(s):	Office of Curriculum and Instruction Department of Educator Quality Department of Recruitment, Retention, & Professional Practices
Report generated by:	R. Myhre, Assistant Superintendent of Curriculum & Instruction B. Crisafulli, Director of Recruitment, Retention, & Professional Practices C. Lord, Director of Educator Quality T. Beckham, Professional Development Specialist A. Cummings, Professional Development Specialist
Action Step (please include the description provided in the District Progress Update Joint Plan):	<ol style="list-style-type: none">2.1 Electronically sent a survey to all African American teachers participating in the Strengthening Teachers to Achieve Results and Relationships (STARR) program to gather feedback on teacher needs and experiences. (T. Beckham and A. Cummings)2.2 For surveys not returned electronically, enlisted mentors of new, African American teachers in individually asking survey questions to their mentees during mentorship meetings to gather feedback. (T. Beckham and A. Cummings)2.3 Reviewed survey feedback from mentees as a Professional Development (PD) Specialist Team and utilize it for STARR program planning for the 2021-2022 academic year. (T. Beckham and A. Cummings)2.4 Conducted classroom observations and provided feedback to new African American teachers. (T. Beckham and A. Cummings)2.5 Provided professional development for new teachers based on identified needs observed in the classroom visits. (T. Beckham and A. Cummings)2.6 Publicized information regarding the STARR mentoring program to prospective teacher candidates at virtual recruitment events. (B. Crisafulli)2.7 Increased the diversity of mentors and staff providing coaching support as part of the STARR Mentoring program. (T. Beckham and A. Cummings)2.8 Developed a training for mentors in trauma-informed practices and cultural competency. (C. Lord)
Explanation of Evidence:	<ol style="list-style-type: none">2.1 Educator Quality sent a survey link on October 12, 2021, for all new teachers to complete their second quarter needs assessment. Of the 34 African American teachers, 26 completed the survey in the time frame allotted (10 calendar days) which is a 76% completion rate. (Artifact 1) Individualized emails were shared with each mentor specifying the results of their new teacher's responses on August 25th. Individual responses for the survey of African American new teachers are included in Artifact 1.2.2 The mentors of the new teachers who did not respond in the time allotted for the survey were sent an email (Artifact 2) requesting they ask their new teacher(s) the survey questions and input the data on their first semester mentor log.

2.3 The survey results were analyzed by the Educator Quality team and used to plan 2021-22 professional development for the new teachers. A summary (Artifact 3) of the New Teacher Quarter Two Survey determined the trend in the responses. Mentees received the results of the survey.

2.4 The PD Specialists, Terri Beckham and Anitra Cummings, have specific schools they visit and support the new teachers through classroom observations, attending STARR meetings, collaborative planning sessions, and providing professional development as identified in the observations and teacher surveys. The memo (Artifact 4) documents the responsibilities and assigned schools for the new teacher support in 2021-22. Terri Beckham and Anitra Cummings provide support to new teachers through ongoing feedback. (Artifact 4)

2.5 STARR meetings are designed to meet the needs of the teachers in the school. Professional development is based on the identified areas through classroom observations conducted by school administrators, mentors, and PD specialists. Information is shared through a Canvas Course (Artifact 5) for the monthly STARR meetings. Individualized coaching cycles are offered for teachers working on a specific area of practice. Because classroom management was a blaring need, a book study (**Harry Wong's First Days of School**) was conducted to support those wanting to improve in classroom management and effective teaching practices.

2.6 The STARR mentoring program is promoted as part of the We Promise (Artifact 6) commitment to prospective teacher candidates in various face to face and online recruitment fairs. Flyers are displayed on tables for the face-to-face sessions. For online sessions, interested candidates can click on a flyer and add it to their "swag bag."

2.7 STARR Administrators encourage qualified teachers to participate in Clinical Educator Training, so they may serve as a mentor on campus. All mentors in SDIRC must be Clinical Educator Trained and provided support on a quarterly basis. PD Specialists are available at any time to support mentors who reach out for additional help.

2.8 Educator Quality partnered with Tykes and Teens to provide mentors professional learning on Motivational Interviewing which is focused on how language can impose power within a relationship. This was delivered during the November 15th Mentor Meetup session. In addition, Tykes and Teens delivered PD to all new Clinical Educators on November 8th and 9th. The topic was trauma informed practices.

Results of Action Taken:

Educator Quality examined the results of the first quarter survey; classroom management was a need for many teachers; therefore, a book study was conducted during the second quarter to address this need. Evaluations are currently being conducted, so we are eager to see if the teachers who participated in the book study have effective or highly effective ratings in classroom management. Also, we understand that lesson planning is a need for new teachers, so District PD and Content Specialists are pushing into Collaborative Planning sessions in K-12 classes throughout the district. We were pleased to see a sharp increase in those African American teachers who submitted their second quarter needs assessment survey (from 53% to 76%). During our November 15th Mentor Meetup, four mentor teachers attended the session. Although we provided two possible sessions for this training, we believe teachers are feeling tired and overwhelmed. We also realized the need for implementing trauma informed practices into our mentor and clinical educator training, and both sessions were well received by participants. Mrs. Cummings and Beckham have visited many

classrooms this quarter, and our new teachers are open to feedback on classroom practices. The conversations around our non-evaluative feedback have been beneficial for our teachers as well as their students. Both PD Specialists serve as members of the Recruitment Team and share the STARR program and all of its components with teacher candidates. Many new teachers do have questions around the support they will receive if they choose our district, so it's wonderful to be able to share this pertinent information with them.

Reflection/Next Steps:

Because our partnership with Tykes and Teens was so well received by those in our last Clinical Educator cohort and our November 15th Mentor Meetup, we are going to implement some trauma informed practices into our new employee orientation in January. We will continue to conduct classroom visits to support new teachers and their mentors. A third quarter survey will be going out the first week of January, so we will look at those results and assess what our new teachers need/want to progress in their craft.

School	Teacher's Name	Years of Teaching (in total)	Mentor's Name	African American New Teacher?	African American Mentor?	Hispanic New Teacher?	Complete Surveys?	Semester 1 Mentor Log	Mentor Hours Documented	Complete Surveys?	Semester 2 Mentor Log	Mentor Hours Documented
ACE	Lyndsey Sclarani	14	Angel Tory		x							
Beachland	Mikayla Slaughter	1	Adrienne Polverari	x			y/y					
	Jordan Neely	3	Sam Cristofulli				N/y					
	Beth Wynn	lots	Tanya Brown									
	Marjorie Mitchell (guidance)	30+	Adrienne Polverari	x								
	Destiny Lorraine	?	?									
	Wendy McFarland	lots	Amy Korzon									
	LaToya Charles	0	Diana O'Connor	x			y/y					
	Nita-Scates	3	Sara Evans	x			y/ab					
	Kelly Deeds	lots	Denise-Palau									
	Eden Connaughton	0	Michelle Stawara				y/y					
	Melanie Eaton	0	Diane Jellie and Wendy McFarland				y/y					
Citrus	Beniteken Williams	3	Jenna Schmeier				y/					
	Kimberly Richardson	2	Amy Derrmy/Laura Clement				y/y					
	Morgan Claxteen	2	Tammy Reilton				N/N					
	Nora Berry	lots	Laurie Hoover			x						
	Oscar Escobar	0.5	Janine Jones/Terry Parker			x	N/N					
	Sarah Lovett	lots	Amy Derrmy									
Doddertown	Britany Reed	1/TEMP	Raina Ingrum		x		N/N					
	Shellie Maxwell	16	Christine Mackey				N/N					
	Alycia Anglin	0/TEMP	Stacey Miller	x								
	Melissa Cliffford	4	Denise Swannigan		x							
	Trinke lediju	3	Ashley David				N/N					
	Deborah Johnson	7	Jennifer DeGraeve	x								
	Casey Holdsworth	0	Katie Whittaker				y/N					
	Alma Mosley-Ware	8	Ginger Bernal	x								
	Christine Bode	LOTS	Tom Stull? Katie Whittaker									
	Rebekkah Simmons-Scott	4	Raina Ingrum	x								
	Jennie Roberts	2	Katie Whittaker									
Fellsmere	Thomas Carter	0	Dana Gatlin/Janine Jones				y/y					
	Kerryann Wilson	LOTS/TEMP	Denise Swannigan	x	x		y/y					
	Jonl Ireland	0	Katie Whittaker				y/N					
	Sandra Morgan	16	Stacey Miller	x								
	Takise McKnight	LOTS	Raina Ingrum	x	x							
	Nwere Wanza-Hicks	16	Jennifer DeGraeve	x								
	Baily Zuegy	0.5	JoAnne McCarty				y/N					

	Madison Hinkle		1	Meaghan Morales				x	y/y								
	Lauren Stemle		7	Megan Becker													
	Claudia Rodriguez		0	Hailey Phillips					N/N								
	Charise Courtney	lots		Carla Cundiff													
	Faith Fuss		0	Jessica Mowery													
	Ashley Kerr		1	Chelsea Daniele													
	Heather Kramer		0	Amanda Libby					N/Y								
	Marissa Agueron	lots		Jessica Mowery				*									
	Megan Becker		2	Meaghan Morales				x	N/Y								
Gifford Middle	Charmain Connor	lots		Saphir Saint Louis		x											
	Krital Pattinato	?		Eduard Jean			x										
	Becky Kolesnik	lots		Susan Ridlen			x										
	Sylvia Hammett	?		Susan Ridlin													
	Courtney Stephens		1	Robert Knight		x											
	Brandon Carter		3	Shannon Hutchinson													
	Liliana Barrett		3	Candye Long				x	y/y								
	Brandon Grimsom		0	John Schwenger					y/y								
	Jeffrey White		0	Shel Hand					y/y								
	Mara Simms		0	John Schwenger		x			y/y								
Glendale	Courtney Dipietro	#		Patry Poyzell					y/y								
	Heather Lampert	#		Barbara Presley			x		y/y								
	Danielle Bewlin	#		Jessica Napier					y/y								
	Jeffrey Brackett	#		Lisa Skinder					y/y								
	Jessica Stenstrom	"		Mary Bohlen													
	Micki Field	"		Jen Corey													
	Allyson Potter	"		Emily Barrie													
	Karley Currey	#		Jessica Napier					y/N								
	Okwan Essence	#		Barbara Presley		x		x	N/Y								
	Daniel Franco	#		Emily Barrie				x	y/N								
Indian River Academy	Dolores Luna		2	Teresa Baird				x	y/y								
	Jessamine Krauss		0.5	Brenda Durwin													
	Melissa Roberts		2	Nicole Biggs		x			y/y								
	Nichole Huber		2	Zy Ortiz				x	N/Y								
	Brianne Cohen		3	Christina Ferrar/Melie		*			y/y								
	Randy Odom		0	Amy D'Albora?													
	Malorie Wood		0	Nichole Biggs													
	Dawn Hensley		7	Beth Sakany													
	Diana Caputo		7	Brenda Durwin													
	Sheena Wilson		3	Elaine Rappley		*			N/AB								
	Sonia Fritz	20+		Amber Cunningham			*										
Liberty Magnet	Christina Bragman		1	Lisa Bishop				x	y/y								
	Lynn Lunsford		10	Socorro Luna													
	Valerie Gerhardt		8	Autumn Bias													

ID	Start time	School	Subject/Grade-level	Do you have a school-based mentor? If so, please submit his/her name here.	Think about the area of growth you identified during 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 type of professional development/support are currently facing in the classroom?	What support would be helpful from your school-based mentor?	Do you feel supported/welcomed at your school? Please explain your answer.	Do you feel supported/welcomed by the district? Please explain your answer.	Do you have anything else you would like to share that has not been asked on this survey? Please explain.	
1	10/13/21 7:27:19	Vero Beach High School	U.S History 11th Grade	Kristie Barnes	I've only been here for three weeks and there are many areas that I would like to grow in	Keeping the students engaged in the lesson and strategies on how to get them to interact with each other more often	The student being on their phones while I am instructing	Some curriculum based professional development something that could help me with more innovative ideas towards the curriculum way I can imagine	Yes Everyone from the administration to the custodial staff have been a help to me since I've been here	Yes Yesterday the new teacher support came in and she shared great ideas with me	I am happy for the opportunity to be a part of the Indian river County District	
2	10/13/21 7:58:14	Vero Beach high school	PE	Kristi Odom	I have made improvements with getting more kids involved in activities. I made folders for paperwork and purchased a folder pocket chart. As for mistakes it is what it is. I like to do things right the first time so I am not wasting my time or others.	I will focus on more activities to keep the class involved for the 90 min.	Making sure kids dress out.	Professional Development is great I love it.	My mentor is great I talk to her every day.	Yes, I feel supported and welcomed at Vero Beach high school. We have a great support system and I feel like its a great line of communication between professional development and I.	Yes, I feel supported and welcomed by the district they reach out through email.	no
3	10/13/21 8:01:10	PIE	Pre-K	NO					n/a	sure	Not sure how to answer that	no
4	10/13/21 10:32:42	Glendale Elementary	Kindergarten	Barbara Presley	Yes	Student engagement, progress monitoring for kindergarten, student checklist for observation	I just moved to a new grade level. I am getting to know my students, different curriculum and standards	Any training on Eureka or Amplify	Helping me establish techniques or strategies that ease transitions	I do feel supported at school. My mentor, assistance principal and other teachers from first grade team have been helpful in helping me transition	I do feel supported by the district	No
5	10/13/21 12:04:02	Sebastian Elementary	Reading Resource	Cheryl Hoyt	Learning the Sunday program	Sunday	N/A	N/A	She is doing a great job being my mentor.	Yes	Yes	None
6	10/13/21 14:40:59	OSIO Middle School	ESE - 7th grade	Judith Smith	Yes	More training in ESE, I would like to know more.	Challenges I am having are that the students are not putting forth the effort to learn.	More training in ESE, more specifics and the rules of engagement.	She is very accommodating and at this time no other assistance is needed.	Yes, the email communication is good. The only concern I have about that is that I have some emails could need answers to, I have always received an answer or a go to person.	Not at this time.	

7	10/13/21 19:05:03 Oceola Magnet Elementary School	3rd	Jennifer Morrow	Yes, I have grown in this area.	The area of growth I would like to focus on during the second quarter are parent communication and student engagement during instruction.	I am facing student engagement challenges, communication and collaborative planning concerns with grade level team members.	Professional development regarding mental/emotional support would be helpful to amplify and how to make the instruction engaging for students. I would also like to see professional development (regarding areas) however, this team building amongst grade levels.	Extensive support would be beneficial from my school-based mentor. She already provides so much (including these professional development regarding areas) however, this year's circumstances require more.	I feel very supported and welcomed by my school.	Yes, by my mentor. He stepped in for me while I was sick with Covid and kept my students on track.	I do not feel supported by the district. It is more of a burden to have to have to complete so many work and requirements surgery, reports, logs, from the district that there is no time for classroom preparation.	It is my opinion that the school district requests an excessive amount of time and effort from new teachers when so much is already expected from them. There is so much added pressure, work and requirements from the district that there is no time for classroom preparation.
8	10/14/21 8:10:47 GMS	6th grade Math	Yes/ J. Schwenger	My lesson planning has improved. I am now maybe 3 lessons ahead	Lesson planning (differentiating) and the MTSS.	Honestly, distracting behaviors in 2 of my classes (talking out of turn, joking around)	Any training beneficial to a new teacher. However, I do not have the time.	Previewing some of my lessons.	Yes, PE has been great with supplying necessary classroom items.	I was sick with Covid and kept my students on track.	Absolutely.	
9	10/14/21 8:30:55 Pelican Island	Music K-5th	Kimberly Weese	An area of growth I identified was creating interactive music lessons for elementary students. Over the 1st nine weeks, my lesson plans have become more interactive.	During the second quarter, I will focus on my time management in the classroom.	At first I was having difficult time navigating through my lessons because of the classroom setup. My computer is in the corner turned away from the students. Fortunately, I have figured out how to combat this issue by purchasing a slide-show clicker to navigate through my lessons with ease.	Incorporating STEAM into music lessons.	Suggestions and tips on how to work with students who misbehave.	Yes, PE has been great with supplying necessary classroom items.	Yes, IRSD has helped in all facets possible.	N/A	
10	10/18/21 21:10:38 Rosewood	2nd	Yes, Megan Strazin	Behavior Management: my students to be more engaged and interacting with the lesson. I feel like they are always doing paper/pencil assignments with Amplify. The look on their faces screams boredom at times. How can I make these EIA REALLY doing them like there isn't much room for engagement	Behavior Management: my students to be more engaged and interacting with the lesson. I feel like they are always doing paper/pencil assignments with Amplify. The look on their faces screams boredom at times. How can I make these EIA REALLY doing them like there isn't much room for engagement	Math coaching to help me improve with my math instruction, engaging in a small snippet of the lesson (especially math) is beneficial so that I have a visual representation of a visual representation up. I always forget my whole group behaviors. I can find my own footing.	Explicit instructions-I am a visual and kinesthetic learner, so I need to see exactly what a lesson needs to look like and how it should be done. I find that giving me instructions verbally doesn't stick. It goes through one ear and out the other in less than 2 minutes. Maybe like these really weigh heavily on me. I try to cross my T's and dot my I's but every time I think I have a good flow towards my class age group, and behavior management strategies or something to mimic until I can find my own footing.	Yes, the district provides opportunities for me to perfect my craft.	No			

11	10/18/21 23:14:40	Beachland Elementary	5th	Diana O'Connor	I think that I have grown in the area of learning how to use the organizer to use.	I would like to learn how to differentiate my lessons to reach all of my students. I also want to become more comfortable when creating the lesson plan to know which organizer to use.	I have behavioral issues.	I might benefit from assistance with studying for the K-6 test.	My mentor has a wealth of knowledge with ESE students. I know with her knowledge and skills, she will be able to assist me with adjusting my lessons to reach all of my students.	Yes, I do! Megan, the other ELA teacher has taken me under her wings to assist with planning.	Yes, I do! Terri, has always made herself available to assist with any questions and personally assist me with trying to be the best that I could be! I couldn't ask for any more support than that.	No	
12	10/19/21 3:54:52	Ohio Middle School	ESE 6th grade	Mrs. Pennell	I have learned how to use pacing guides, text books and curriculum maps to align standards to my lessons.	I have grown tremendously over the 1 nine weeks of school. I have determined the need with my students academically. I also gather information needed to help my department grow with new strategies that would embrace the educational needs with our students.	Growing in ESE and elevating the levels of need within our students.	There are no challenges at this time.	ESE, differentiation, and leadership.	She is wonderful and motivating.	Yes! My principal is amazing.	Yes! The district has been supportive throughout the entire process of being employed here.	No. Great job.
13	10/19/21 6:10:09	School	Vero Beach Elementary 1st	Sharon Keelley	Enriching students using Amplify	None at the moment.	A refresher about differentiation.	Continued support teaching amplify and reaching both higher leveled and lower leveled students.	Yes, Ms. Keelley supports me in improving my teaching skills and helping me stay prepared.	Yes, though I am back in the class room this year, I have been on campus for several years.	Welcomed for sure.	No.	
14	10/19/21 8:42:18	School	Sebastian River High Freshmen Seminar	Mrs. Funnell	Making the materials more and more reliable to students so that they are to understand more fully.	Continue to make the materials reliable	Student motivation	Can't think of one	Honestly unsure	Yes, everyone seems to be in the same kind of be in the same or similar boat right now so it is helpful to not feel alone in this season, and to have people to talk to who understands what I am going through.	Yes, but I also feel a lot of pressure.		
15	10/19/21 8:48:26	School	Storm Grove Middle 6-8 Career and Technical Education	Shana Nathaniel	Getting organization and setting	taking my certification test and a finishing my beacon classes	having to move in the middle of the 1st nine weeks	n/a	she helps me with everything	Yes if I ask for help I'm always given it.	Yes if I ask for help I'm always given it.		
16	10/19/21 8:09:24	Beachland	Music K-5	Adrienne Polverari	I wanted to grow in classroom management. I believe I have grown a little in this area, but not as much as I would have liked to. It has just been extremely hard this year getting into the groove of things.	I want to grow overall in every area. I have been trying to network more and build more confidence. I've also been trying to manage my time better and have a better system of classroom management. I just feel so overwhelmed in each area.	I am facing several challenges. Student behavior has been a big issue for me. I use a few different attention grabbers, but those only work for so long. I've tried calling parents, but sometimes that doesn't even work. Sometimes I spend so much time just trying to get the kids to listen to me, that music time is wasted.	Me going to other classrooms, or someone coming in to observe me and help me to fix my mistakes.	Help with balancing it all, without burning out.	Yes, everyone seems to be in the same kind of be in the same or similar boat right now so it is helpful to not feel alone in this season, and to have people to talk to who understands what I am going through.	Yes, but I also feel a lot of pressure.		
17	10/19/21 9:35:52	Ohio Middle School	7th Grade Math	Yes, Mrs. Brandt, Byrd	Collaborative planning. Now I have a better understanding of how to make my lesson plans.	I will focus on solving word-problems because students have difficulty of solving them.	It is always a behavior problem.	Reviewing some concepts before I take the Professional Education test.	Anything from her will be helpful.	Yes, because my mentor is always there when I need her.	No comment.	No.	

18	10/20/21 11:39:31	Baines	10.11, 12/Biology/Earth and Space Science	Yes, John Martin	I have grown in being persistent with discipline and classroom expectations.	Area of growth will be level of organization and preparation.	Current challenges include cellphone use, behavior, and structure within the classroom at points.	None at this time	None at this time	Yes I do.	Yes I do	
19	10/20/21 20:59:52	Dodgertown Elementary	ELA/Fourth Grade	Swannigan	I have improved a lot... adapting to the school culture and being able to effectively facilitate my students' learning	I am still working on being the best that I can be in order to better facilitate learning and create that warm and caring learning environment for my students	Indiscipline of students (behavior issues)	Coping in a stressful environment... Behavior Management	Continued guidance	I feel supported/welcomed at school. I've been encouraged and guided. I've received many suggestions and recommendations...	Yes, I've had assistance from the district and I really appreciate it. -received suggestions that I'm using (amazing support- Ms. A Cummings and Ms. Hamner)	No
20	10/21/21 8:16:16	Sebastian River Middle School	7	Melissa Tobias	I have grown professionally in reteaching instructions to students who are having challenges understanding the lesson activities.	I will focus on differentiation for students that need extra support. I will have more group reteaching instructions to students to collaborate and to develop creative strategies to help them become successful.	Some challenges I'm currently facing are some ESE students in my 8th period. I am working with them to give additional support but some are struggling on writing concepts.	Just giving me any type of support that will help me and my students succeed.	My mentor and I meet weekly to discuss specific questions I have about lesson plans, curriculum pacing, etc.. Ms. Tobias provides great support and reaches out on a regular basis.	There are people I am in contact with that offers support to me. However, I do not feel supported by one of the AP's. When we have collaborative meetings, there is a sense of uneasiness in the room with this person. I cannot explain it in detail through this survey.	I have met a couple of people from the district. They offered support and were welcoming.	No
21	10/21/21 15:06:04	Oso Middle school	ELA 7th Grd.	Shawna Pennell	Yes	Marzano Evaluation expectations	None	Amplify and ESE/ESOL strategies for student support, engagement and differentiation	My mentor is efficient and guides me through all issues that arise.	Yes I do feel welcomed and supported at my school. Dr. Robinson fosters a culture and climate family and togetherness. These concepts are extremely important to me as a first year employee at OMS because I am comfortable in asking for assistance for any concerns that arise.	Yes I do. Our Terri Beckham is always ready to give me whatever help I need, whenever I need it. She is very professional and always makes sure that she finds an answer to every question.	No.
22	10/21/21 14:34:13	Storm Grove Middle school	Critical Thinking 7 6th	Ms. Caitlin	I had wanted to grow in classroom management, I can say I am much better than when I started I now in a better place in managing my class, in regarding discipline, I could not do this without the encouragement of other teachers.	I will continue to focus on classroom management strategies, differentiation of instructions, building relationship with my students and also continue my professional growth.	How to motivate these students to complete their work, and also having lessons to keep them really engaged I believe more could be done in that area, more support in the grading done in that area, more challenging for some of my students.	I am not sure because I am new at it, maybe having lessons to keep them really engaged I believe more could be done in that area, more support in the grading done in that area, more challenging for some of my students.	My school base mentor and I meet and she is trying we are new together so it will take a little time to feel comfortable to let her know with time I know she will support when I think differently.	I do feel supported and welcomed at my school. I have not seen I can never get anyone, anything right now but I do know later something will pop in my head.	I do not have much to do with the district on an everyday basis, but when I called to speak to someone in an office I can never get anyone, anything right now but I do know later something will pop in my head.	No I do not!
23	10/21/21 16:51:50	Vero Beach High School	High 10-12 ASPIRE	Yes! Kristie Barnes	Yes I believe so	Being more transparent school.	Getting students motivated to be in school.	I don't know	Some ideas of how to motivate students.	Yes! The administration is works with me and teachers commend me on doing well with the students that come to ASPIRE.	No I do not!	

24	10/22/21 10:23:11 VBHS/FJC	Algebra 1/9th	Yes Ralph Vaughn	My growth was building a rapport with the students because a lot I was not reaching them. Now I have that rapport built with over 90% of them we are able to get more things done in the classroom without so many interruptions.	My focus this 9 weeks is researching and networking with other teachers in my field to find resources for ESOL students.	Language barrier has always been a struggle because I have many students that speak another language.	Bridging the gap of language and have more resources that their access for translation.	Honestly, I don't know. We both share that issue.	Yes I do.	Yes I do.	Nope	
25	10/22/21 13:09:51 Vero Beach High School	12th Economics and 10-12th African American History	Dawn Bennett-Campbell	Yes.	Teaching to the rigor of the standard	Student attendance and motivation	None.	Meeting more frequently.	Welcomed yes and supported no. Everyone is inviting but as far as supporting teachers no. In order to support teachers there needs to be universal rules for order and organization.	I feel that there are multiple expectations that are required and that there could be better planning as far as time allotted to teachers.		

Re: Survey Results

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

Thu 12/16/2021 9:15 AM

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

Artifact 2.1

From: Pennell, Shawna <Shawna.Pennell@indianriverschools.org>

Sent: Friday, October 22, 2021 11:01 PM

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

Subject: Re: Survey Results

Thank you so much

Get [Outlook for Android](#)

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

Sent: Friday, October 22, 2021 9:39:21 PM

To: Pennell, Shawna <Shawna.Pennell@indianriverschools.org>

Cc: Brown, Felecia <Felecia.Brown@indianriverschools.org>

Subject: Survey Results

Good evening, Shawna,

Below you will find Felecia's New Teacher Needs Assessment Survey responses for the second quarter of the 2021-2022 school year. As you know, this information will help you tailor your support to her as she grows in her practice. Please take a moment to review this information. If there is something I can do to assist you in working with your mentee, please don't hesitate to reach out. I am always happy to assist!

Again, thank you for your work with our Indian River County students and new teachers! YOU are appreciated!

5. Think about the area of growth you identified during the 1st nine weeks. How have you grown in this area? *

I have grown tremendously over the 1 nine weeks of school. I have determined the need with my students academically. I also gather information needed to help my department grow with new strategies that would embrace the educational needs with our students

6. 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. *

Growing in ESE and elevating the levels of need within our students

7. What are some challenges, if any, you are currently facing in the classroom? *

There are no challenges at this time.

8. What type of professional development/support would be beneficial to you right now? *

ESE, differentiation, and leadership

9. What support would be helpful from your school-based mentor? *

She is wonderful and motivating

*Terri Beckham, M. Ed.
PD Specialist
Department of Educator Quality
772-564-3025 (office)
772-559-7520 (cell)*

Follow me on Twitter @Terri_Beckham

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

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Artifact 22

Re: Second Quarter New Teacher Needs Assessment Survey

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

Thu 12/16/2021 9:25 AM

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

Artifact 2.2*Terri Beckham, M. Ed.**PD Specialist**Department of Educator Quality*

772-564-3025 (office)

772-559-7520 (cell)

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:** Tuesday, November 2, 2021 11:38 AM**To:** Barth, Elizabeth <Elizabeth.Barth@indianriverschools.org>**Subject:** Re: Second Quarter New Teacher Needs Assessment Survey

Thank you Betty!

My apologies. She was not on my original email distribution list. However, she is now! Attached you will find a blank log. 😊

Have a happy Tuesday!

*Terri Beckham, M. Ed.**PD Specialist**Department of Educator Quality*

772-564-3025 (office)

772-559-7520 (cell)

Follow me on Twitter @Terri_Beckham

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

From: Barth, Elizabeth <Elizabeth.Barth@indianriverschools.org>**Sent:** Tuesday, November 2, 2021 10:57 AM**To:** Beckham, Terri <Terri.Beckham@indianriverschools.org>**Subject:** Re: Second Quarter New Teacher Needs Assessment Survey

My Mentee, Kylie McKenzie said she did not receive the survey. Can you please double check that she is on the list to receive it for next time. I told her to check her

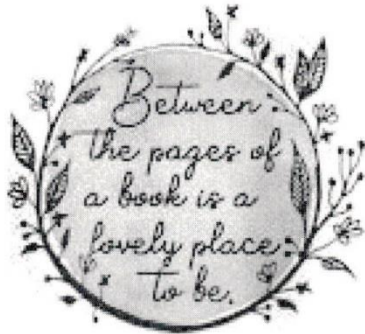
spam folder just in case it went in there. Also can you please send me a blank copy of the mentor log? Thanks 😊

Elizabeth Barth

K-3 Reading Interventionist
Vero Beach Elementary School

772-564-4548

<https://www.donorschoose.org/ms-barth>



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

Sent: Monday, October 25, 2021 1:35 PM

Cc: Lord, Colleen <Colleen.Lord@indianriverschools.org>; Schafte, Kyra <Kyra.Schafte@indianriverschools.org>; Myhre, Richard <Richard.Myhre@indianriverschools.org>; Cummings, Anitra <Anitra.Cummings@indianriverschools.org>

Subject: Second Quarter New Teacher Needs Assessment Survey

Good afternoon new teachers and school-based mentors.

We hope you had a relaxing weekend and are looking forward to the week ahead! We hope your conferences go well this week. :)

You are receiving this email because you/your mentee did not complete the Second Quarter New Teacher Needs Assessment Survey before the Friday evening deadline. As of this afternoon, all submitted surveys (94/138 new teachers) have been shared with mentors via email.

During your next mentor/mentee meeting, please be sure to address the following questions. The new teacher's responses should be documented at

the top of his/her Mentor Log. We appreciate you taking the time to address these important questions as they will help guide and tailor the work needed to be done to support the newer teacher.

Should you have any questions, please feel free to reach out. We are happy to support you!

5. Think about the area of growth you identified during the 1st nine weeks. How have you grown in this area? *

Enter your answer

6. 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. *

Enter your answer

7. What are some challenges, if any, you are currently facing in the classroom? *

Enter your answer

8. What type of professional development/support would be beneficial to you right now? *

Enter your answer

9. What support would be helpful from your school-based mentor? *

Enter your answer

10. Do you feel supported/welcomed at your school? Please explain your answer. *

Enter your answer

11. Do you feel supported/welcomed by the district? Please explain your answer. *

Enter your answer

The Department of Educator Quality

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

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Artifact 2.3

21-22 Second Quarter New Teacher Needs Assessment Survey



3. Subject/Grade-level

[More Details](#)

[Insights](#)

25

Responses

Latest Responses

"12th Economics and 10-12th African American History"

"Algebra 1/ 9th"

"High 10-12 ASPIRE"

6 respondents (24%) answered **Grade** for this question.

Biology/Earth Reading Resource African ELA Fourth Grade ESE - 7th Critical Thinking American History Music K-5 6th grade **Grade** 7th grade Freshmen Seminar 12th Economics History 11th Grade grade Math Technical Education Pre-K History 11th

4. Do you have a school-based mentor? If so, please submit his/her name here.

[More Details](#)

[Insights](#)

25

Responses

Latest Responses

"Dawn Bennett-Campbell "

"Yes Ralph Vaughn"

"Yes! Kristie Barnes"

3 respondents (12%) answered **Mrs** for this question.

Melissa Tobias Brandi Judith Smith Jennifer Morrow Martin John Barbara Presley **Mrs Kristie Barnes** Vaughn Adrienne Polverari Kristi Odom Shana Nathaniel Cheryl Hoyt Yes/ J Schwenger Byrd Sharon Keeley Diana O'Connor Megan Stranzin Shawna Pennell

5. Think about the area of growth you identified during the 1st nine weeks. How have you grown is this area?

[More Details](#)

[Insights](#)

25

Responses

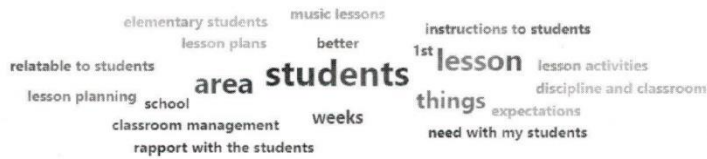
Latest Responses

"Yes. "

"My growth was building a rapport with the students because a 1st i ...

"Yes I believe so"

8 respondents (24%) answered **students** for this question.



6. 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.

[More Details](#)

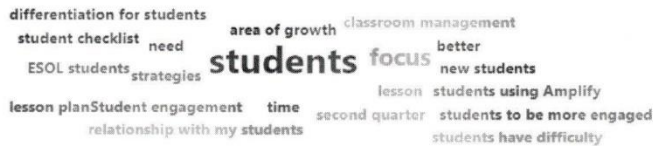
[Insights](#)

Latest Responses

25
Responses

"Teaching to the rigor of the standard"
"My focus this 9 weeks is researching and networking with other teac..."
"Being more transparent"

12 respondents (48%) answered **students** for this question.



7. What are some challenges, if any, you are currently facing in the classroom?

[More Details](#)

[Insights](#)

Latest Responses

25
Responses

"Student attendance and motivation"
"Language barrier has always been a struggle because i have many st..."
"Getting students motivated to be in school."

13 respondents (52%) answered **students** for this question.



8. What type of professional development/support would be beneficial to you right now?

[More Details](#)

[Insights](#)

Latest Responses

25
Responses

"None."
"Bridging the gap of language and have more resources that their acc..."
"I don't know"

3 respondents (12%) answered **professional development** for this question.



9. What support would be helpful from your school-based mentor?

[More Details](#)

[Insights](#)

Latest Responses

25

Responses

"Meeting more frequently."

"Honestly, I don't know. We both share that issue."

"Some ideas of how to motivate students."

7 respondents (28%) answered **mentor** for this question.



10. Do you feel supported/welcomed at your school? Please explain your answer.

[More Details](#)

[Insights](#)

Latest Responses

25

Responses

"Welcomed yes and supported no. Everyone is inviting but as far as su..."

"Yes i do."

"Yes! The administration is works with me and teachers commend me..."

8 respondents (32%) answered **supported** for this question.



11. Do you feel supported/welcomed by the district? Please explain your answer.

[More Details](#)

[Insights](#)

Latest Responses

25

Responses

"I feel that their are multiple expectations that are required and that t..."

"Yes i do."

"Yes! District staff always asking what more can they do and they hav..."

9 respondents (36%) answered **district** for this question.



12. Do you have anything else you would like to share that has not been asked on this survey?
Please explain.

[More Details](#) [Insights](#)

20

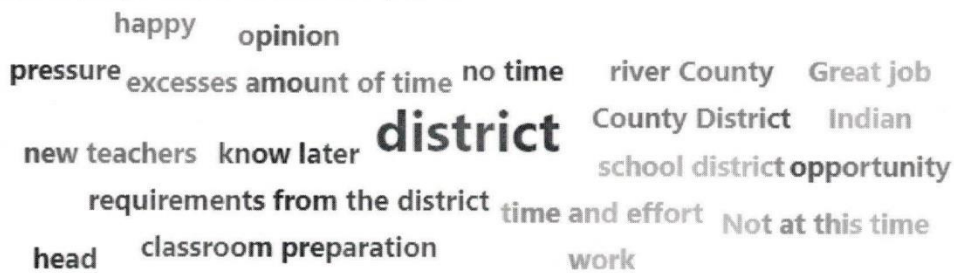
Responses

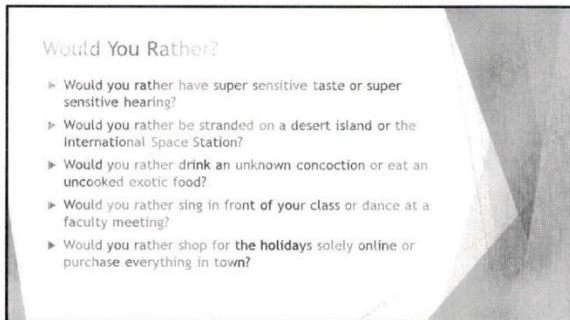
Latest Responses

"Nope"

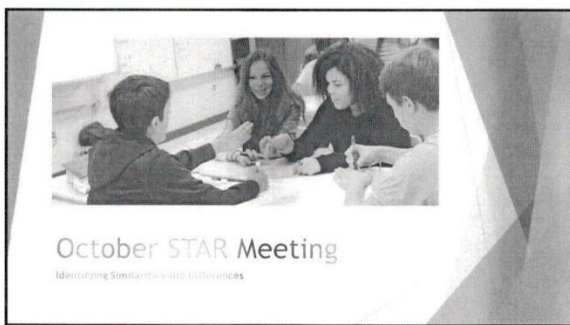
"No I do not!"

2 respondents (10%) answered **district** for this question.

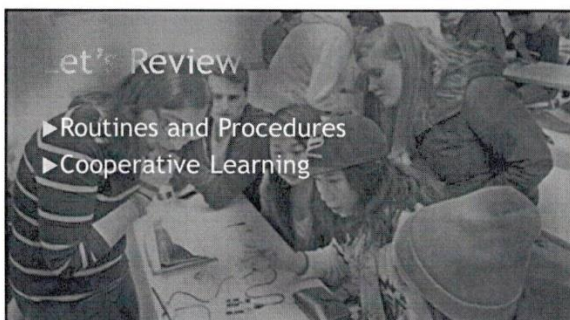




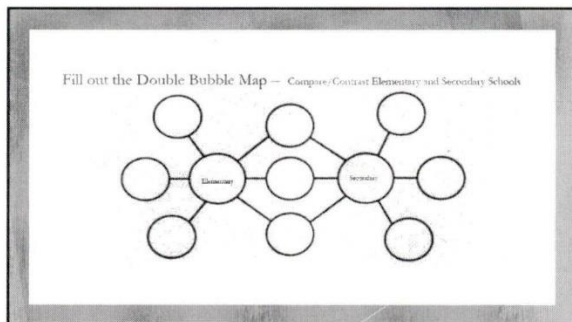
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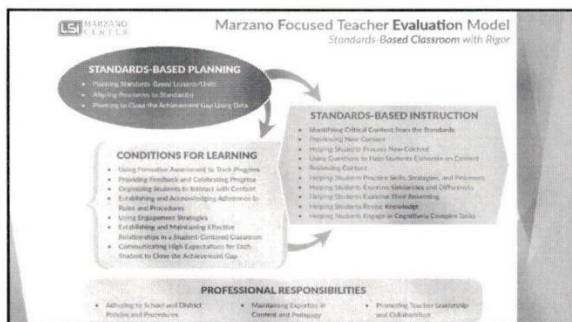
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4

Learning Goal: I can help my students practice and deepen their new knowledge by examining similarities and differences.

5



6

Helping Students Examine Similarities and Differences

Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.

Desired Effect: Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.

Example Teacher Instructional Techniques (Check any technique used in the lesson)


- ☐ Use comparison activities to examine similarities and differences
- ☐ Use classifying activities to examine similarities and differences
- ☐ Use analogy activities to examine similarities and differences
- ☐ Use metaphor activities to examine similarities and differences
- ☐ Use culturally relevant activities to help students examine similarities and differences
- ☐ Use activities to identify basic relationships between ideas that deepen knowledge to examine similarities and differences
- ☐ Use activities to generate and manipulate mental images that deepen knowledge to examine similarities and differences
- ☐ Ask students to summarize what they have learned from the activity
- ☐ Ask students to linguistically and nonlinguistically represent similarities and differences
- ☐ Ask students to explain how the activity has added to their understanding
- ☐ Ask students to make conclusions after the examination of similarities and differences
- ☐ Ask students to look for and make use of mathematical structure to recognize similarities and differences
- ☐ Facilitate the use of digital and traditional resources to find credible and relevant information to support examination of similarities and differences

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that student knowledge of content is deepened by examining similarities and differences. Student evidence is obtained as the teacher uses a monitoring technique.)

7

Identifying Similarities and Differences:

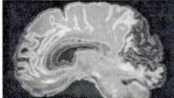
- ▶ Helps students understand more complex problems by analyzing them in a simpler way
 - ▶ a. Use Venn diagrams or charts to compare and classify items. (Thinking Maps)
 - ▶ b. Engage students in comparing, classifying, and creating metaphors and analogies.



8

Why is this important?

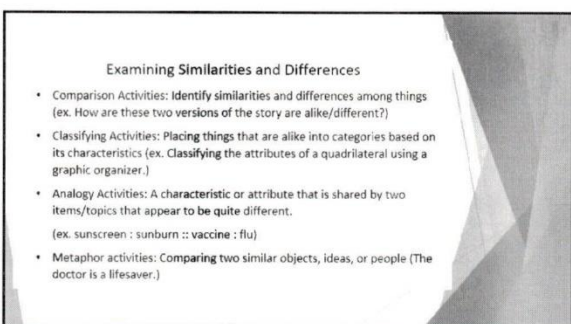
- ▶ Leads to a deeper understanding of the content.
- ▶ Students make connections with old knowledge to new knowledge.
- ▶ The brain works by building connections and associations constantly.
- ▶ The brain remembers more easily things that are unusual or different.



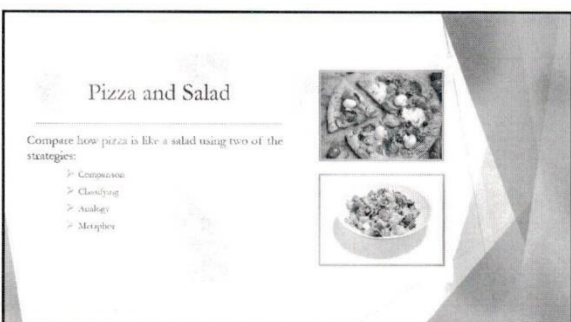
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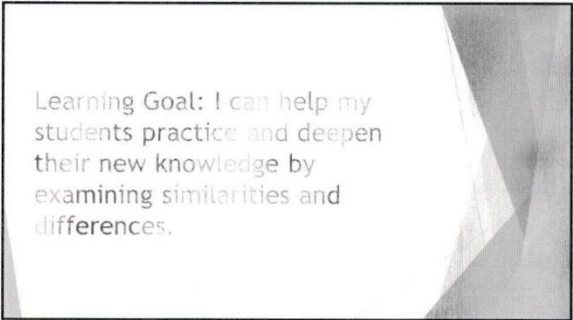
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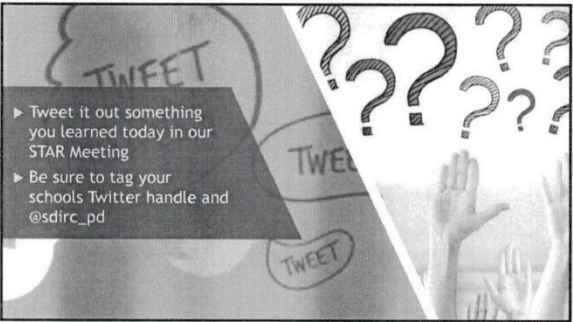
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12



13



14



Office of Curriculum and Instruction

Department of Educator Quality
Colleen H. Lord, Ed.D., Director

TO: SDIRC School-based Administrators
FROM: Colleen H. Lord, Ed.D., Director of Educator Quality
Date: 8/02/2021
RE: School Supports for Professional Development

In order to best serve the needs of the teachers, administrators and schools, SDIRC PD Specialists Terri Beckham and Anitra Cummings will focus on specific school and provide ongoing support. The following assistance will be provided by the knowledgeable PD specialists in the 2021-22 school year.

Professional Development Specialists will:

1. Serve as a liaison between the district and the school. This includes supporting the school-based PD contact.
2. Assist schools planning for professional development to meet the School Improvement Goals.
3. Support new teachers and school-based mentors throughout the year.
4. Provide information to teachers, support staff and administrators on Frontline and certification.
5. Assist in cooperative long-range planning with departments, grade levels and schools.

The PD specialists will serve the following schools:

Anitra Cummings
Dodgertown Elementary School
Fellsmere Elementary School
Liberty Magnet School
Pelican Island Elementary
Sebastian Elementary School
Treasure Coast Elementary
Sebastian River Middle School
Storm Grove Middle School
Sebastian River High School
Wabasso

Terri Beckham
Beachland Elementary School
Citrus Elementary School
Glendale Elementary School
Indian River Academy
Osceola Magnet School
Rosewood Magnet School
Vero Beach Elementary
Gifford Middle School
Oslo Middle School
Vero Beach High School
ACE

Terri Beckham will continue to oversee the Alternative Certification Program, Anitra Cummings will coordinate Mindset Mondays, and both will support ESOL certification courses.

Artifact 4

2.4

Joint Plan October 21 – December 21

Please do not hesitate to contact me (Lord, ext 3209) if you have any questions. Thank you.

Artifact 4

2.4

Joint Plan October 21 – December 21

Today's Visit

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

Tue 11/2/2021 9:29 AM

To: Greenidge, Sharette <Sharette.Greenidge@indianriverschools.org>

📎 1 attachments (13 KB)

Sharette Ferguson ELA.docx;

Hey! Thanks for letting me team teach with you. 😊 Attached is the data I collected. Take a look at it and let's find a time to chat. :)

Terri Beckham, M. Ed.

PD Specialist

Department of Educator Quality

772-564-3025 (office)

772-559-7520 (cell)

Follow me on Twitter @Terri_Beckham

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

Artifact 2.4

Joint Plan October 2021-December 2021

Sharette Ferguson ELA – 7th grade (first period)

8:55 - Teacher started lesson and passed out a paper about dreams and asked students to shoulder partner with someone. Teacher read aloud questions and students were asked to think about their answers. Students then shared their values, American dream, money, with their shoulder partners. She ended this time with the question – What if you were not allowed to have a dream? What type of world would that be?

9:18 – Teacher explained they were going to start a new story, A Raisin in the Sun and Mr. Hughes.

9:20 – Teacher began PowerPoint (slides 1-3)

9:28 – Beckham left the room.

Re: Today's Visit

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

Thu 12/16/2021 10:05 AM

To: Simms, Mara <Mara.Simms@indianriverschools.org>

Artifact 2.4

Joint Plan October 2021-December 2021

From: Beckham, Terri

Sent: Wednesday, November 17, 2021 12:36 PM

To: Simms, Mara <Mara.Simms@indianriverschools.org>

Subject: Today's Visit

Good afternoon, Mara,

Thanks for warmly welcoming me into your classroom. :)

Noticings: Students entered the classroom after lunch and sat at desks. Teacher distributed a quiz to all students and asked the new student from Ohio to do some problems in a workbook to assess his current knowledge in math. Students, when finished, had their incorrect work highlighted to make corrections in order to earn 1/2 credit when they got the answer correct. While the teacher was at her desk grading the quizzes, students were instructed to do the assigned lessons on iReady. One student in the back (girl with purple shirt) had her head down for 15 minutes of the class.

Wonderings: The assessment today - 1. Would doing a review at the beginning of class be helpful before students took the quiz? 2. What are your plans with this assessment after you grade it? Have you considered putting up a "to do list" on the board for students to direct students what to do after taking the quiz? Ms. Simms heard a ruckus outside, so she had two of the students next door come in and work. (sub today) I encouraged her to reach out to an administrator to make them aware of chaos next door.

I hope those organizational bins are what you are looking for. Please feel free to give me a call and we can discuss how things are going.

Terri Beckham, M. Ed.

PD Specialist
Department of Educator Quality

772-564-3025 (office)

772-559-7520 (cell)

Follow me on Twitter @Terri_Beckham

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5404001: First Days of School Book Study (New Teachers Only)

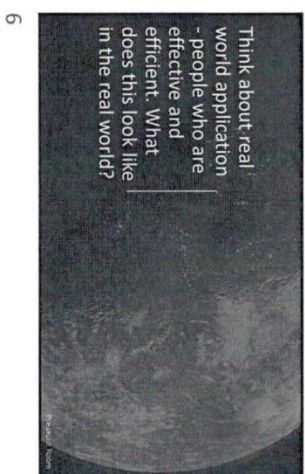
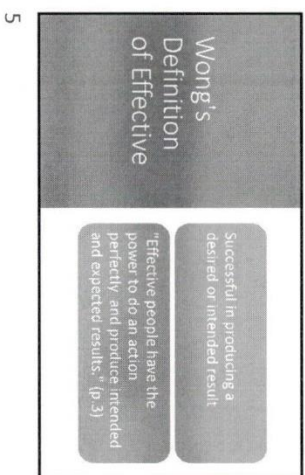
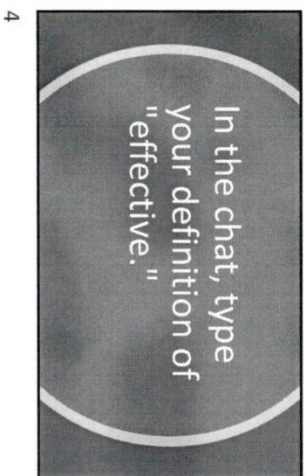
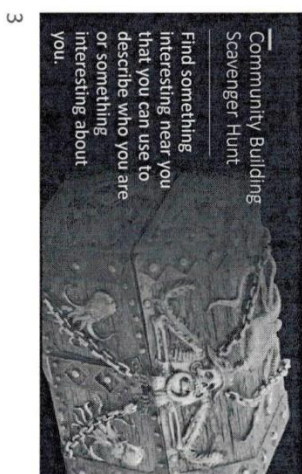
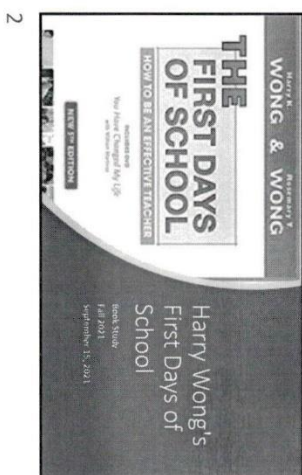
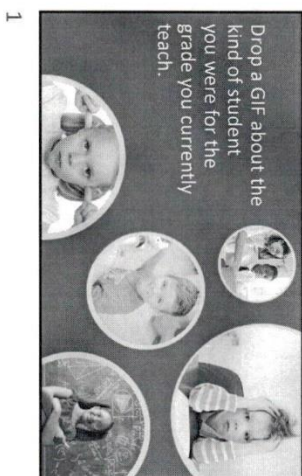
Participants will learn about how to become an effective teacher. The book will be broken down into two week increments which will focus on a unit at a time.

Unit A: Basic Understandings -- The Teacher, Unit B: First Characteristic -- Positive Expectations, Unit C: Second Characteristic -- Classroom Management, Unit D: The Third Characteristic -- Lesson Mastery, and Unit E: Future Understandings -- The Professional.

Audience	2, 25		
	<ul style="list-style-type: none"> #1 Sep 15 2021 4:00PM - 5:00PM online via Teams #2 Sep 29 2021 4:00PM - 5:00PM online via Teams #3 Oct 13 2021 4:00PM - 5:00PM online via Teams 		
Meeting Date(s)	<ul style="list-style-type: none"> #4 Oct 27 2021 4:00PM - 5:00PM online via Teams 		
Location(s)	<ul style="list-style-type: none"> #5 Nov 10 2021 4:00PM - 5:00PM online via Teams #6 Dec 1 2021 4:00PM - 5:00PM online via Teams #7 Dec 15 2021 4:00PM - 5:00PM online via Teams 	Hours 14.50 Cost \$ 0.00 # Enrolled 14/45 # Wait List 0/5	
Owner/Manager	Theresa Beckham - Terri.Beacham@indianriverschools.org		
Goal(s)	-None-		
Purpose(s)	C - Florida Educators Certificate Renewal		
Building(s)	-All-		
Department(s)	-All-		
Grade(s)	-All-		
Program/Sponsor	District Catalog Contact: Gregory MacDonald		

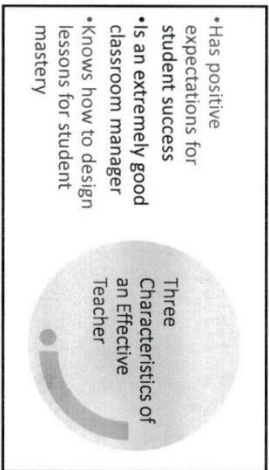
#	Name District Building	Approval Status	Hours#1	Hours#2	Hours#3	Hours#4	Hours#5	Hours#6	Hours#7	Awarded Hours	Evals	Employee ID
1.	Anthony, Kathy 0021 - VERO BEACH HIGH - FLC	Complete	1.00	1.00	1.00	1.00	1.00	0.00	1.00	6.00	●	1114066
2.	Beckham, Theresa 9443 - TEACHER CERT/STAFF DEVE	Complete	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00	●	1100245
3.	Carter, Thomas 0151 - DODGERTOWN ELEMENTARY	Complete	1.00	0.00	0.00	0.00	0.00	0.00	1.00	2.00	●	1114752
4.	Eaton, Melanie 0061 - BEACHLAND ELEMENTARY	Complete	0.00	1.00	0.00	0.00	0.00	0.00	1.00	2.00	●	1114496
5.	Ellis, Antoinique 0041 - ROSEWOOD ELEMENTARY	Complete	0.00	1.00	0.00	0.00	0.00	0.00	1.00	2.00	●	1114620
6.	Grimison, Brandon 0081 - GIFFORD MIDDLE SCHOOL	Complete	0.00	0.00	0.00	1.00	0.00	0.00	1.00	2.00	●	1114730
7.	Ireland, Joni 0151 - DODGERTOWN ELEMENTARY	Complete	1.00	1.00	1.00	1.00	1.00	0.00	1.00	6.00	●	1114753
8.	Juarez, Miriam 0271 - OSLO MIDDLE SCHOOL	Complete	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00	●	1114208
9.	Kramer, Heather 0101 - FELLSMERE ELEMENTARY	Complete	1.00	0.00	0.50	0.00	0.00	0.00	1.00	2.50	●	1114237
10.	Lahodik, Maritza 0171 - SEBASTIAN RIVER MIDDLE	Complete	1.00	0.25	0.00	1.00	0.25	1.00	1.00	4.50	●	1114013
11.	Lampert, Heather 0201 - GLENDALE ELEMENTARY	Complete	1.00	1.00	0.00	0.00	0.00	1.00	1.00	4.00	●	1114731
12.	Puscher, David 0021 - VERO BEACH HIGH - FLC	Complete	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00	●	1114517
13.	Strazinsky, Sophia 0191 - SEBASTIAN ELEMENTARY	Complete	1.00	1.00	0.50	1.00	0.00	1.00	1.00	5.50	●	1114029
14.	Warren, Atasha 0291 - SEBASTIAN RIVER HIGH SC	Complete	1.00	1.00	0.00	0.00	0.00	0.00	1.00	3.00	●	1112283

Close & Exit

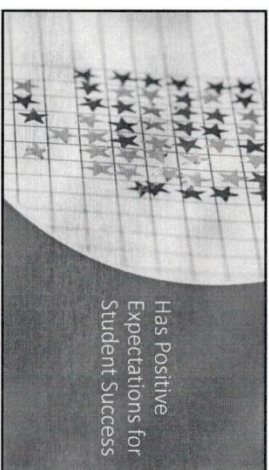




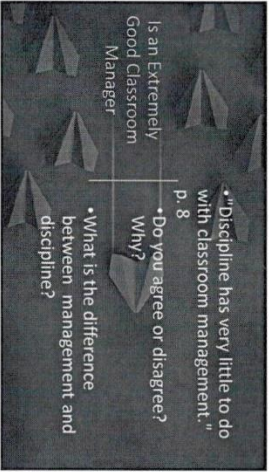
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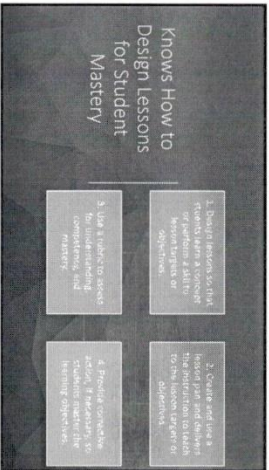
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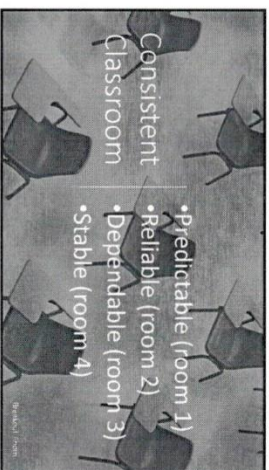
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10



11



12

13

Contingency Plans

- Scripts help the teacher have a "game plan."
- P. 15 - Scan the QR code – First Day of School Scripts
- Pick one to read and share with group

Plans A, Plans B, Plans C

14

Four Stages of Teaching

- Fantasy
- Survival
- Mastery
- Impact

15

The First Year of Teaching is the Most Crucial

- Read p. 23
- Is this true for you? Why or why not?

16

"The only way to improve student learning is to improve teacher instructional practice. Good instruction is fifteen to twenty times more powerful than family background, income, race, gender, and other explanatory variables."

P. 25

17

Closing the Achievement Gap

- An ineffective teacher for two years in a row can never recover the learning lost in those years.
- Look at the bulleted points on p. 32
- Which one of these resonates most with you and why? (1-7)

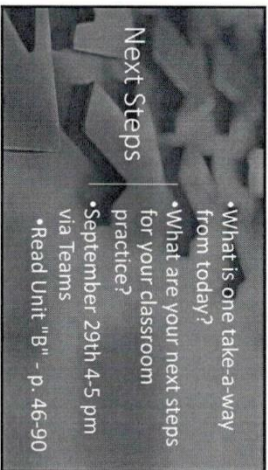
18

Successful Teachers

- All the time and effort
- All the time and effort
- All the time and effort

Bransford, Brown

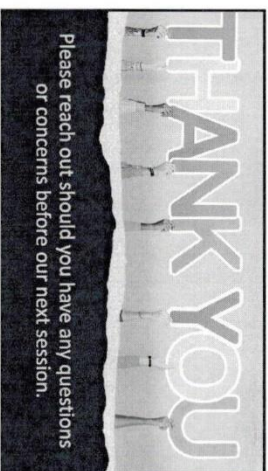
19



Next Steps

- What is one take-a-way from today?
- What are your next steps for your classroom practice?
- September 29th 4-5 pm via Teams
- Read Unit "B" - p. 46-90

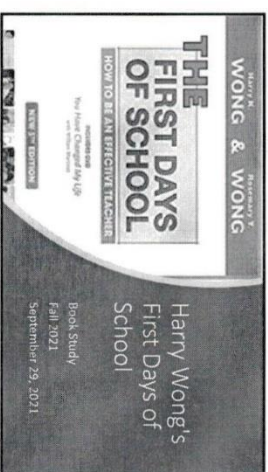
20



THANK YOU

Please reach out should you have any questions or concerns before our next session.

21



THE FIRST DAYS OF SCHOOL
HOW TO BE AN EFFECTIVE TEACHER

Harry Wong's First Days of School

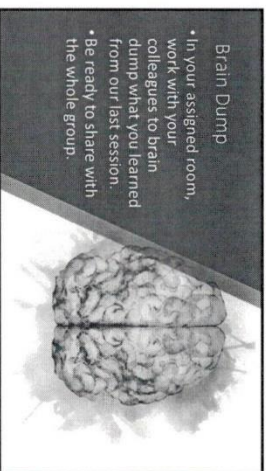
Book Study
Fall 2021
September 29, 2021

22



- In the chat, share a positive example of something that happened at school within the past two weeks.


23



Brain Dump

- In your assigned room, work with your colleagues to brain dump what you learned from our last session.
- Be ready to share with the whole group.

24




Teacher Expectations of Student Achievement

- Using the camera on your cellphone, scan the QR code on p. 49.
- Read the two-page document.
- What resonates with you on this page?
- Which two of the 15 behaviors is something you want to practice or learn more about? Why?

FOR GENERATION

25

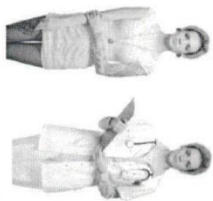


Four Levels of Invitations

1. Intentionally Disinviting
2. Unintentionally Disinviting
3. Unintentionally Inviting
4. Intentionally Inviting

26

Thoughts?



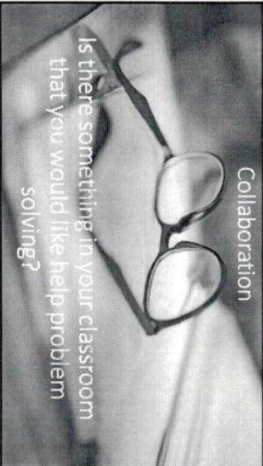
27

What do you think?

"The effective teacher offers both a product and a service."

What do you think Mr. Wong means by this sentence?

28



Collaboration

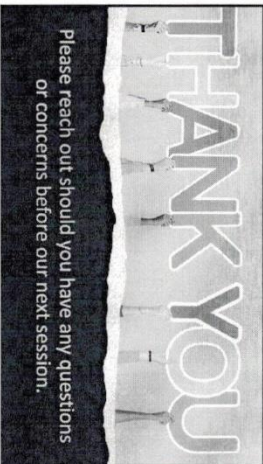
Is there something in your classroom that you would like help problem solving?

29

Next Steps

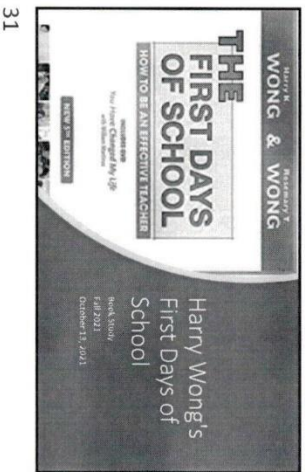
- What is one take-a-way from today?
- What are your next steps for your classroom practice?
- October 13th 4-5 pm via Teams
- Read Unit "C" - p. 91 - ?

30

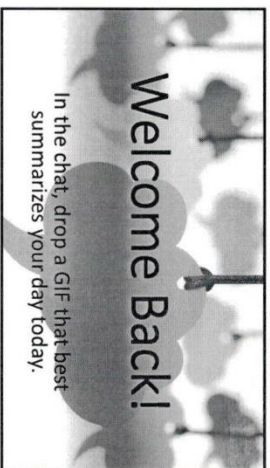


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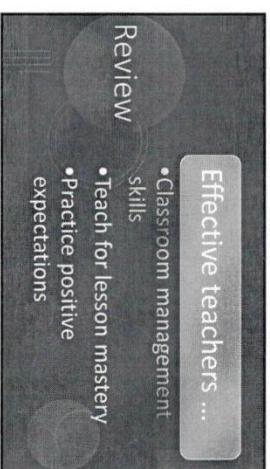
Please reach out should you have any questions or concerns before our next session.



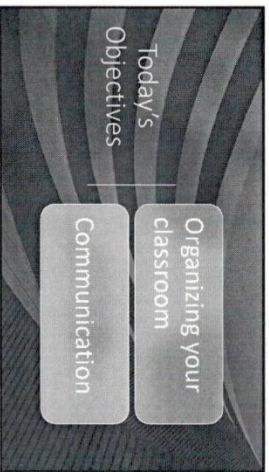
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32



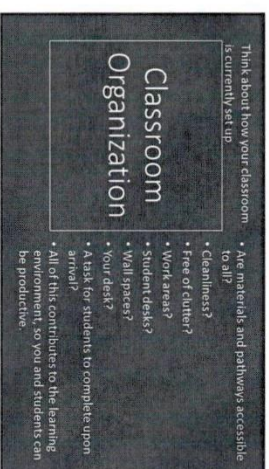
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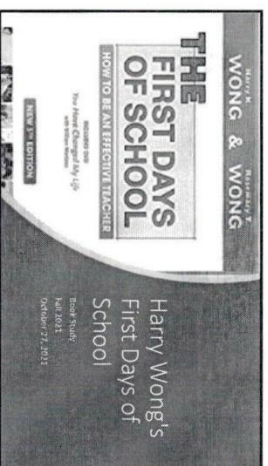
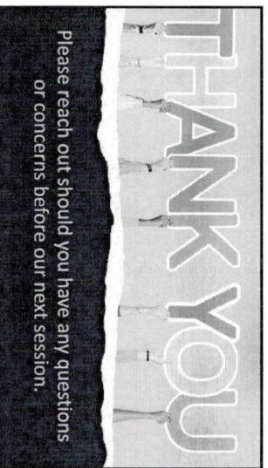
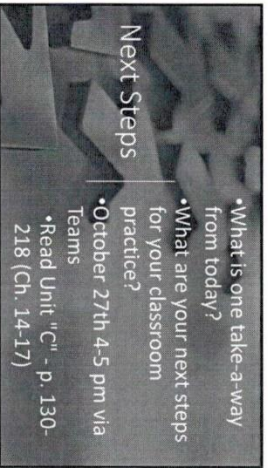
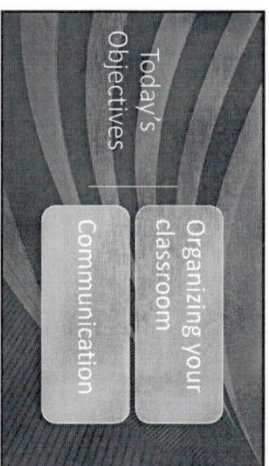
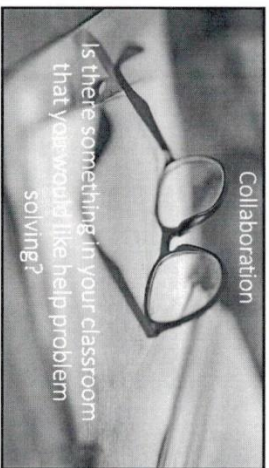
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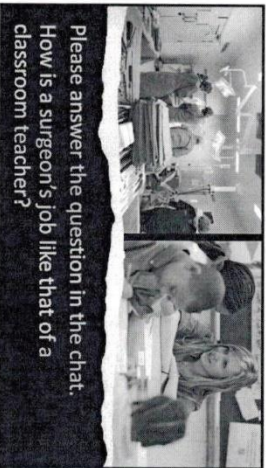


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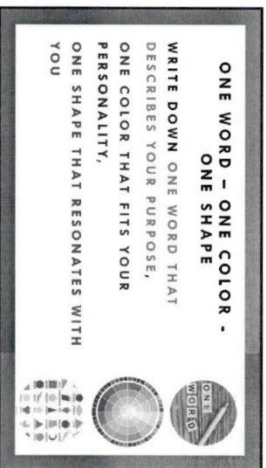


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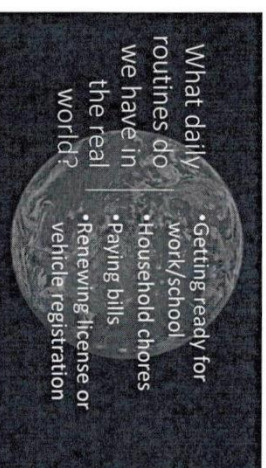




43



44



45

Common Classroom Procedures

- Look at p. 145, 162, and 164
- Three Steps to Teaching Classroom Procedures
 - Teach – State, explain, model, and demonstrate the procedure
 - Reinstate – Students practice the procedure under teacher supervision
 - Reinforce – Reteach, rehearse, and affirm (feedback and praise) the procedure until it becomes routines



Telling is NOT teaching.

46

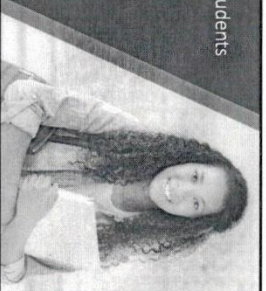
The Three C's of Procedures

- Managing a classroom –Coherency, Continuity, and Consistency
 - Coherency –everything works together in a logical and orderly manner
 - Continuity – help things proceed and advance in a logical and orderly way
 - Consistency – create a stable and predictable environment, so learning can take place
- Student success or achievement at the end of the school year is directly related to the degree to which the teacher establishes classroom procedures.

47

Late Start/New Students

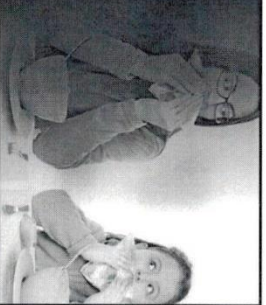
- Scan QR code p. 153
- What do you do when you have students join your class once the year has started? (p. 157)



48

Praise & Manners

- "Good job, Jake."
- "Jake, thank you for walking into the classroom calmly and safely."
- Do we use the words, please, thank you, I apologize, yes/no ma'am/sir?



49

Motivating Students

- P. 182

50

The Three C's of Discipline

- Disciplining a classroom – Compliance, Control, and Coercion
- If a student does not comply, a consequence is given to control the student. Coercion is used to control the class, so the teacher can restore order.

A rule is a dare to be broken.

51

- P. 202 Two Kinds of Rules
- Generic
- Specific
- P. 203 Two Kinds of Consequences
- Positive/rewards
- Negative/penalties



52

Rewards/Consequences

- What rewards do you have in place for students?
- Individual
- Whole group
- When conflict arises, do students have a time and a process to reflect and problem solve?
- Are parents aware of the rewards and consequences? If not, how do you communicate your procedures, rules, and expectations?

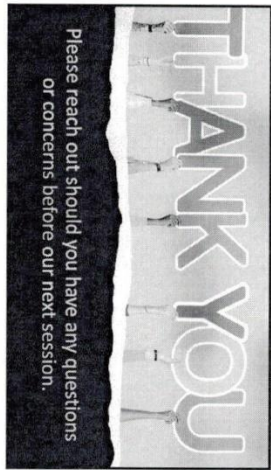


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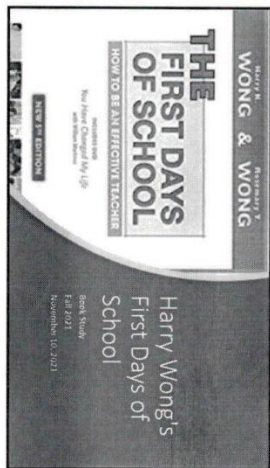
Next Steps

- What is one take-a-way from today?
- What are your next steps for your classroom practice?
- November 10th 4-5 pm via Teams
- Read Unit "D" - p. 219-276 (Ch. 18-21)

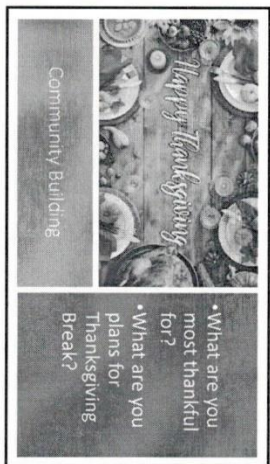
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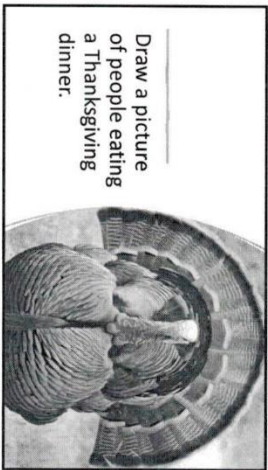
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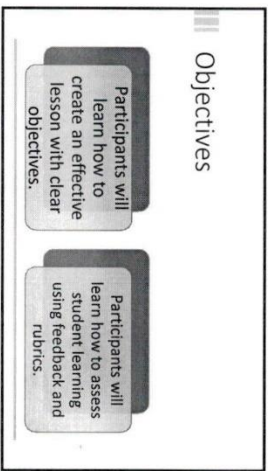
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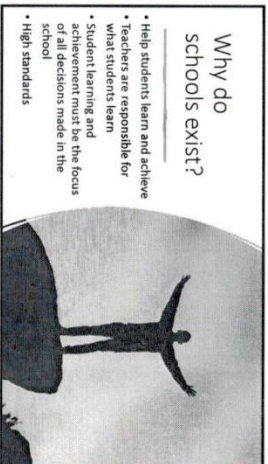
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58



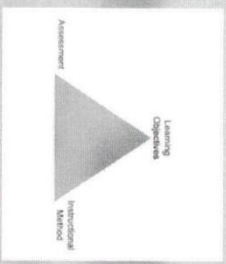
59



60

The Learning Triangle

- Objectives: Each lesson to begin with objectives – target for teaching and learning
- Instruction: Activities that are directly related to the lesson objectives
- Assessment: Ways to assess what students understand from the lesson.




61

Objectives

- What is the difference between an objective and an activity?
- An activity is an instructional device used to teach an objective.
- Tell students what they will be learning about BEFORE the lesson starts, and student achievement can be raised up to 27%. (Hattie's research)
- Student's responsibility and ownership to accomplish the learning
- "I can" statements
- Talk about the objective in the middle and end of the lesson too!
- P. 231-232 (Breakout Rooms)

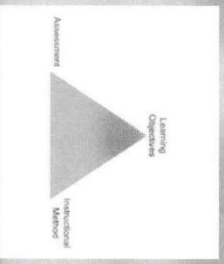
62



63

The Learning Triangle

- Objectives: Each lesson to begin with objectives – target for teaching and learning
- Instruction: Activities that are directly related to the lesson objectives
- Assessment: Ways to assess what students understand from the lesson.



64

Instructional Method

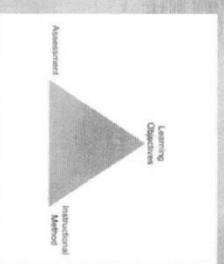
- The shorter the lesson, the more likely the student will complete it. The longer the lesson the less likely students are to complete it. (p.238)
- Teacher creativity
- Different modalities
- SDIRC pacing guides and curriculum maps



65

The Learning Triangle

- Objectives: Each lesson to begin with objectives – target for teaching and learning
- Instruction: Activities that are directly related to the lesson objectives
- Assessment: Ways to assess what students understand from the lesson.



66

What is the purpose of assessment?

- The effective teacher tests and interprets tests and constructs items and questions that assess what students learn.
- Testing is not something we do TO students. It's what we do FOR students.
- Feedback, timely and specific, is essential to learning.
- Allow students to know what to do next to improve.
- Frequency.
- Student feedback, going up and down.
- Student self-assessment p. 248
- Best word: Change!

67

Local Cultural Competencies

Category	1	2	3	4
Surface Culture	Customs, traditions, and behaviors that are visible and can be easily learned.	Language, dress, food, and other visible aspects of culture.	Values, beliefs, and attitudes that are not easily learned.	Deeply embedded values, beliefs, and attitudes that are not easily learned.
Deep Culture	Values, beliefs, and attitudes that are not easily learned.	Language, dress, food, and other visible aspects of culture.	Customs, traditions, and behaviors that are visible and can be easily learned.	Customs, traditions, and behaviors that are visible and can be easily learned.
Presentation/Behavior	Customs, traditions, and behaviors that are visible and can be easily learned.	Language, dress, food, and other visible aspects of culture.	Values, beliefs, and attitudes that are not easily learned.	Deeply embedded values, beliefs, and attitudes that are not easily learned.

Create a two-page report outlining the above categories based on the country you chose. From your research, create a five-minute presentation to share with your classmates. You may share food from that country as well. (PowerPoint presentation, display board, flip, movie trailer, etc.)

68

Objectives

- Participants will learn how to create an effective lesson with clear objectives.
- Participants will learn how to assess student learning using feedback and rubrics.

69

Next Steps

- What is one take-a-way from today's session?
- What are your next steps for your classroom practice?
- December 1st, 4-5 pm via Teams
- Read Unit "E" - p. 290-306 (Ch. 22-23)
- Last class – American Icon?

70

THANK YOU

Please reach out should you have any questions or concerns before our next session.

71

THE FIRST DAYS OF SCHOOL

Harry K. Wong & Patsy Wong

HOW TO BE AN EFFECTIVE TEACHER

NEW 3rd EDITION


Harry Wong's First Days of School

Book Study

February 1, 2021

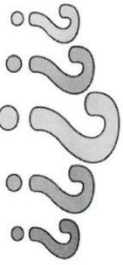
72

What was your favorite part of Thanksgiving Break? Drop your response in the chat



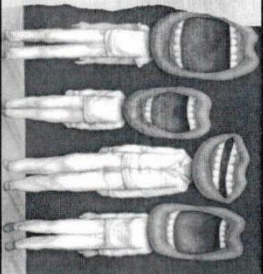
73

What did you do to reacclimate your students after having a week off school?



74

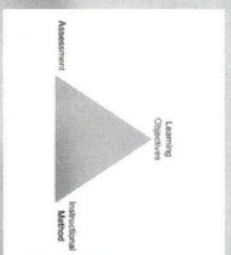
Let's review and chat... In your breakout room, knowing what you have learned from this book study, what are some of the qualities of an effective teacher?



75

The Learning Triangle

- Objectives: Each lesson to begin with objectives in get for teaching and learning
- Instruction: Activities that are directly related to the lesson
- Assessment: Ways to assess what students understand from the lesson.



76

Objectives

- Participants will review how to become an effective teacher.
- Participants will learn how to maximize teacher potential.

77

Choices vs Decisions

Decide – prefix “de” – means off/away
suffix “cide” – means to cut/kill

Teacher leaders – CHOOSE (hold themselves responsible, accountable, gives the control, and choices have consequences)

“Some people go through life adding years to their life. Others go through life adding life to their years.” p. 295

Scan the QR code on page 295

What are some differences between a worker and a leader?

78

79

Self-Reflection

- Fantasy
- Survival
- Mastery
- Impact
- P.301 – The effective teacher rubric




80

- Read p. 303
- Can you relate to any of these scenarios?

81

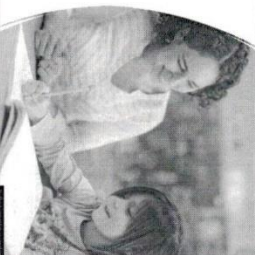
When you hear PD – What do you think about?




82

Successful Teachers

- Plan
- Execute
- Work ethic
- Grit



83

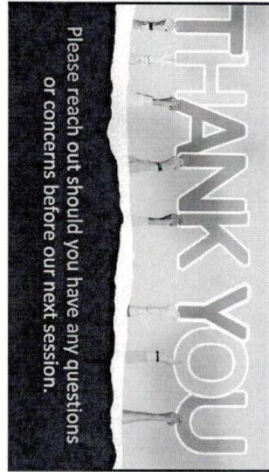


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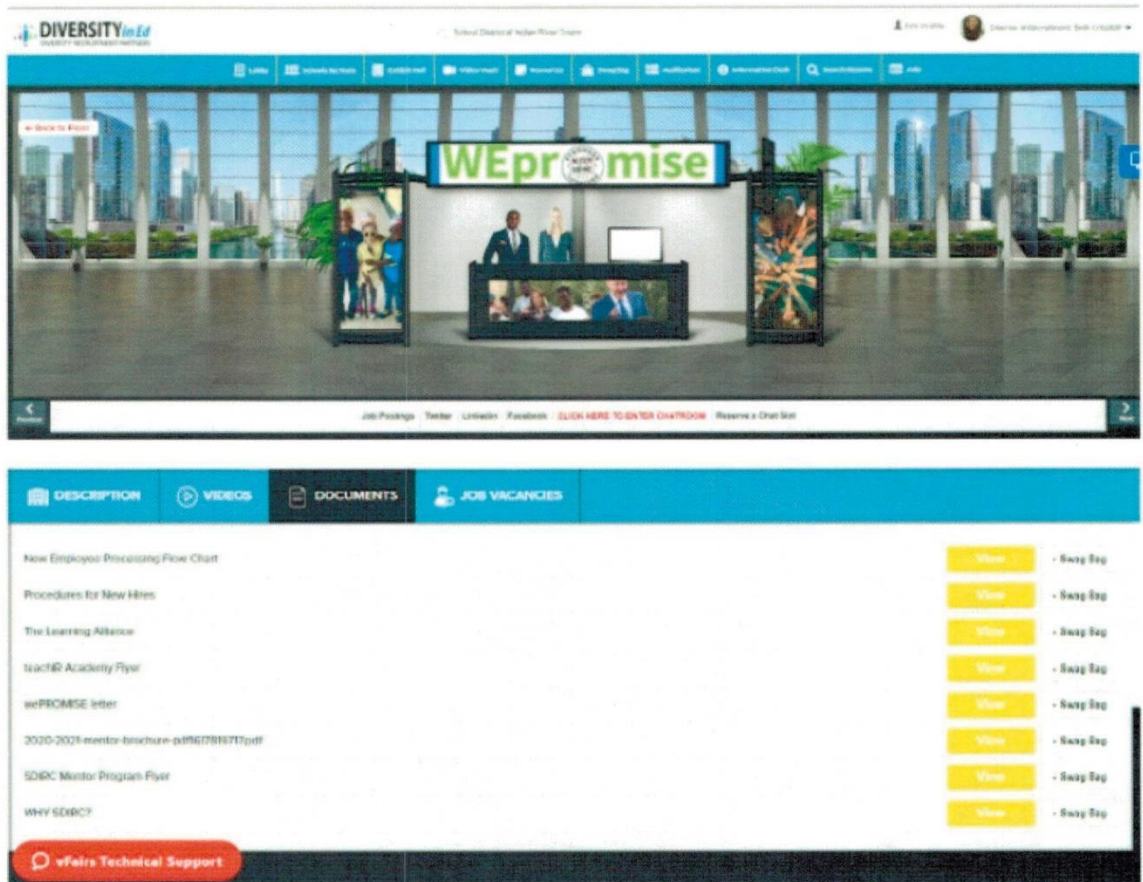
Objectives

Participants will review how to become an effective teacher.

Participants will learn how to maximize teacher potential.



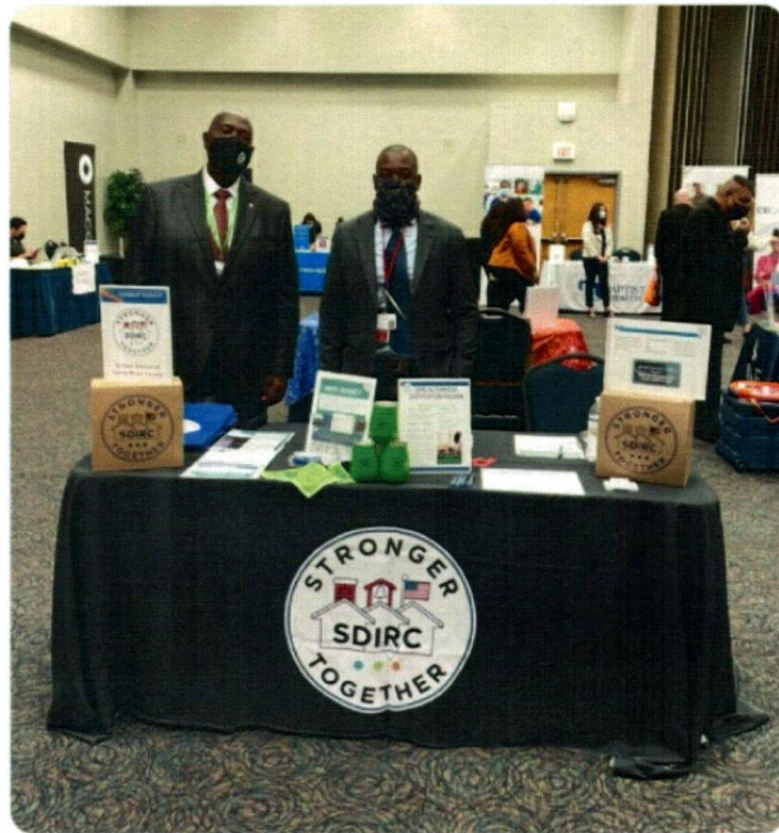
Artifact 2.6





recruitSDIRC @recruitSDIRC · Nov 3

Mr Hart and Mr Johnson ready to meet you at UNF! @IRCSchools



recruitSDIRC @recruitSDIRC · Oct 9


We are hiring! Stop by the School Choice Extravaganza at the IG center!





MENTORING

School District of Indian River County
2021-2022 School Year



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.



Mentor/ Mentee 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.



About Us

The School District of Indian River County serves about 15,000 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.



Questions for Educator Quality?

Contact Us Terri Beckham (772) 564-3025
Terri.Beacham@indianriverschools.org
Anitra Cummings (772) 564-3131
Anitra.Cummings@indianriverschools.org

RE: Clinical Educator Training/ re-sending

Contri, Jacqueline <Jacqueline.Contri@indianriverschools.org>

Tue 10/5/2021 1:31 PM

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

Awesome! Thank you.

Jacqueline Contri, EdS
Assistant Principal
Sebastian River High School
9001 Shark Blvd Sebastian, FL 32958
772-564-4313



From: Beckham, Terri <Terri.Beckham@indianriverschools.org>
Sent: Tuesday, October 5, 2021 1:31 PM
To: Contri, Jacqueline <Jacqueline.Contri@indianriverschools.org>
Subject: Re: Clinical Educator Training/ re-sending

I believe I have these teachers already, but I will double check. Thanks for being so on it!

Terri Beckham, M. Ed.
PD Specialist
Department of Educator Quality

772-564-3025 (office)

772-559-7520 (cell)

Follow me on Twitter @Terri_Beckham

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

From: Contri, Jacqueline <Jacqueline.Contri@indianriverschools.org>
Sent: Tuesday, October 5, 2021 1:29 PM
To: Beckham, Terri <Terri.Beckham@indianriverschools.org>
Subject: RE: Clinical Educator Training/ re-sending

Good afternoon, the following teachers have expressed interest and are recommended for the clinical Ed. training. Several of them are serving as "mentors" and others in leadership capacities and we would like them to go to the training. Thank you and have an amazing day.

Jody Brown
 Antonio Flemming
 Robin Rickert
 Brenda Truesdale
 Annmarie White
 Richard Lewis
 Kevin Kulp
 Michael Hussey

Jacqueline Contri, EdS
Assistant Principal
Sebastian River High School
9001 Shark Blvd Sebastian, FL 32958
772-564-4313



From: Beckham, Terri <Terri.Beacham@indianriverschools.org>
Sent: Tuesday, October 5, 2021 1:28 PM
To: Banack, Michelle <Michelle.Banack@indianriverschools.org>; Rahal, Kimberly <Kimberly.Rahal@indianriverschools.org>; Racine, Kristen <Kristen.Racine@indianriverschools.org>; Alderton, Jennifer <Jennifer.Alderton@indianriverschools.org>; Brown, Kenneth <Kenneth.Brown@indianriverschools.org>; Flores, Casandra <Casandra.Flores@indianriverschools.org>; Norwood, Jayde <Jayde.Norwood@indianriverschools.org>; Harris, Takeisha <Takeisha.Harris@indianriverschools.org>; Bacon, Chadwick <Chadwick.Bacon@indianriverschools.org>; Keen, Jeramy <Jeramy.Keen@indianriverschools.org>; Faust, Adam <Adam.Faust@indianriverschools.org>; Kohlstedt, Ashley <Ashley.Kohlstedt@indianriverschools.org>; Del Tufo, Susan <Susan.DelTufo@indianriverschools.org>; Van Brimmer, Sarah <Sarah.VanBrimmer@indianriverschools.org>; Blidgen, Tisa <Tisa.Blidgen@indianriverschools.org>; Shells, Christine <Christine.Shells@indianriverschools.org>; Holmes, Michele <Michele.Holmes@indianriverschools.org>; Bethel, Robyn <Robyn.Bethel@indianriverschools.org>; Contri, Jacqueline <Jacqueline.Contri@indianriverschools.org>; Hart, Denny <Denny.Hart@indianriverschools.org>; Brown, Dariyall <Dariyall.Brown@indianriverschools.org>; Ross, Latonya <Latonya.Ross@indianriverschools.org>; Kohlstedt, Christopher <Christopher.Kohlstedt@indianriverschools.org>; cynthia.aversa@irchs.org; jessica.keaton@nccharter.org; krklw@yahoo.com
Cc: Lord, Colleen <Colleen.Lord@indianriverschools.org>; Cummings, Anitra

<Anitra.Cummings@indianriverschools.org>

Subject: Re: Clinical Educator Training

Good afternoon, STARR Administrators,

Have you been thinking about who your teacher leaders are on your campus? Have you approached these teachers about mentoring and supporting a developing teacher or a college intern? Have you considered recommending any of your African American or other minority teachers? Please don't forget to reach out should you have any questions.

We are eager to invite these teachers to our Clinical Educator Training on November 8 and 9th for two full days of meaningful training!

Thank you again for your support with this important task. :)

Terri Beckham, M. Ed.

PD Specialist

Department of Educator Quality

772-564-3025 (office)

772-559-7520 (cell)

Follow me on Twitter @Terri_Beckham

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

From: Beckham, Terri

Sent: Monday, September 27, 2021 11:29 AM

To: Banack, Michelle <Michelle.Banack@indianriverschools.org>; Rahal, Kimberly <Kimberly.Rahal@indianriverschools.org>; Racine, Kristen <Kristen.Racine@indianriverschools.org>; Alderton, Jennifer <Jennifer.Alderton@indianriverschools.org>; Brown, Kenneth <Kenneth.Brown@indianriverschools.org>; Flores, Casandra <Casandra.Flores@indianriverschools.org>; Norwood, Jayde <Jayde.Norwood@indianriverschools.org>; Harris, Takeisha <Takeisha.Harris@indianriverschools.org>; Bacon, Chadwick <Chadwick.Bacon@indianriverschools.org>; Keen, Jeremy <Jeremy.Keen@indianriverschools.org>; Faust, Adam <Adam.Faust@indianriverschools.org>; Kohlstedt, Ashley <Ashley.Kohlstedt@indianriverschools.org>; Del Tufo, Susan <Susan.DelTufo@indianriverschools.org>; Van Brimmer, Sarah <Sarah.VanBrimmer@indianriverschools.org>; Blidgen, Tisa <Tisa.Blidgen@indianriverschools.org>; Shells, Christine <Christine.Shells@indianriverschools.org>; Holmes, Michele <Michele.Holmes@indianriverschools.org>; Bethel, Robyn <Robyn.Bethel@indianriverschools.org>; Contri, Jacqueline <Jacqueline.Contri@indianriverschools.org>; Hart, Denny <Denny.Hart@indianriverschools.org>; Brown, Dariyall <Dariyall.Brown@indianriverschools.org>; Ross, Latonya <Latonya.Ross@indianriverschools.org>; Kohlstedt, Christopher <Christopher.Kohlstedt@indianriverschools.org>

Cc: Lord, Colleen <Colleen.Lord@indianriverschools.org>; Cummings, Anitra

<Anitra.Cummings@indianriverschools.org>

Subject: Clinical Educator Training

Good morning!


On Monday, November 8th and Tuesday, November 9th, Educator Quality will be offering Clinical Educator training, a necessary training required for hosting a student intern/observer or mentor a new/developing teacher. This is full two-day training, 8:00 am - 4:00 pm. Teachers participating in this training will need to attend both days, all day. The location for this session will be announced soon. Schools are responsible for providing substitutes.

The teacher requirements to attend Clinical Educator training are the following:

1. willingness to support/mentor a college student or a new teacher
2. have been teaching for four or more years
3. have effective or highly effective evaluations
4. is recommended by administration

Many of you have already shared names of teachers who you would like trained; however, it's not too late to submit names. Please be sure to send Terri your submission(s) no later than Wednesday, October 13th by end of day.

On October 14th, Terri will be sending out a personal invite to each teacher you recommend for this training. Registration is available on Frontline.

<input type="checkbox"/>	Title		Start	End
<input type="checkbox"/>	Clinical Educator Training (BY INVITATION ONLY) 8406001 Owner: Theresa Beckham		11/08/2021	11/09/2021
	Owner			

Should you have any questions regarding Clinical Educator Training, please reach out. Educator Quality is happy to support!

Terri Beckham and Anitra Cummings
PD Specialists
Department of Educator Quality

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

12/6/21, 12:46 PM

Mail - Beckham, Terri - Outlook

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.



Clinical Educator Agenda

Day 1



Welcome/Community Building/Norms
Growth Mindset
Break
Building Trust
Nature of Professional Issues/Levels of Orientation
Lunch
Active Listening
Noticings and Wonderings/Nonjudgmental Descriptors
Collecting Non-Evaluative Data
Break
Collecting Non-Evaluative Data
Break
Collecting Non-Evaluative Data
Trauma Informed Practices
Wrap Up



Clinical Educator Agenda

Day 2



Welcome/Community Building/Norms
Review from Day 1/ Review
Three Steps to Great Coaching
Mentoring Conversations
Break
Difficult Conversation Scenarios
Time Management
Lunch
Content Planning Conferences
Trauma Informed Practices
Wrap Up/Survey

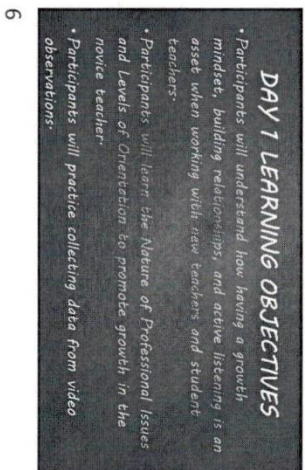
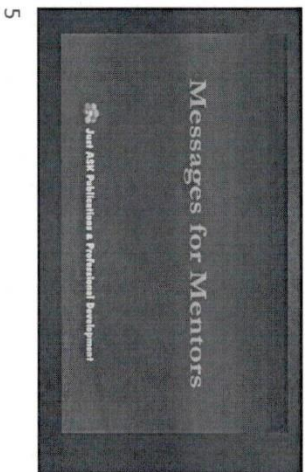
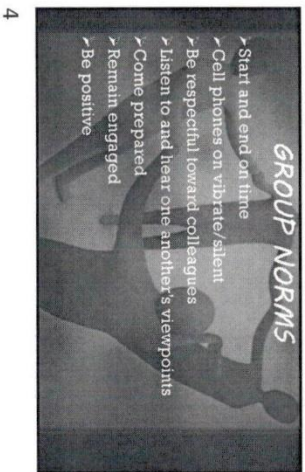
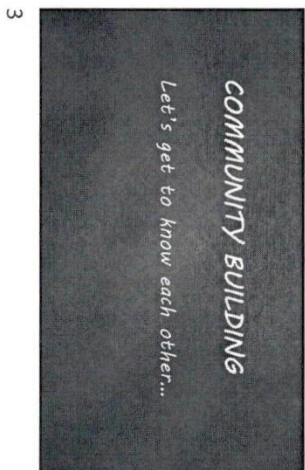
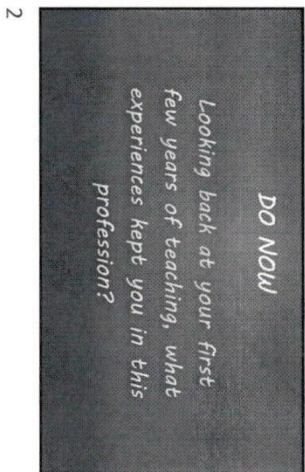
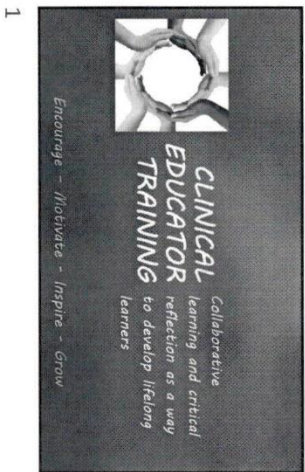
Clinical Educator Training

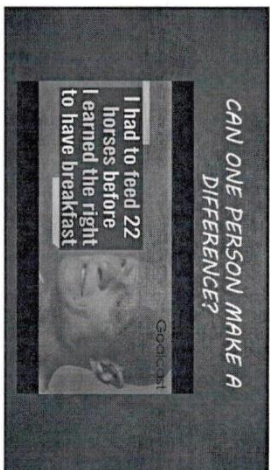
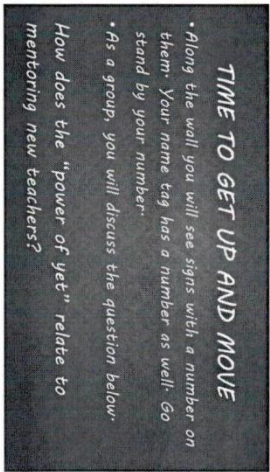
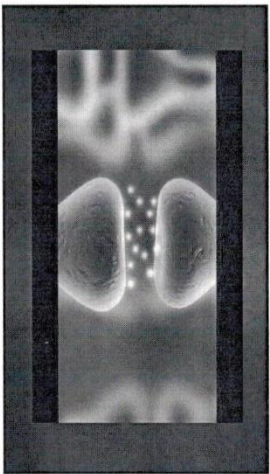
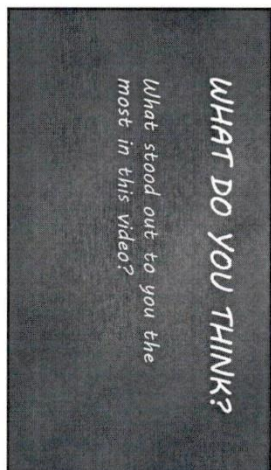
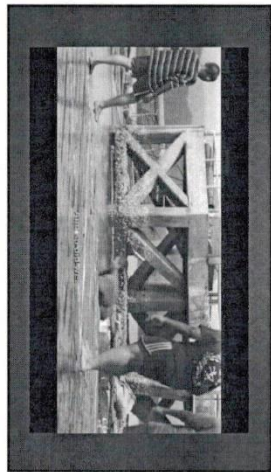
Dates of Training	% African American Participants
5/22/18 and 5/23/18	23%
7/30/18 and 7/31/18	0%
12/5/18 and 12/6/18	0%
6/4/19 and 6/5/19	12%
1/14/20 and 1/15/20	1/23
12/10/2020 and 12/11/2020	9 out of 21
11/8/2021 and 11/9/2021	2 out of 21

Artifact 2.7

12/16/2021

Artifact 2.7





GROWTH MINDSET AND MENTORING

- Find your new group.
- Individually read the article provided.
- As a team, use the chart paper to list specific ways you can model, create a space for ideas, build a time for reflection, and provide formative feedback to a mentee. (Be prepared to share out.)

13



TAKE A 10 MINUTE BREAK

14

BLUSH MUCH?

- Write about an event in the classroom that you are not proud of and would not share your story with just anyone. When you are finished writing, seal it in the envelope provided.

15

THE IMPORTANCE OF BUILDING A TRUSTING RELATIONSHIP

Why do you think it is important to build a trusting relationship with your mentee?



16

NATURE OF PROFESSIONAL ISSUES

- Lack of knowledge
- Lack of awareness that a problem exists
- Inability to solve a known problem
- Inability to see and use a variety of alternatives
- A professional in a rut
- Constantly revising goals and aims
- Employee difficulties not associated with performance



17

JIGSAW ACTIVITY

- In your group, read about your designated "Nature of "Professional Issue".
- As a team, summarize the issue and explain how to help a new teacher or student teacher with this issue.

18

LEVELS OF ORIENTATION
SURVIVAL, MASTERY, AND IMPACT

- Survival - Interested in the activities of the moment. Focused only is immediately what is in front of them. Don't plan long-term goals.
- What do I need to do to complete my job responsibilities?

LEVELS OF ORIENTATION
SURVIVAL, MASTERY, AND IMPACT

- Mastery - Absorbed in the technical aspects of providing services and/or instruction.
- How can I provide services and/or instruction effectively to students, parents, or the school?


LEVELS OF ORIENTATION
SURVIVAL, MASTERY, AND IMPACT

- Impact - Focused on enhancing student outcomes. Technical considerations are only a means to an end.
- How can I maximize students' opportunities to learn?

LET'S PRACTICE

- With a partner, read or act the dialogue between the two teachers. When you finish reading, determine the new teachers' nature of professional issues and level of orientation.

TIME FOR LUNCH



TIME FOR LUNCH 11:50-1:00

Please be sure to be there on time.

DO NOW

- Take a moment to write down a reflection of what you learned from this morning's session.

DAY 1 LEARNING OBJECTIVES

- ✓ Participants will understand how having a growth mindset, building relationships, and active listening is an asset when working with new teachers and student teachers.
- ✓ Participants will learn the Nature of Professional Issues and Levels of Orientation to promote growth in the novice teacher.
- ✓ Participants will practice collecting data from video observations.

25

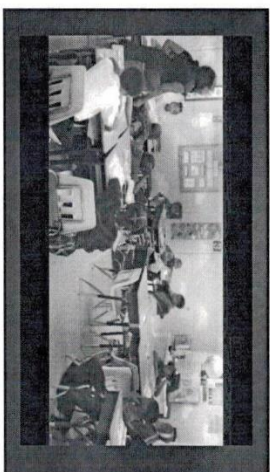
CAN YOU HEAR ME?

- Sit knee to knee with your new partner. Decide who will be partner "g" and partner "g."
- Partner "g" - Listener
- Partner "g" - Tell your partner about your last vacation.
- After one minute, partner "g" will retell what they heard. Roles will reverse, so partner "g" will be the listener.

26

ACTIVE LISTENING HOW TO BE A GREAT LISTENER

27



28

LASER FOCUS

- When working with the novice teacher, be sure to stick with one focus.
- Always refer back to the data - Takes the pressure off of being judgmental.

29

JUDGMENTAL VS NON-JUDGMENTAL STATEMENTS

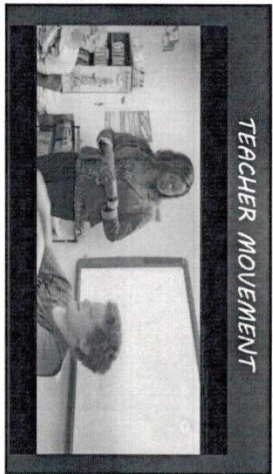
- Lots of feedback was given each 1st year class during the first 10 weeks.
- 8/21 students were on task during class time.

Work with a partner to rewrite the judgmental statements into non-judgmental statements.

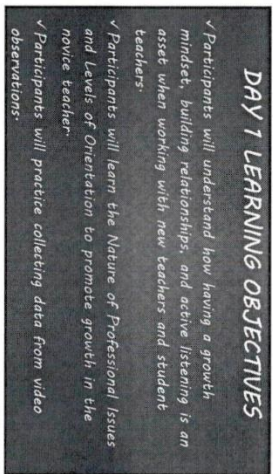
30



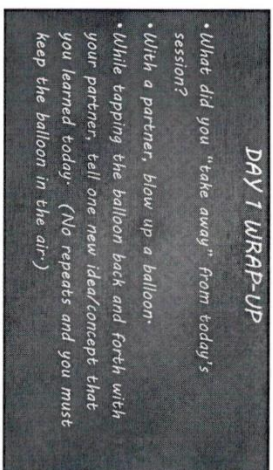




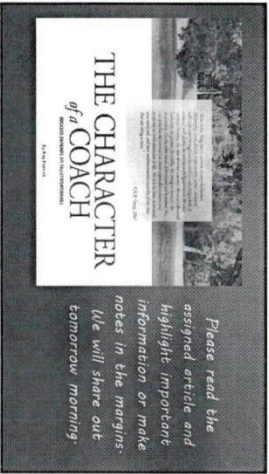
43



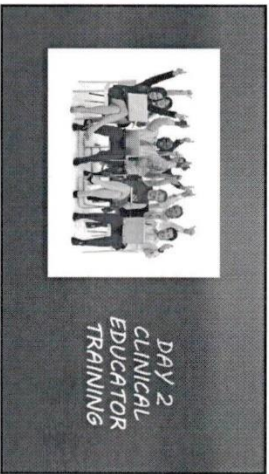
44



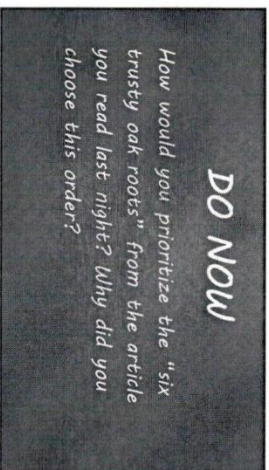
45



46



47



48

COMMUNITY BUILDING - WHY? BECAUSE...

- The first person in your group writes a "why" question at the top of a piece of paper. Fold the paper so that the question is covered.
- Pass the paper to the next person in your group. Don't peek at the "why" question. Answer the "why" question stating "because."
- The next person asks a "why" question. Fold the paper to cover the question.
- The next person answers the question with "because."
- The process continues until everyone has added to the story.
- At the end, share the story with the whole group.

49

GROUP NORMS

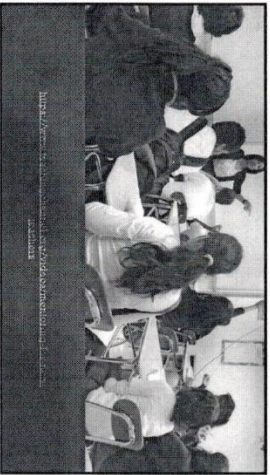
- Start and end on time
- Cell phones on vibrate/silent
- Be respectful toward colleagues
- Listen to and hear one another's viewpoints
- Come prepared
- Remain engaged
- Be positive

50

DUMP THAT BRAIN!

- On the chart paper provided, write down all big ideas we learned about yesterday.

51



52

DAY 2 LEARNING OBJECTIVES

- ✓ Participants will be able to host a coaching conversation with another teacher to deconstruct the data and plan next steps.
- ✓ Participants will understand how time management affects a novice's teacher ability to complete tasks effectively.
- ✓ Participants will collaborate with other teachers in a content planning conference.

53

PROVIDING TARGETED FEEDBACK

54


THREE STEPS TO GREAT COACHING

- Read the assigned part of your article. Feel free to annotate the text.
- Be prepared to discuss your part of the article with your tablemates.

55


MENTORING CONVERSATION

<https://cutv18f00ycupcuw>



56

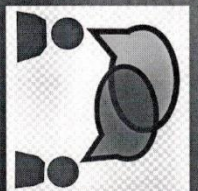
WHAT DID YOU NOTICE IN THE VIDEO?



57

STEPS FOR COACHING CONVERSATIONS

- Friendly conversation/Chat
- Remind/review focus
- Reflect on data display
- Probing questions
- Next steps/goals
- Schedule next visit
- Thank teacher



58

POSSIBLE QUESTIONS TO ASK BEFORE DIVING INTO DATA

- What do you conclude from the data?
- What do you notice?
- How do you make sense of this data?
- Is there anything that stands out to you?

59

TIME TO PRACTICE

- Decide who will be the mentor and who will be the developing teacher.
- Using a data display from yesterday's session, practice a coaching conversation with your partner.
- Reverse roles with your partner. Use a data display of your choice.


60

REFLECT

- What was easy about having a coaching conversation?
- What was a challenge that you encountered during the coaching conversation?
- Did you remember all components of the coaching conversation?

61

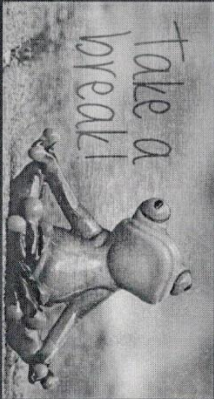
And finally....



<http://www.comet-2014.com>

62

Take a break!



63

DIFFICULT CONVERSATION SCENARIOS

- Imagine you have been working diligently with a student teacher who is not ready to begin a teaching career. How would you deal with this situation?

64

DIFFICULT CONVERSATION SCENARIOS

- You have been working with a new teacher who constantly complains about everything. How do you get this teacher to start dealing with situations in a more positive and productive manner?

65

DIFFICULT CONVERSATION SCENARIOS

- You are working with a new teacher who starts crying the minute you sit down to start a conversation with him/her. What do you do/say?

66

DIFFICULT CONVERSATION SCENARIOS

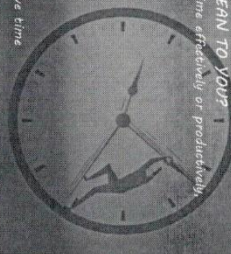
- A novice teacher has been given coaching on one particular focus for a long period of time. You do not see the growth that you expect to see after intensive coaching and support. How do you handle this?

67

WHAT DOES TIME MANAGEMENT MEAN TO YOU?


The ability to use one's time effectively or productively, especially at work.

- Goal setting
- Planning
- Prioritizing
- Decision making
- Delegating
- Scheduling
- Find your most productive time



68

HOW GOOD IS YOUR TIME MANAGEMENT?

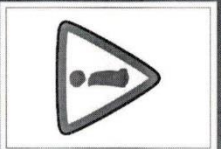
69

How do we treat our priorities



70

COMMON MISTAKES

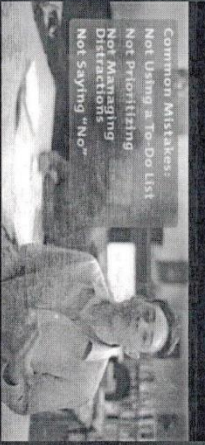


- Not using a To-Do List
- Not prioritizing
- Not managing distractions
- Not saying "NO"
- Trying to multitask

71

Common Mistakes:

- Not Using a To-Do List
- Not Prioritizing
- Not Managing Distractions
- Not Saying "No"



72

HOW WOULD YOU PRIORITIZE THIS LIST?

Grade Papers with descriptive feedback
Return parent phone calls/emails
Plan lessons two weeks from now
Attend MTSS meeting
Attend social committee meeting
Research ideas for new lessons
Help another teacher who is needing assistance
Fill out paperwork for the front office
Writing a grant

73



74

DAY 2 LEARNING OBJECTIVES

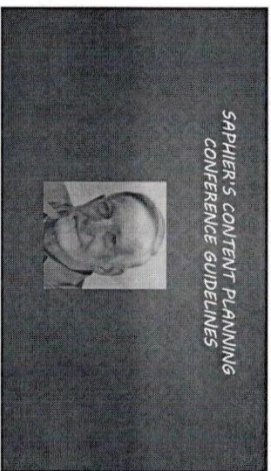
- ✓ Participants will be able to host a coaching conversation with another teacher to deconstruct the data and plan next steps.
- ✓ Participants will understand how time management affects a novice's teacher ability to complete tasks effectively
- ✓ Participants will collaborate with other teachers in a content planning conference.

75

MATCH 'EM UP!

• With the pieces of paper in your bag, try to match up the steps of content planning (green) with what a mentor/coach would say (blue) during the content planning conference.

76



77

CONTENT PLANNING

- Read p. 56, 57, and 58 of the article, *15 Minutes to a Transformed Lesson*
- Sentence - Phrase - Word

78

DIRECTIONS FOR SENTENCE - PHASE - WORD

Sentence - Phase - Word	What did you observe this week?	What did you observe this week?	What did you observe this week?
SENTENCE 1 - Phase 1 - Word 1	What did you observe this week?	What did you observe this week?	What did you observe this week?
SENTENCE 2 - Phase 2 - Word 2	What did you observe this week?	What did you observe this week?	What did you observe this week?
SENTENCE 3 - Phase 3 - Word 3	What did you observe this week?	What did you observe this week?	What did you observe this week?

79

WHAT DOES THIS LOOK LIKE?

80

REFLECTION

• What resonated most with you after watching this video?

81

LET'S PRACTICE

- With the materials provided or the ones you brought today, conduct a content planning conference with your partner.
- Partner "A" will serve as the developing teacher who will deliver the lesson to his/her students.
- Partner "B" will be the mentor/coach who will ask the questions to guide the content planning process.

82

REFLECTION ON CONTENT PLANNING CONFERENCE ACTIVITY

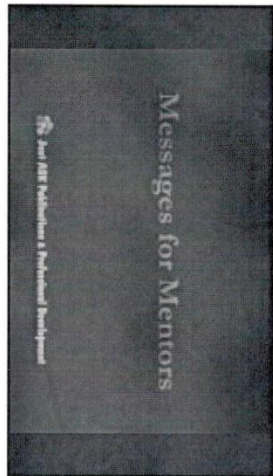
- When the music stops, get with a group of two or three people and discuss your experience as a new teacher and a mentor during the content planning process.

83

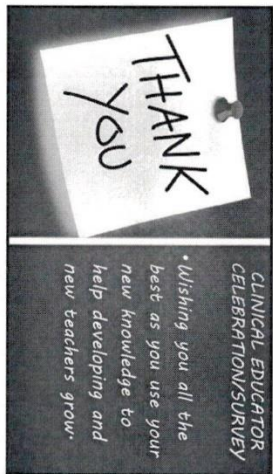
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84



85



86

Artifact 2.7

ID	Start time	Completion time	Email	Name	What is today's date?	The information and str	How knowledgeable was training?	What was your favorite part of the training? Why?	What are some suggestions you have for improving this training? Explain	What is a wondering you still have or something you would like to research further?	Would you be interested in continuing your Clinical Educator training?
32	11/9/21 14:26:52	11/9/21 14:28:40	anonymous		11/9/2021	Strongly agree	Strongly Agree	Group activities and active listening	N/A	Will read suggestions from the survey in time management	Yes
33	11/9/21 16:35:12	11/9/21 16:36:15	anonymous		11/9/2021	Strongly disagree	Strongly disagree	Learning and collaborating with 5 others Seeing the videos and practicing collecting data on a focused 5 objective	I honestly don't have any suggestions.	My wondering is how I can officially get started with everything I have learned?	Yes
34	11/9/21 17:01:59	11/9/21 17:05:44	anonymous		11/9/2021	Strongly agree	Strongly Agree	Hugely informative, engaging, applicable, engaging, wonderful presenters, who completely presented with the understanding of teachers in mind. Anita and Terri are wonderful!	More comfy chairs! ☺	Nothing	Yes
35	11/9/21 18:21:04	11/9/21 18:24:59	anonymous		11/9/2021	Strongly agree	Strongly Agree	How to address mentors when approaching issues the constant movement and various activities kept me engaged	Continue to have new approaches and engaging activities	Different strategies related to detecting the level of learning. I.e DMO or when mentees are on procedural etc.	Yes
36	11/9/21 18:44:16	11/9/21 18:50:31	anonymous		11/9/2021	Strongly agree	Strongly Agree	The interactivens, it made it more engaging	Engagement and	How long is a student teacher in your class?	Yes
37	11/9/21 19:13:52	11/9/21 19:17:32	anonymous		11/9/2021	Agree	Strongly Agree	The information was relevant, reliable, and easy to follow. I loved that I was able to challenge my thinking and step into a different role as a potential mentor, cooperating teacher, 5 or coach.	Honestly, I would have loved to attend an additional day. There was so much great information that it would be nice to continue and expand on what we have learned.	I would like to see more examples of data collection when observing teachers. I would also like to see more examples of coaching conversations. Yes	Maybe
38	11/9/21 19:22:51	11/9/21 19:26:58	anonymous		11/9/2021	Strongly agree	Strongly Agree	My favorite part of the training was having the opportunity to collaborate with so many people!	Holding the breaks sacred. There were some instances where we were going 4 hours straight without a break. There is a lot of information to think through and process, so that was difficult.	How do we get more people interested in becoming clin ed trained?	Yes
39	11/9/21 19:52:55	11/9/21 19:55:23	anonymous		11/9/2021	Strongly agree	Strongly Agree				
40	11/9/21 20:57:46	11/9/21 21:04:47	anonymous		11/9/2021	Strongly agree	Strongly Agree				
41	11/10/21 8:52:04	11/10/21 8:54:07	anonymous		11/10/2021	Strongly agree	Strongly Agree				

42	11/10/21 10:24:46	11/10/21 10:29:40 anonymous	11/10/2021 Strongly disagree	Strongly disagree	My favorite part was training with like-minded adults who have some of the same problems, issues, (and successes) that I have. I was reminded that teaching is not "easy."	I don't know that I have any suggestions. We got good information, the chance to practice, to ask questions, to reflect...all the things we hope would happen in our classrooms!	I do wonder how long it will take for me to feel totally comfortable using my new skills and strategies. I want it to seem effortless.	Yes
43	11/10/21 10:59:39	11/10/21 11:01:45 anonymous	11/9/2021 Strongly agree	Strongly Agree	The discussions and 5 sharing of ideas.	Maybe a few more minutes of think time, or reading time during some of the activities.	After the trauma training I would like the schools to have more support for our students concerning trauma.	Yes
44	11/10/21 19:29:57	11/10/21 19:37:15 anonymous	11/10/2021 Agree	Strongly Agree	All the engagement 5 activities.	It would be helpful to have more information on trauma in children.	I wonder when the next training will be...	Yes
45	11/11/21 8:43:14	11/11/21 8:46:20 anonymous	11/11/2021 Agree	Agree	Pass the ball. I can use 5 this in my classroom.	Hold in area where it is not so cold.	A	No
46	11/11/21 9:56:11	11/11/21 10:12:38 anonymous	11/11/2021 Agree	Strongly Agree	My favorite part of the training was the willingness of the trainers and participants to engage in honest conversation. This created an open dialogue and allowed space to express 5 worries and concerns.	Provide lunch so the participants can get to know each other better.	I would like to further research DOX questions specifically related to ARL.	Yes
47	11/11/21 11:13:53	11/11/21 11:16:04 anonymous	11/9/2021 Strongly agree	Strongly Agree	I loved the practice in collecting data, as well as practicing how to have a conversation with my mentee. Thank you for the 'cheat sheet' of steps to take during the 5 conversation!	I would suggest that the trainees have more practice in doing observations and collecting different types of data.	I am still wondering how to initiate an observation, if you think your mentee needs help, but they aren't asking for help.	Yes
48	11/11/21 16:08:09	11/11/21 16:11:58 anonymous	11/11/2021 Strongly agree	Strongly Agree	My favorite part of the training was being able to interact with other teachers because I learn a lot from my 5 peers.	I felt the training was very engaging.	I would like to observe more mentors during their meetings with mentees.	Yes
49	11/12/21 7:12:37	11/12/21 7:14:55 anonymous	11/9/2021 Strongly disagree	Strongly disagree	The videos and the knowledge in the training and how they directly connect back to the classroom 5 experience	You ladies are heaven sent! I have no suggestions. Thank you for the driving time for lunch.	At this time, the act of freestyling the conversations to make them non judgmental.	Yes
50	11/15/21 14:43:20	11/15/21 14:44:31 anonymous	11/15/2021 Strongly agree	Strongly Agree	role play of the scenarios. It was a more realistic 5 approach.	none	nothing at this time.	Maybe

Artifact 2.7

Re: Mentor Meet Up

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

Fri 11/12/2021 12:59 PM

To: Daniel, Karyn <Karyn.Daniel@indianriverschools.org>

Good afternoon, Karyn,

Ms. Contri has paired both you and Mr. Taylor with Zachariah Gehrke.

All mentors are welcome to attend. 😊

Terri Beckham, M. Ed.

PD Specialist

Department of Educator Quality

772-564-3025 (office)

772-559-7520 (cell)

Follow me on Twitter @Terri_Beckham

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

From: Daniel, Karyn <Karyn.Daniel@indianriverschools.org>

Sent: Friday, November 12, 2021 8:41 AM

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

Subject: Re: Mentor Meet Up

Good morning-

Although I've mentored in the past, I am not a mentor this year. Are these meetings only for current mentors?

Thanks. Have a good weekend.

Karyn Daniel

IB Biology Instructor

Science Department Co-Chair

Sebastian River High School



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

Sent: Wednesday, November 10, 2021 7:22 PM

To: Polverari, Adrienne <Adrienne.Polverari@indianriverschools.org>; Crisafulli, Samantha

<Samantha.Crisafulli@indianriverschools.org>; O'Connor, Diana <Diana.OConnor@indianriverschools.org>; Bangert, Ashley <Ashley.Bangert@indianriverschools.org>; Jellie, Dianne <Dianne.Jellie@indianriverschools.org>; Mcfarland, Wendy <Wendy.Mcfarland@indianriverschools.org>; Schneller, Jennifer <Jennifer.Wyne@indianriverschools.org>; Demmy, Amy <Amy.Demmy@indianriverschools.org>; Clement, Laura <Laura.Clement@indianriverschools.org>; Railton, Tammy <Tammy.Railton@indianriverschools.org>; Jones, Janine <Janine.Jones@indianriverschools.org>; Parker, Terry <Terry.Parker@indianriverschools.org>; Ingram, Raina <Raina.Ingram@indianriverschools.org>; Miller, Stacey <Stacey.Miller@indianriverschools.org>; Whittaker, Kathryn <Kathryn.Kasper@indianriverschools.org>; Gatlin, Dana <Dana.Gatlin@indianriverschools.org>; Swanigan, Denise <Denise.Swanigan@indianriverschools.org>; Sloan, Alexandra <Alexandra.Sloan@indianriverschools.org>; Mccarty, Joanne <Joanne.McCarty@indianriverschools.org>; Morales, Meaghan <Meaghan.Morales@indianriverschools.org>; Libby, Amanda <Amanda.Libby@indianriverschools.org>; Hand, Sherrilynn <Sherrilynn.Hand@indianriverschools.org>; Schwenger, John <John.Schwenger@indianriverschools.org>; Poysell, Patricia <Patricia.Poysell@indianriverschools.org>; Presley, Barbara <Barbara.Presley@indianriverschools.org>; Napier, Jessica <Jessica.Napier@indianriverschools.org>; Skinnider, Lisa <Lisa.Skinnider@indianriverschools.org>; Barrie, Emily <Emily.Barrie@indianriverschools.org>; Baird, Teresa <Teresa.Baird@indianriverschools.org>; Biggs, Nicole <Nicole.Nehf@indianriverschools.org>; Ortiz Garcia, Zairelie <Zairelie.OrtizGarcia@indianriverschools.org>; Bishop, Lisa <Lisa.Bishop@indianriverschools.org>; Morrow, Jennifer <Jennifer.Morrow@indianriverschools.org>; Byrd, Brandi <Brandi.Williams@indianriverschools.org>; Smith, Lyn <Lyn.Smith@indianriverschools.org>; Roux, Joanna <Joanna.Roux@indianriverschools.org>; Cairl, Cole <Cole.Cairl@indianriverschools.org>; Reese, Marsha <Marsha.Reese@indianriverschools.org>; Smith, Judith <Judith.Smith@indianriverschools.org>; Campbell, Cheryl <Cheryl.Campbell@indianriverschools.org>; Pennell, Shawna <Shawna.Pennell@indianriverschools.org>; Remy, Lucille <Lucille.Remy@indianriverschools.org>; White, Sherry <Sherry.White@indianriverschools.org>; Fletcher, Stacey <Stacey.Fletcher@indianriverschools.org>; Whelan, Kelsey <Kelsey.Whehan@indianriverschools.org>; Halliday, Jill <Jill.Halliday@indianriverschools.org>; Stranzin, Megan <Megan.Stranzin@indianriverschools.org>; Coleman, Jaime <Jaime.Coleman@indianriverschools.org>; Nesper, Megan <Megan.Nesper@indianriverschools.org>; Carroll, Julie <Julie.Carroll@indianriverschools.org>; Hoyt, Cheryl <Cheryl.Hoyt@indianriverschools.org>; Preziosi, Barbara <Barbara.Preziosi@indianriverschools.org>; Brickles, Rose <Rose.Brickles@indianriverschools.org>; Jones, Nicholas <Nicholas.Jones@indianriverschools.org>; Walker, Frances <Frances.Walker@indianriverschools.org>; Hall, Michael <Michael.Hall@indianriverschools.org>; Truesdale, Brenda <Brenda.Truesdale@indianriverschools.org>; Daniel, Karyn <Karyn.Daniel@indianriverschools.org>; Brown, Jody <Jody.Brown@indianriverschools.org>; Celesti, Sandra <Sandra.Celesti@indianriverschools.org>; White, Annmarie <Annmarie.White@indianriverschools.org>; Taylor, Christopher <Christopher.Taylor@indianriverschools.org>; Lewis, Margie <Margie.Lewis@indianriverschools.org>; Tobias, Melissa <Melissa.Kurru@indianriverschools.org>; Nasci, Maria <Maria.Nasci@indianriverschools.org>; Council, Nadine <Nadine.Council@indianriverschools.org>; Coppola, John <John.Coppola@indianriverschools.org>; Durrant, Lisa <Lisa.Durrant@indianriverschools.org>; Coyle, Debbie <Debbie.Coyle@indianriverschools.org>; Green, Gayle <Gayle.Green@indianriverschools.org>; Davis, Jennifer <Jennifer.Davis@indianriverschools.org>; Getchell, Amy <Amy.Getchell@indianriverschools.org>; Berwick, Cari <Cari.Berwick@indianriverschools.org>; Gonzalez, Elizabeth <Elizabeth.Gonzalez@indianriverschools.org>; Horton, Michele <Michele.Horton@indianriverschools.org>; Conway, Shawn <Shawn.Conway@indianriverschools.org>; Tuck, Robyn <Robyn.Tuck@indianriverschools.org>; Keeley, Sharon <Sharon.Keeley@indianriverschools.org>; Borchardt, Rebecca <Rebecca.Borchardt@indianriverschools.org>; Martin, John <John.Martin@indianriverschools.org>; Dickens, Daniel <Daniel.Dickens@indianriverschools.org>; Castillo, Danielle <Danielle.Castillo@indianriverschools.org>; Gaddis, Linda

<Linda.Gaddis@indianriverschools.org>; Vaughn, Ralph <Ralph.Vaughn@indianriverschools.org>; Odom, Kristi <Kristi.Odom@indianriverschools.org>; Wingate, Jonnette <Jonnette.Wingate@indianriverschools.org>; Hargreaves, Jodi <Jodi.Hargreaves@indianriverschools.org>; Moroishi, Juliana <Juliana.Moroishi@indianriverschools.org>; Butler, Carole <Carole.Butler@indianriverschools.org>; Hiller, Mary <Mary.Hiller@indianriverschools.org>; Bennett-Campbell, Dawn <Dawn.Bennett-Campbell@indianriverschools.org>; Potter, Kelly <Kelly.Potter@indianriverschools.org>; Hartmann, Alyssa <Alyssa.Hartmann@indianriverschools.org>; Hall, Concetta <Concetta.Hall@indianriverschools.org>; Nathaniel, Shana <Shana.Nathaniel@indianriverschools.org>; Demeter, Nancy <Nancy.Demeter@indianriverschools.org>; Cathcart, Jessica <Jessica.Cathcart@indianriverschools.org>; Srigley, Sean <Sean.Srigley@indianriverschools.org>; Harris, Caitlin <Caitlin.Harris@indianriverschools.org>; Freeland, Jennifer <Jennifer.Freeland@indianriverschools.org>; Martinelli, Joan <Joan.Martinelli@indianriverschools.org>; Victoria, Therese <Therese.Victoria@indianriverschools.org>; Cathcart, Kathy <KATHY.Cathcart@indianriverschools.org>; Shemo, Dolores <Dolores.Shemo@indianriverschools.org>; Knight, Robert <Robert.Knight@indianriverschools.org>; Coppola, Carol <Carol.Coppola@indianriverschools.org>; Patten, Twila <Twila.Patten@indianriverschools.org>; Solomon, Angel <Angel.Solomon@indianriverschools.org>; Funnell, Michelle <Michelle.Funnell@indianriverschools.org>; Coonce, Amy <Amy.Coonce@indianriverschools.org>; Bethel, Robyn <Robyn.Bethel@indianriverschools.org>; Goodin, Michelle <Michelle.Goodin@indianriverschools.org>; Dawid, Ashley <Ashley.Pinho@indianriverschools.org>; Perakes, Tricia <Tricia.Perakes@indianriverschools.org>; Stawara, Michelle <Michelle.Stawara@indianriverschools.org>; Duchemin, Dawn <Dawn.Duchemin@indianriverschools.org>

Cc: Lord, Colleen <Colleen.Lord@indianriverschools.org>; Cummings, Anitra <Anitra.Cummings@indianriverschools.org>; Chris White <ChrisW@tykesandteens.org>

Subject: Mentor Meet Up

Good evening school-based mentor!

We hope you are doing well and are having a wonderful week with your students and mentee(s).

Below is the link to join our optional Quarterly Mentor Meetup session on Monday. This will be the second of four sessions this year. We will have two optional sessions for you to join, if you'd like - Monday, November 15th from 3:00-4:00 pm or 4:00-5:00 pm. Thank you for providing us your preferences based on the survey that went out a few weeks back.

This quarter we are going to work with Tykes and Teens as we learn more about Motivational Interviewing. (see description below)

Motivational Interviewing –An intervention to understand how the use of language can impose power within a relationship. When an individual has been traumatized, they often feel they cannot submit to authority and will engage in a power

struggle. Techniques taught in this training will teach adults how to avoid this pitfall. Stages of change as well as easy to learn strategies to use for communicating effectively to evoke change in behavior.

[Click here to join the meeting](#)

Please be sure to register on Frontline for this learning opportunity.

Mentor Meetup

Session Code: 8406001

Program: District Catalog

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

Audience: 2, 22

Dates: 8/24/2021 to 4/25/2022

► 4 Meeting(s)

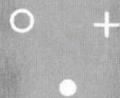
Should you have any questions, please don't hesitate to reach out. We are eager to support!

The Department of Educator Quality

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

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Motivational Interviewing Examples



Artifact 2.8

Handling Resistance with MI- Just Roll with it

PRACTICE

EMPHASIZE THEIR POWER IN THE SITUATION

Hold them as EXPERT and remind them it is up to them

Example

Child:

"But I can't keep my mouth shut when John is in my space!"

Helper:

"And it may very well be that you'll decide that it's worth it to yell in that. That will be up to you, I bet you have some other ideas on how to keep your space."

Handling Resistance with MI- Just Roll with it

Example #2

Child:

"Everyone tells me I should quit fighting."

Helper:

"You are the expert on you....tell me, what is another option
At the end of the day it is up to you what you choose."

Practice:

Child:

"I don't care, if she touches my pen I will punch her!"

Helper: ?

Child:

"My teacher keeps telling me to take deep breaths.....
Taking deep breaths is so stupid!"

Helper: ?

Re: Slides from Mentor Session

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

Tue 11/16/2021 2:20 PM

To: Morrow, Jennifer <Jennifer.Morrow@indianriverschools.org>

Thank you. :) You are so sweet! I registered you and gave you the PD point already. :)

Terri Beckham, M. Ed.

PD Specialist

Department of Educator Quality

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772-559-7520 (cell)

Follow me on Twitter @Terri_Beckham

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

From: Morrow, Jennifer <Jennifer.Morrow@indianriverschools.org>

Sent: Tuesday, November 16, 2021 2:18 PM

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

Subject: Re: Slides from Mentor Session

All of the PD's you offer are outstanding. Thank you for the opportunity yesterday. :)
I forgot to register... is it too late?

Jen

Get [Outlook for iOS](#)

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

Sent: Tuesday, November 16, 2021 1:06:05 PM

To: Hartmann, Alyssa <Alyssa.Hartmann@indianriverschools.org>; Napier, Jessica

<Jessica.Napier@indianriverschools.org>; Poysell, Patricia <Patricia.Poysell@indianriverschools.org>; Morrow, Jennifer <Jennifer.Morrow@indianriverschools.org>

Subject: Slides from Mentor Session

Good afternoon, ladies,

I hope your Tuesday is going smashingly well! :)

Attached are the slides that Chris White from Tykes and Teens shared yesterday. Do you feel as though yesterday's session was useful/timely?
Any feedback on yesterday's session is welcomed!

Again, thank you for ALL you do for your students and new teachers. I am super-duper appreciative!

Terri Beckham, M. Ed.
PD Specialist
Department of Educator Quality
772-564-3025 (office)
772-559-7520 (cell)

Follow me on Twitter @Terri_Beckham

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

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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. As an aspirational goal only, the recruitment/hiring program will seek to reasonably approximate the Florida state-wide racial composition of teachers and other instructional staff at each grade level (i.e., elementary, middle, and high school). The parties recognize that the state-wide figures are used only as an aspirational goal and may not fairly reflect the pool of applicants reasonably available for employment in Indian River County. In an effort to achieve this objective, the School District will utilize appropriate strategies in attempting to recruit and employ African American teachers and other instructional staff, including, without limitation, the following strategies:

- A. Using existing staff to facilitate recruiting;
- B. Visiting colleges, universities, and career fairs to recruit and provide offer letters of intent to potential African American teachers and other instructional staff, with such recruiting to include at least annual visits to Historically Black Colleges and Universities (“HBCUs”) in Florida (namely, Bethune-Cookman University, Florida A&M University, and Florida Memorial University), as well as the Florida Fund for Minority Teachers’ annual meeting;
- C. Having the School District’s Human Resources Director endeavor to establish and develop relationships with the career placement offices and officials at the HBCUs;
- D. Continuing to recruit at HBCUs outside Florida;
- E. Identifying African American high school students in the District who would make great teachers, offering the students mentors while in school, and, if they are successful in graduating college with appropriate credentials, will attempt to contact these identified students for recruitment purposes. [See page 7: <https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>]
- F. Having potential African American candidates for teaching and other instructional positions visit Indian River County if the candidate so desires;
- G. Working with the teachers’ union to facilitate the employment of African American teachers and other instructional staff;
- H. Utilizing current Indian River County hiring practices of application, structured interviewing by individuals in the School District office, and interviewing by individual school principals and/or members of the School Improvement Teams;
- I. Listing the Indian River NAACP as a community partner on the School District’s website;
- J. Publicizing the program for Mentoring of New Teachers and Instructional Staff, including by posting the program on the School District’s “jobs” webpage and bringing promotional materials to recruiting events;
- K. Ensuring that the School District advertises teaching job openings in the Diversity in Ed Magazine and on the Diversity in Ed website (www.diversityrecruitmentpartners.com);
- L. Require District principals to interview, whenever possible, a diverse pool of applicants.

The School Board shall require the retention of documentation that demonstrates which strategies for recruiting and employing African American teachers and instructional staff were utilized by the School District and the individual schools each year, and shall ensure that such documentation is made available to the Equity Committee through appropriate channels determined by the School Board. Data provided shall include the dates of recruitment activities, staff members involved, recruitment event attended, investments incurred for recruiting activity/trip, and outcomes. Data should include information regarding the race and specific teacher or instructional staff position for which candidates were interviewed, extended offers, and hired. Instructional staff and teaching positions shall have the same definitions as those assigned by the Florida Department of Education. [Joint Plan at 4-5.]

Action Steps
<p>3.1 Ensured involvement of African American staff members in contacts with career placements offices and/or HBCUs.¹ (B. Crisafulli)</p> <p>3.2 Continued to implement a recruiting program that advertises the supports and resources that are strengths of SDIRC. (WEpromise)² (B. Crisafulli)</p> <p>3.3 Utilized multiple methods of communication to establish and grow the relationship between the District and Historically Black Colleges and Universities (HBCUs).¹ (B. Crisafulli)</p> <p>3.4 Identified action steps and implementation timelines to address recruitment efforts for instructional vacancy needs. (B. Crisafulli)</p> <p>3.5 Conducted regular meeting(s) with the established Recruitment Focus Group of African American community members to identify and discuss recruitment strategies.³ (B. Crisafulli)</p> <p>3.6 Reviewed position vacancies to tailor identified strategies to instructional vacancy needs. (B. Crisafulli)</p> <p>3.7 Worked with IRCEA to facilitate the employment of African American instructional staff.¹</p> <p>3.8 Ensured involvement of African American staff members in contacts with career placements offices and/or HBCUs.¹ (B. Crisafulli)</p> <p>3.9 Listed the NAACP as a community partner on the District website (continued listing).¹ (B. Crisafulli)</p> <p>3.10 Required school-based administration to interview, whenever possible, a diverse pool of applicants.^{1,4} (B. Crisafulli)</p> <p>3.11 Initiated the distribution of an onboarding package to new employees that included information about benefits, wellness center, District Strategic Plan, discounts from the community, recruiting partners, basic moving information, (e.g., utilities, cable, etc.), as well as SDIRC gear and wear.¹ (B. Crisafulli)</p> <p>3.12 Implemented the SDIRC teachIR Academy for the 2021-2022 school year and met with FFEA chapters at high schools.^{1,3} (B. Crisafulli)</p> <p>3.13 Ensured involvement of African American staff members in contacts with career placements offices and/or HBCUs.¹ (B. Crisafulli)</p> <p>3.14 Pending School Board approval, established FFEA Scholarship program for the 2021-2022 school year.³ (B. Crisafulli)</p> <p>3.15 Continued to collaborate with Coordinator of Accountability and Research to update and expand the IR Recruitment Dashboard in PowerBI. (B. Crisafulli)</p>
Staff Responsible
S. Bass, Deputy Superintendent
B. Crisafulli, Director of Recruitment, Retention, & Professional Practices
Considerations for Monitoring Progress
<ul style="list-style-type: none"> • How many contacts did the District make with HBCUs to further relationships with HBCUs? • How many resulting contacts were made with prospective African American teacher candidates? • What is the racial/ethnic composition of the District Recruitment Team? • Was the SDIRC Virtual Career Fair, held in collaboration with “Diversity in Education?” • What information was gathered from the review of instructional vacancies by the Focus Group of African American community members? • Has there been progress in the recruitment of African American teachers? • Were diverse pools of applicants interviewed, whenever possible? • Has the District implemented the distribution of an onboarding package to new hires?

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

¹Submit documentation showing that strategies of Section III: A-L have been implemented. If a 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: SDIRC Career Fair Log with Handshake, SDIRC Recruitment Plan, meeting agenda(s) of the Focus Group of African American community members, Diversity in Education partnership, Canvas course details for the Culturally Responsive Interviewing Strategies, Tweets to showcase the onboarding package provided to all new hires, information about the SDIRC teachIR Academy, screenshot of the IRC-NAACP community partner posting, and example of the Power BI (Business Intelligence) recruitment dashboard.

Progress Update

As of December 10, 2021, the SDIRC Recruitment team has participated in thirteen career fairs. Of the thirteen, two have been in person (FAMU and UNF) and seven have been either an HBCU or a PBI (Predominantly Black Institution). We have already scheduled our own SDIRC Virtual Fair in cooperation with Diversity in Education for March 16, 2022. Marketing on Handshake, social media, district website will be in January 2022. All school site and departments will participate. The SDIRC Recruitment Team is working on retention strategies and how to celebrate our teachers.

The SDIRC Recruitment Team is working to build recruitment relationships with fraternities and sororities this school year. The Director of Recruitment is working on a new program to communicate with potential candidates call the SDIRC Talent Bench. A bi-monthly newsletter will be sent out and marketed on social media to keep potential candidates informed of all the highlights in SDIRC.

Representation of Applicants for Instructional Positions by Race (%) Districtwide; PK-12, Non-Charter Schools in the SDIRC Retrieved 1/18/22, Source: Applitrack*										
Race	August 2021		September 2021		October 2021		November 2021		December 2021	
	#	%	#	%	#	%	#	%	#	%
African American	28/311	6%	23/280	8%	23/284	8%	3/61	5%	0/19	0%
White, Non-Hispanic	49/311	16%	52/280	21%	69/284	24%	55/61	90%	15/19	79%

*Applitrack utilizes the Department of Labor's non-single race/ethnicity methodology when identifying individual(s) race(s)/ethnicity(ies), which enables individuals to select all races/ethnicities with which they identify. All other indicators provided below utilize the Department of Education's single race/ethnicity methodology in alignment with Florida Department of Education reporting requirements. As a result, a higher percentage of individuals will be identified as African American using the non-single race/ethnicity methodology as compared with the single race/ethnicity methodology.

Representation of Interviewers by Race (%) – Districtwide Retrieved 1/18/22, Source: Office of Human Capital and Operations										
Race	August 2021		September 2021		October 2021		November 2021		December 2021	
	#	%	#	%	#	%	#	%	#	%
African American	10/37	27%	8/32	25%	12/52	23%	10/26	38%	1/9	11%
White, Non-Hispanic	24/37	65%	24/32	75%	36/52	69%	16/26	62%	6/9	67%

Representation of Interviewees by Race (%) - Districtwide Retrieved 1/18/22, Source: Office of Human Capital and Operations										
Race	August 2021		September 2021		October 2021		November 2021		December 2021	
	#	%	#	%	#	%	#	%	#	%
African American	12/37	32%	3/24	13%	4/41	10%	2/52	4%	0/8	0%
White, Non-Hispanic	17/37	46%	18/24	75%	35/41	85%	41/52	79%	8/8	100%

Representation of New Hires by Race (%) - Districtwide Retrieved 1/18/22, Source: Office of Human Capital and Operations										
Race	August 2021		September 2021		October 2021		November 2021		December 2021	
	#	%	#	%	#	%	#	%	#	%
African American	34/127	27%	0/4	0%	0/7	0%	0/9	0%	0/0	0%
White, Non-Hispanic	89/127	70%	3/4	75%	5/7	71%	9/9	100%	0/0	0%

Representation of Certified Instructors by Race (%) - Districtwide Retrieved 10/25/21, Source: Focus School Software										
Race	August 2021		September 2021		October 2021		November 2021		December 2021	
	#	%	#	%	#	%	#	%	#	%
African American	149/1158	13%	149/1162	13%	144/1145	13%	142/1134	13%	142/1130	13%
White, Non-Hispanic	991/1158	86%	994/1162	86%	905/1145	79%	935/1134	82%	930/1130	82%

*This indicator utilizes the Department of Education's single race/ethnicity methodology in alignment with Florida Department of Education reporting requirements.

Racial/Ethnic Representation of the SDIRC Recruitment Team (%) Retrieved 06/29/21, Source: Department of Recruitment, Retention, & Professional Practices						
Academic Year	African American	American Indian/Alaskan Native	Asian	Hispanic	Multi-Racial	White, Non-Hispanic
2017 - 2018	67%	0%	0%	4%	0%	26%
2018 - 2019	67%	0%	0%	4%	0%	26%
2019 - 2020	66%	0%	0%	0%	0%	34%
2020 - 2021	60%	0%	0%	6.7%	6.7%	26.7%
2021 - 2022	54%	0%	0%	0%	23%	23%

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

Artifacts



Joint Plan – District Progress Update – [Actions Accomplished](#)
October 2021 - December 2021

Joint Plan – District Progress Update – [Action Steps and Artifacts](#)
October 2021 - December 2021



Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date:	December 10, 2021
Office/Departments(s):	Department of Recruitment, Retention, & Professional Practices
Report generated by:	S. Bass, Deputy Superintendent B. Crisafulli, Director of Recruitment, Retention, & Professional Practices
Action Step (please include the description provided in the District Progress Update Joint Plan):	<ul style="list-style-type: none">3.1 Ensured involvement of African American staff members in contacts with career placements offices and/or HBCUs. <i>(B. Crisafulli)</i>3.2 Continued to implement a recruiting program that advertises the supports and resources that are strengths of SDIRC. (WEpromise) <i>(B. Crisafulli)</i>3.3 Utilized multiple methods of communication to establish and grow the relationship between the District and Historically Black Colleges and Universities (HBCUs). <i>(B. Crisafulli)</i>3.4 Identified action steps and implementation timelines to address recruitment efforts for instructional vacancy needs. <i>(B. Crisafulli)</i>3.5 Conducted regular meeting(s) with the established Recruitment Focus Group of African American community members to identify and discuss recruitment strategies. <i>(B. Crisafulli)</i>3.6 Reviewed position vacancies to tailor identified strategies to instructional vacancy needs. <i>(B. Crisafulli)</i>3.7 Worked with IRCEA to facilitate the employment of African American instructional staff. <i>(B. Crisafulli)</i>3.8 Ensured involvement of African American staff members in contacts with career placements offices and/or HBCUs. <i>(B. Crisafulli)</i>3.9 Listed the NAACP as a community partner on the District website (continued listing). <i>(B. Crisafulli)</i>3.10 Required school-based administration to interview, whenever possible, a diverse pool of applicants. <i>(B. Crisafulli)</i>3.11 Initiated the distribution of an onboarding package to new employees that included information about benefits, wellness center, District Strategic Plan, discounts from the community, recruiting partners, basic moving information, (e.g., utilities, cable, etc.), as well as SDIRC gear and wear. <i>(B. Crisafulli)</i>3.12 Implemented the SDIRC teachIR Academy for the 2021-2022 school year and met with FFEA chapters at high schools. <i>(B. Crisafulli)</i>3.13 Ensured involvement of African American staff members in contacts with career placements offices and/or HBCUs. <i>(B. Crisafulli)</i>3.14 Pending School Board approval, established FFEA Scholarship program for the 2021-2022 school year. <i>(B. Crisafulli)</i>3.15 Continued to collaborate with Coordinator of Accountability and Research to update and expand the IR Recruitment Dashboard in PowerBI. <i>(B. Crisafulli)</i>

Explanation of Evidence:

3.1 and 3.8

SDIRC Career Fair Log lists the Career Fairs that SDIRC has participated in or will participate in for 2021-2022. The SDIRC Recruitment Team includes teachers, administrators, district staff, and the IRCEA Vice President. (*artifact 3.1 and 3.8*)

3.2

The main framework for SDIRC Recruitment is the wePROMISE Program. It is continually marketed to shareholders to ensure that the strengths and highlights of SDIRC are promoted and to show how SDIRC supports new hires. The program flyer is sent to all potential candidates, is uploaded when we participate in a virtual career fair as well. (*artifact 3.2*)

3.3

SDIRC utilizes many platforms to connect with HBCUs. Handshake, PurpleBriefCase, and Doreways are some of the platforms used by various universities. Email, social media, and posting of high need positions are the most utilized methods of connecting. (*artifact 3.3*)

3.4

The SDIRC Virtual Fair in cooperation with Diversity in Education has been scheduled for March 16, 2022. (*artifact 3.4*)

3.5

The SDIRC Recruitment Plan includes a list of strategies to be used to recruit the most highly qualified, diverse workforce possible. A timeline of strategies used for 2020-2021 and 2021-2022 is provided. (*artifact 3.5*)

3.6

The SDIRC Recruitment Focus Group schedules monthly meetings to discuss current state of recruiting, suggests new strategies, and analyzes current staff data. The November agenda is provided. The SDIRC Recruitment Team was invited to participate in the November meeting and retention strategies were discussed. (*artifact 3.6*)

3.7 and 3.10

All principals and assistant principals must complete the course *Culturally Responsive Interviewing Strategies*. This course was created on CANVAS (our LMS-Learning Management System). Administrators are sent a certificate of completion upon finishing the course. An example is provided. (*artifact 3.7 and 3.10*)

All school admin teams must follow HR procedures for hiring established by the Director of Human Resources. These procedures include interviewing a diverse pool of applicants, asking the same questions to all applicants, and having the same interview committee members for each vacancy. School administration teams must include a list of candidates interviewed by race, and the list of staff on the interviewing team by race.

3.9

A screenshot of the SDIRC public webpage that identifies the NAACP as a community partner is provided. (*artifact 3.9*)

3.11

Onboarding boxes were distributed at the SDIRC New Employee Orientation in July and will be distributed at the January 4, 2022 Orientation. Each box includes SDIRC gear to welcome each new employee (instructional and support staff). Along with the actual box, each new instructional staff member hired prior to August, was provided electronically information about benefits, the wePROMISE program, and other general information about SDIRC. (*artifact 3.11*)

3.12

The teachIR Academy is a program to encourage, motivate, facilitate interest in a career in teaching in our middle and high schools. This program gives SDIRC high school students the opportunity to participate in a dual enrollment track that leads to an AA in Education. An update on students involved will be collected in January 2022. This program is a collaborative effort with IRSC (Indian River State College). *(artifact 3.12)*

3.13

The FFEA Scholarship Fund will be marketed to all SDIRC employees starting in January 2022. SDIRC employees will be invited to participate to the fund through payroll deduction. Applications will be sent out to SRHS and VBHS students and any awarding to scholarships will take place on Scholarship Night at each respective high school.

3.14

The IR Recruitment Dashboard is updated daily and provides a breakdown by school of percentage of instructional staff and students at each school site. This data is used to monitor hiring practices and to hire strategically to ensure access for all students. The goal for August 2021 was to increase the percentage of African American Instructional staff members to 13% of total Instructional Staff. As of December 1, 2021, 12.4% of total instructional staff are African American. *(artifact 3.14)*

Results of Action Taken:

As of December 10, 2021, the SDIRC Recruitment team has participated in thirteen career fairs. Of the thirteen, two have been in person (FAMU and UNF) and seven have been either an HBCU or a PBI (Predominantly Black Institution). We have already scheduled our own SDIRC Virtual Fair in cooperation with Diversity in Education for March 16, 2022. Marketing on Handshake, social media, district website will be in January 2022. All school site and departments will participate. The SDIRC Recruitment Team is working on retention strategies and how to celebrate our teachers.

Reflection/Next Steps:

The SDIRC Recruitment Team is working to build recruitment relationships with fraternities and sororities this school year. The Director of Recruitment is working on a new program to communicate with potential candidates call the SDIRC Talent Bench. A bi-monthly newsletter will be sent out and marketed on social media to keep potential candidates informed of all the highlights in SDIRC.

Artifact 3.1 and 3.8 – SDIRC Career Fair Recruiting Schedule (2021-2022)

SDIRC CAREER FAIRS RECRUITING SCHEDULE 2021-2022			SDIRC CAREER FAIRS RECRUITING SCHEDULE 2021-2022		
CAREER FAIR	DATE	TIME			
PACE UNIVERSITY-Job Fair for Recent Graduates	6/15/21	11-2pm	FAMU Spring 2022 All Majors Career & Internship Expo (in person)	1/26	10-4pm
Georgia State University Virtual Alumni Career Fair (PBI)	7/9/21	11-2pm	Georgia State University College of Education and Human Development Virtual Career Fair	1/28	10-1pm
Cornell University Career Fair Days 2021	9/2/21	11-2pm	UCF Spring 2022 In-person Career Expo	2/1	1-4pm
Wake Forest University Career Fair	9/15/21	12-4pm	Michigan State University Diversity Career Fair 2022 (virtual)	2/2	3-6pm
NC A&T State University Fall Career Awareness Fair (HBCU)	9/15/21	12-4pm	USF Virtual Career Fair	2/4	12-4pm
FAU Diversity Recruiting Showcase (VIRTUAL)	9/21/21	4pm	Florida Polytechnical University Spring 2022 Career Fair (in person)	2/8	10-4pm
Howard University Fall 2021 Virtual All Majors Job and Internship Fair	9/28/21	5:00pm	UNC Asheville Career Fair	2/8	12-2pm
FAMU Fall 2021 All Majors Career & Internship Expo	9/29/21	4:00PM	FIU Spring 2022 On-Campus Career Fair (All Majors)	2/9	11-3pm
Delaware State University Fall 2021 Career Fair	10/25/21	4:00pm	University of Miami Job & Internship Expo Spring 2022	2/23	1-5pm
Bethune-Cookman University's Fall 2021 Virtual Graduate School and Career Fair	10/27/21	7:00pm	UNF Virtual Education Career Fair	2/23	5-6:30pm
UCF Fall 2021 Virtual Career Expo	11/19	1-3pm	School District of Indian River County Virtual Career Fair	3/16	12-6pm
Alabama State University College of Education Virtual Career Fair	11/4	11-1pm	FAU Virtual Career Expo Spring 2022	3/31	11-3pm
UCF Resume Building with an Employer (virtual)	1/14	1-3pm	UDC (University of District of Columbia) Jobs and Internships Virtual Fair Spring 2022	4/12	1-6pm
Diversity in Education Career Fair (virtual)	12/8	12-4pm			
West Chester University of Pennsylvania Virtual Town Hall	12/8	10-11:30am			
Virtual Career and Internship Connection 2022	1/12	2-5pm			
Recruit at UofSC: A Roadmap to Recruiting at the University of South Carolina (webinar)	1/25	12noon			

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	Christopher Cummings
Wilfred Hart	Cynthia Emerson	Beth Crisafulli
Germaine Johnson	Jayde Norwood	Latonya Ross
Kyra Schafte	Ataaba Patterson	
Ramon Echeverria	Terri Beckham	

(taken from pg. 6 of SDIRC Recruitment Plan)

Artifact 3.2 – wePROMISE Program advertised at Virtual Career Fair

wePROMISE

Job Postings | Twitter | LinkedIn | Facebook | [CLICK HERE TO ENTER CHATROOM](#) | Reserve a Chat Slot

DESCRIPTION	VIDEOS	DOCUMENTS	JOB VACANCIES
New Employee Processing Flow Chart			View + Swag Bag
Procedures for New Hires			View + Swag Bag
The Learning Alliance			View + Swag Bag
teachIR Academy Flyer			View + Swag Bag
wePROMISE letter			View + Swag Bag
2020-2021-mentor-brochure-pdf1617819717.pdf			View + Swag Bag
SDIRC Mentor Program Flyer			View + Swag Bag
WHY SDIRC?			View + Swag Bag

vFairs Technical Support

Artifact 3.3- Methods of Communication (Handshake & PurpleBriefCase)

STRONGER TOGETHER

SDIRC offers the highest NEW TEACHER salary on the Treasure Coast and the best NEW TEACHER SUPPORTS. We promise to work STRONGER TOGETHER!

- Strong Culture
- Employee Focused
- Innovative Products
- Leadership Listens

Artifact 3.4 – SDIRC VIRTUAL CAREER FAIR (March 16, 2022) email with Diversity in Ed

Crisafulli, Beth

From: Trina Edwards <trina@diversityined.com>
Sent: Thursday, October 28, 2021 12:22 PM
To: Crisafulli, Beth
Subject: Re: SPRING 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.

Yes, that works. I'll book it.

Trina

From: Crisafulli, Beth <Beth.Crisafulli@indianriverschools.org>
Date: Thursday, October 28, 2021 at 11:19 AM
To: Trina Edwards <trina@diversityined.com>
Subject: Re: SPRING CAREER FAIR

Great! Let's book March 16th! 12-6pm. Does that work?

Beth

Get Outlook for iOS


From: Trina Edwards <trina@diversityined.com>
Sent: Thursday, October 28, 2021 12:26:45 PM
To: Crisafulli, Beth <Beth.Crisafulli@indianriverschools.org>
Subject: Re: SPRING 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.

Hey Beth,

I'm free now. Any time in March is good. Wednesdays are always good for candidates. This should be before spring breaks.

Trina



Trina Edwards
 Director of Operations & Customer Success
 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!



From: Crisafulli, Beth <Beth.Crisafulli@indianriverschools.org>
Date: Thursday, October 28, 2021 at 11:14 AM
To: Trina Edwards <trina@diversityined.com>
Subject: SPRING CAREER FAIR

Good afternoon!

We keep missing each other! I would like to schedule our SDIRC VIRTUAL CAREER FAIR for March of 2022.

Do you have any dates for the week of the 14th?

BETH (BETH) CRISAFULLI

DIRECTOR OF RECRUITMENT AND RETENTION
BETH.CRISAFULLI@INDIANRIVERSCHOOLS.ORG
 772-564-3440



FOLLOW ME ON TWITTER AND FACEBOOK @RECRUITSDIRC

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.

Artifact 3.5 – Timelines

SDIRC RECRUITMENT STRATEGIES TIMELINE

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

SDIRC RECRUITMENT STRATEGIES TIMELINE

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	Takesha Harris
Germaine Johnson	Jayde Norwood	Atasha Patterson
Julie Kastensmidt	Marsha Roberts	Eddie Robinson
Ramon Echeverria	Terri Beckham	Christopher Cummings

SDIRC RECRUITMENT STRATEGIES TIMELINE 2021-2022		
STRATEGY	WHEN?	WHO?
Examine previous recruitment and retention strategies to evaluate diversity, effectiveness, major source(s) of new hires.	JULY, AUGUST, SEPTEMBER	Director of Recruitment, Director of HR, and SDIRC Recruitment Team
Engage our community by advertising Recruitment Plan and Recruitment programs on district website.	Update as needed throughout the school year	Director of Recruitment
Use social media to promote and advertise job openings and programs.	Ongoing throughout year	Director of Recruitment
Use Microsoft Teams and Zoom for interviews and career fairs.	Ongoing throughout year	Director of Recruitment, Recruitment Team members, and school administrators
Examine staffing needs by identifying: 1. number of potential non-renewals 2. possible shortages due to retirement and resignations 3. teachers who must renew their certifications	March, April, May, June	School Administrators and Director of HR
Strive to fill all open teacher positions by July 15 th and post job vacancies by April 1 st .	March, April, May, June, July	Director of Recruitment, Director of HR, School Administrators
Communicate with any candidates who have received a "Letter of Intent" or "Conditional Contract" Attend and host Career Fairs in Florida and other states to high needs target candidates.	Ongoing throughout the year	Director of Recruitment and Recruitment Team members
Update and review data of instructional staff by school and student data by race to ensure equity in hiring practices through use of the Recruitment Dashboard.	Ongoing throughout the year	Director of Recruitment, Recruitment Team members, Director of HR, Deputy Superintendent

Artifact 3.6 – Recruitment Focus Group Agenda

AGENDA	
Recruitment Focus Group	
	11/29/2021 5:30-6:30pm
AGENDA	
Recruitment Plan 2021-2022 Retention Focus Recruitment Update	
Updates	
December 8 th , 12-5pm HR CONFERENCE ROOM (virtual)	
January 14 th Resume Building with an Employer (virtual)	
January 25 th 12-1pm WEBINAR USC: A Roadmap to Recruiting at the University of South Carolina	
February 1 st UCF 1-4pm (in person)	
February 8 th Florida Polytechnical University (in person)	
February 9 th FIU Spring 2022 Career Fair (in person-2)	
February 23 rd University of Miami (in person-already booked)	
February 24 th Stanford Winter Careers in Education Fair (virtual)	
Next Meeting	
January 24, 2022 5:30-6:30pm	

Artifact 3.7 and 3.10- Culturally Responsive Interviewing Course



Beth Crisafulli (AUTHOR) (TEACHER)
Oct 12, 2020 10:10am Edited May 3 11:28am

Welcome to Culturally Responsive Interviewing Strategies!

This course will guide you through culturally responsive strategies to be used in interviews. Please ensure that you have a diverse interviewing committee and that you are blending culturally responsive interview questions along with your job-specific questions. If you need assistance, please do not hesitate to reach out to the Office of Human Capital.

[Reply](#)

- EDIT VERSIONS of INTERVIEW QUESTIONS**
- [All Sections](#)
Good morning! I have added a WORD document for the sample interview questions so that you can download and add your own. Just a reminder that all administrative staff..
-
- Reminder to COMPLETE**
- [All Sections](#)
Thanks to all that have completed so far! Please make sure to finish course by end of March. We want all hiring administrators to use the NEW interviewing questions for t...
-
- REMINDER TO COMPLETE**
- [All Sections](#)
Good afternoon everyone! Just a reminder to complete this course before end of March. Any upcoming interviews must include the NEW questions. I will also be sending o...
-
- Welcome to Culturally Responsive Interviewing Strategies!**
- [All Sections](#)
This course will guide you through culturally responsive strategies to be used in interviews. Please ensure that you have a diverse interviewing committee and that you are bl...

Artifact 3.9 – NAACP listed as Community Partner

Community Partnerships



https://www.indianriverschools.org/students_families

Artifact 3.11 – wePROMISE!



SAVE THE DATE!

Please see attached NEW EMPLOYEE ORIENTATION flyer, SDIRC Benefits pamphlet, and WE PROMISE letter. A representative from Human Resources will be reaching out to you in the next couple of weeks to schedule your visit to complete your HR Orientation which includes a full background check, benefits overview, ID badge and other pertinent information for new employees. The NEW teacher salary starts at \$47,500 pending verification of years of experience.

Please also note that you will be provided with a complete guide to SDIRC Benefits at your HR Orientation. Enrollment must be completed within 30 days of your date of hire. The elections are effective the first of the month after one full calendar month of employment. Example: Start date of August 2nd, then your benefits will become effective October 1st.

Please take a moment to view our SDIRC Recruiting Video and SDIRC School Choice Booklet for information about your new school. There's lot to see in SDIRC.

Recruitment Video: <https://www.youtube.com/watch?v=H8mCu2gJdU>

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

If you need some assistance with housing, please see our Facebook page @RecruitSDIRC: <https://www.facebook.com/recruitSDIRC>. If you need to connect with a realtor, you will find partners with SDIRC on the Facebook page.

Please feel free to contact me if you have any other questions.

BETH (HUGH) CRISAFULLI
DIRECTOR OF RECRUITMENT AND SELECTION
BEUCRISAFULLI@SDIRC.BA.SCHOOLSDIRECTOR
770-564-3118
FOLLOW ME ON TWITTER AND FACEBOOK @BETHCRISAFULLI



Artifact 3.12 – teachIR Academy

TeachIR Academy Dual Enrollment



In partnership with Indian River State College (IRSC), the School District of Indian River County is offering a dual enrollment program for students to earn their Associates in Arts in Education by the time they graduate high school. Student Success (SS1101) will be the first class students need to take to start the dual enrollment program. Students in the TeachIR Academy will need to meet the requirements for high school graduation as well as the requirements for an AA. It is suggested that students meet with a high school guidance counselor to help them develop a plan to meet their graduation needs prior to enrolling in college level classes. The following course progression track is a sample plan for those seeking an AA in Education from IRSC. Classes may be different per student based on their individual level. For example, a 9th grade student might take English, English Honors, IB English or AP English to meet the requirement for high school graduation.

9th
10th

	9 th Grade Spring	10 th Grade Fall	10 th Grade Spring	11 th Grade Fall	11 th Grade Spring	12 th Grade Fall	12 th Grade Spring
HS English	HS English I	HS English II	HS English II		IRSC English Comp I ENC1101	IRSC English Comp II ENC1102	
Mathematics	HS Math	HS Math	HS Math	IRSC Intermediate Algebra MAT1033 (Depending on placement score)	IRSC College Level Math	IRSC College Level Math	
Science	HS Earth Science	HS Biology	HS Biology	HS Chemistry	HS Chemistry	IRSC Science Course	IRSC Science Course
Social Science		HS World History	HS World History	IRSC American History AMH1002	IRSC American History AMH1002	IRSC Econ. Financial Literacy ECF1003	IRSC American Government POL1041 IRSC Introduction to Psychology PSY1002
Humanities					IRSC Music and Music Therapy MUT1000		IRSC Art Appreciation ART1000
Foreign Language	HS Spanish I	HS Spanish II	HS Spanish II				
Electives	HS or IRSC Student Success SS1101	IRSC EDG2001 General Teaching Skills	IRSC Intro to Special Education EDK1000	IRSC Speech SPC1007	IRSC Intro to the Teaching Profession EDF2005 (15 hours of Classroom Observation)	IRSC Educational Psychology EDP2002	IRSC INQ2000 Intro to Sociology

High School Graduation Requirements (24 Credit Diploma)

- 4 English Courses
 - ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement.
 - Students must pass the Grade 10 English Language Arts (ELA) or a concordant score.
- 4 Mathematics Courses
 - One of which must be Algebra 1 and one of which must be Geometry.
 - Students must pass the Algebra 1 end of course (EOC) exam or a comparative score.
- 3 Science Courses
 - One of which must be Biology 1, two of which must be equally rigorous science courses.
 - Two of the three required course credits must have a laboratory component.
- 1 American History
- 1 World History
- 5 American Government
- 5 Economics with Financial Literacy

Indian River State College Associate in Arts Graduation Requirements (20 Courses)

Required Core Classes

- 2 English Courses
- 2 Humanities Courses
- 2 College Level Mathematics
- 2 Science Courses
- 4 Social Science Courses
- 8 Electives

Required Electives

- EDF2005 Intro to the Teaching Profession
 - SS1101 Student Success
 - MAT1033 Intermediate Algebra (Some students may not need this course.)
- Recommended Electives
- EDP2002 Intro to Educational Psychology
 - EEK2010 Intro to Special Education

If you are interested in take one or more classes for the TeachIR program, please contact your high school guidance counselor.

Please watch this informational video from Indian River State College on Dual Enrollment:
<https://crrt-irsc.edu/workday/dualenrollment/>

Artifact 3.14 – IR Recruitment Dashboard



IR Recruitment

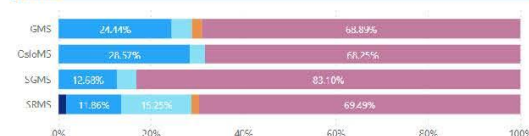
School	School Type	Employee Type
All	Multiple	IR - Instructional

Staff Race/Ethnicity Distribution

Race/Eth: A B H M P W

District: 12.22% 63.02% 75.42%

By School



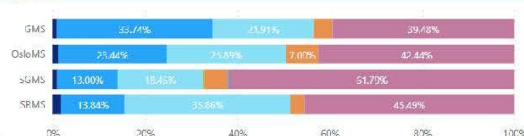
Race/Eth Schl	A		B		H		M		W		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
GMS			11	24.1%	2	4.4%	1	2.2%	31	68.9%	45	100.0%
Oslo MS			18	26.6%	2	3.2%			43	68.3%	63	100.0%
SGMS			9	12.7%	3	4.2%			59	83.1%	71	100.0%
SRMS	1	1.7%	7	11.9%	4	15.3%	1	1.7%	41	69.5%	59	100.0%

Student Race/Ethnicity Distribution

Race/Eth: A B H M P W

District: 19.14% 24.50% 49.56%

By School



Race/Eth		A		B		H		I		M		P		W		Total	
Schl	Ct	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
GMS	5	0.9%	194	33.7%	126	21.9%				23	4.0%			227	39.5%	575	100.0%
CalhounMS	11	1.2%	211	25.4%	233	25.9%				68	7.0%			262	42.4%	900	100.0%
SGMs	10	1.0%	129	13.0%	183	8.4%		1	0.1%	51	5.1%	2	0.2%	613	51.8%	992	100.0%
SRMS	15	1.8%	115	13.8%	296	35.9%				25	3.0%			378	45.7%	831	100.0%

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 (*i.e.*, elementary, middle, high, alternative. The District shall endeavor to employ at least one African-American teacher at each elementary, middle, high school, and alternative school. If it is not possible to hire or encourage the transfer of at least one African American teacher at each elementary, middle, high school, and alternative school, the District and principals shall report on efforts to hire and/or encourage transfer to that school(s), and make such documentation available to the Equity Committee through appropriate channels determined by the School Board.

To allow the School Board to assess the reasonableness of the distribution of African American teachers and instructional staff, the Board shall:

- require the maintenance of information listing all teaching and instructional staff vacancy announcements for that school year, and shall require principals to maintain information regarding each teaching and instructional vacancy, including the race of each applicant, interviewee, person(s) selected to fill the vacancy, and person hired for the vacancy, and make such information available to the Equity Committee through appropriate channels;
- require the maintenance of information regarding the race and specific position of all teachers and instructional staff by school, and make such information available to the Equity Committee through appropriate channels; and
- require the maintenance of information regarding the turnover of African American teachers and instructional staff at each school and the reason(s) for the turnover, if known, and make such information available to the Equity Committee through appropriate channels. (Joint Plan at 5.)

Action Steps
4.1 Posted instructional vacancies on the District's publicly available website and Diversity in Education website. (<i>E. Suit and B. Crisafulli</i>)
4.2 Posted critical need vacancies on Handshake. ¹ (<i>B. Crisafulli</i>)
4.3 Publicized the New Teacher Mentoring program at career fairs and/or HBCUs. ² (<i>B. Crisafulli</i>)
4.4 Provided professional development related to Culturally Competent Interviewing Strategies to principals and assistant principals via the Canvas platform. ^{3,7} (<i>B. Crisafulli</i>)
4.5 Generated a report of race/ethnicity of all instructional staff by school. ^{4,7} (<i>M. Smeltzer</i>)
4.6 Generated a report of retention of African American instructional staff by school location. ⁷ (<i>M. Smeltzer</i>)
4.7 Generated a report of vacancies for each school that include vacancy, race/ethnicity of applicants, race/ethnicity of interviewees, and the person hired for the vacancy. ^{5,7} (<i>M. Smeltzer</i>)
4.8 Continued to facilitate a Workforce Housing Committee meeting to plan for affordable housing options in the local community. ⁶ (<i>B. Crisafulli</i>)
4.9 Continued to collaborate with Coordinator of Accountability and Research to update and expand the IR Recruitment Dashboard in PowerBI. (<i>B. Crisafulli</i>)
Staff Responsible
S. Bass, Deputy Superintendent B. Crisafulli, Director of Recruitment, Retention, & Professional Practices E. Suit, Director of Human Resources M. Smeltzer, Position Control Specialist & Human Resources Systems Manager
Considerations for Monitoring Progress
<ul style="list-style-type: none"> • How many African American candidates have applied for posted teacher vacancies? • How many principals/assistant principals completed the professional development related to Culturally Competent Interviewing Strategies?

- Has the representation of African American teachers in the District grown over time?
- What is the representation of African American teachers at each elementary, middle, high, and alternative school?

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

- ¹Handshake is a recruitment website targeted at college students searching for employment. As of August 2021, the Handshake community includes 18 million students and alumni at over 1,000 colleges and universities.
- ²Submit documentation showing that strategies of Section III: A-L have been implemented. If a strategy is not working, show what steps have been taken to improve or replace said strategy (an original recommendation made for Section III of the Joint Plan).
- ³Provide continued Culturally Competent Interviewing Strategies training for all staff.
- ⁴Monthly 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.
- ⁵Report from principals detailing all teaching and instructional staff vacancy announcements, including the race/ethnicity of each applicant, interviewee, the person selected to fill the vacancy, and rationale for hiring said person. The report should be easily readable in Excel format.
- ⁶Develop 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 (an original recommendation made for Section III of Joint Plan).

Artifacts of Actions Taken: Examples of shared instructional vacancies posted on Handshake, STARR Mentoring Program advertisement, Culturally Responsive Interviewing course, report of instructional staff by school and by race, retention report, hiring and interviewing data, Workforce Housing Committee agendas, example of the Power BI (Business Intelligence) recruitment dashboard, and digital newsletter of upcoming Talent Bench concept.

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.

The aspirational goal for each school is to match or exceed the percentage of African American Instructional Staff, to the percentage of African American students. This goal is the driving force for the Department of Human Resources and the Department of Recruitment, Retention, and Professional Practices. The goal for the upcoming hiring season for the 2022-2023 school year is to increase the percentage of African American Instructional Staff to 15% of the total. We have streamlined our SDIRC Recruitment Team’s focus and set goals for this year. We also are working on retention strategies and affordable housing.

The next steps are to continue to build relationships with colleges and universities and market SDIRC as a district of choice and innovation. The creation of the SDIRC Talent Bench is the next step in the evolution of the wePROMISE Program. With a bi-monthly newsletter advertised to increase awareness of the amazing projects and community partnerships, along with a new SDIRC Recruitment Video, we are confident that we can achieve our goals.

Instructional Staff Counts by Location - Districtwide
Retrieved December 2021, Source: Office of Human Capital and Operations

Location	Asian	Black	Native American	Multi-Racial	Pacific Islander	White	Total	% of Asian	% of Black	% of Native American	% of Multi-Racial	% of Pacific Islander	% of White
ALTERNATIVE CENTER FOR EDUCATION		6		1		5	12	0.0%	50.0%	0.0%	8.3%	0.0%	41.7%
BEACHLAND ELEMENTARY		4				38	42	0.0%	9.5%	0.0%	0.0%	0.0%	90.5%
CITRUS ELEMENTARY		4				56	60	0.0%	6.7%	0.0%	0.0%	0.0%	93.3%
CURRICULUM & INSTRUCTIONAL		2				8	10	0.0%	20.0%	0.0%	0.0%	0.0%	80.0%
DODGERTOWN ELEMENTARY		13				30	43	0.0%	30.2%	0.0%	0.0%	0.0%	69.8%
ESE SCHOOL WIDE	1					15	16	6.3%	0.0%	0.0%	0.0%	0.0%	93.8%
FELLSMERE ELEMENTARY		1	1			45	47	0.0%	2.1%	2.1%	0.0%	0.0%	95.7%
GIFFORD MIDDLE SCHOOL		12		1		35	48	0.0%	25.0%	0.0%	2.1%	0.0%	72.9%
GLENDALE ELEMENTARY		3				39	42	0.0%	7.1%	0.0%	0.0%	0.0%	92.9%
INDIAN RIVER ACADEMY		4		1		33	38	0.0%	10.5%	0.0%	2.6%	0.0%	86.8%
LIBERTY ELEMENTARY		3	3			35	41	0.0%	7.3%	7.3%	0.0%	0.0%	85.4%
OSCEOLA ELEMENTARY		2				39	41	0.0%	4.9%	0.0%	0.0%	0.0%	95.1%
OSLO MIDDLE SCHOOL		19				44	63	0.0%	30.2%	0.0%	0.0%	0.0%	69.8%
PELICAN ISLAND ELEMENTARY		4				31	35	0.0%	11.4%	0.0%	0.0%	0.0%	88.6%
PRE-KINDERGARTEN PROGRAM						7	7	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
ROSEWOOD ELEMENTARY		4				40	44	0.0%	9.1%	0.0%	0.0%	0.0%	90.9%
SEBASTIAN ELEMENTARY		6				28	34	0.0%	17.6%	0.0%	0.0%	0.0%	82.4%
SEBASTIAN RIVER HIGH SCHOOL		16		1		101	118	0.0%	13.6%	0.0%	0.8%	0.0%	85.6%
SEBASTIAN RIVER MIDDLE SCHOOL	1	8		2		52	63	1.6%	12.7%	0.0%	3.2%	0.0%	82.5%
STORM GROVE MIDDLE SCHOOL		9				65	74	0.0%	12.2%	0.0%	0.0%	0.0%	87.8%
STRATEGIC PLANNING AND SUPPORT SERVICES						1	1	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
STUDENT SERVICES						3	3	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
TEACHER CERT/STAFF DEVELOPMENT		2				4	6	0.0%	33.3%	0.0%	0.0%	0.0%	66.7%
TREASURE COAST ELEMENTARY	1	2		1	1	49	54	1.9%	3.7%	0.0%	1.9%	1.9%	90.7%
TREASURE COAST TECHNICAL COLLEGE		1				4	5	0.0%	20.0%	0.0%	0.0%	0.0%	80.0%

VERO BEACH ELEMENTARY		4				46	50	0.0%	8.0%	0.0%	0.0%	0.0%	92.0%
VERO BEACH HIGH SCHOOL	1	20	1	2		138	162	0.6%	12.3%	0.6%	1.2%	0.0%	85.2%
WABASSO SCHOOL FOR EXCEPTIONAL		1				15	16	0.0%	6.3%	0.0%	0.0%	0.0%	93.8%
TOTAL	4	150	5	9	1	1006	1175	0.3%	12.8%	0.4%	0.8%	0.1%	85.6%

*This indicator utilizes the Department of Education's single race/ethnicity methodology in alignment with Florida Department of Education reporting requirements.

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





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date:	December 10, 2021
Office/Department(s):	Department of Human Resources Department of Recruitment, Retention, & Professional Practices
Report generated by:	S. Bass, Deputy Superintendent B. Crisafulli, Director of Recruitment, Retention, & Professional Practices E. Suit, Director of Human Resources M. Smeltzer, Position Control Specialist & Human Resources Systems Manager
Action Step (please include the description provided in the District Progress Update Joint Plan):	<p>4.1 Posted instructional vacancies on the District's publicly available website and Diversity in Education website. <i>(E. Suit and B. Crisafulli)</i></p> <p>4.2 Posted critical need vacancies on Handshake. <i>(B. Crisafulli)</i></p> <p>4.3 Publicized the New Teacher Mentoring program at career fairs and/or HBCUs. <i>(B. Crisafulli)</i></p> <p>4.4 Provided professional development related to Culturally Competent Interviewing Strategies to principals and assistant principals via the Canvas platform. <i>(B. Crisafulli)</i></p> <p>4.5 Generated a report of race/ethnicity of all instructional staff by school. <i>(M. Smeltzer)</i></p> <p>4.6 Generated a report of retention of African American instructional staff by school location. <i>(M. Smeltzer)</i></p> <p>4.7 Generated a report of vacancies for each school that include vacancy, race/ethnicity of applicants, race/ethnicity of interviewees, and the person hired for the vacancy. <i>(M. Smeltzer)</i></p> <p>4.8 Continued to facilitate a Workforce Housing Committee meeting to plan for affordable housing options in the local community. <i>(B. Crisafulli)</i></p> <p>4.9 Continued to collaborate with Coordinator of Accountability and Research to update and expand the IR Recruitment Dashboard in PowerBI. <i>(B. Crisafulli)</i></p>
Explanation of Evidence:	<p>4.1 and 4.2 Vacancies are posted by the Human Resource Department staff on the SDIRC website as well as Diversity in Education, Indeed, and Education Week. Critical need vacancies are also posted on Handshake and advertised on social media (LinkedIn and Facebook). Evidence shows a sampling of positions posted. <i>(artifact 4.1 and 4.2)</i></p> <p>4.3 The 2021-2022 Mentor Flyer is uploaded to Handshake as well as other Career Fair platforms that SDIRC participates in for potential candidates to view. It is also handed out at any career fairs in person. <i>(artifact 4.3)</i></p> <p>4.4 Similar to 3.7 and 3.10, All principals and assistant principals must complete the course <i>Culturally Responsive Interviewing Strategies</i>. This course was created on CANVAS (our LMS- Learning Management System). Administrators are sent a certificate of completion upon finishing the course. An example is provided. All school admin teams must follow HR procedures for hiring established by the Director of Human Resources. These procedures include interviewing a diverse pool</p>

of applicants, asking the same questions to all applicants, and having the same interview committee members for each vacancy. School administration teams must include a list of candidates interviewed by race, and the list of staff on the interviewing team by race. (artifact 4.4)

4.5 The Department of Human Resources maintains data as to instructional staff by race by school. Please see report provided as of 12/1/2021. (artifact 4.5)

4.6 Retention of staff is also monitored. Separations are recorded and feedback from EXIT RIGHT is used to improve the system. (artifact 4.6)

4.7 The Director of Human Resources maintains all hiring and interviewing data for each job posting. Common forms are required by all hiring administrators. (artifact 4.7)

4.8 The Workforce Housing Committee meets quarterly to address the issue of affordable housing opportunities for SDIRC employees and to create incentive strategy recommendations. Current discussion revolves around researching possible community partners for a future housing development, funding opportunities, possible sites, and surveying staff for housing needs. (artifact 4.8)

4.9 Continued collaboration with the Coordinator of Accountability and Research is taking place. Work is being done to create an SDIRC Talent Bench dashboard to track potential candidates. Please see <https://www.smores.com/2mx5f> (artifact 4.9)

Results of Action Taken:

The aspirational goal for each school is to match or exceed the percentage of African American Instructional Staff, to the percentage of African American students. This goal is the driving force for the Department of Human Resources and the Department of Recruitment, Retention, and Professional Practices. The goal for the upcoming hiring season for the 2022-2023 school year is to increase the percentage of African American Instructional Staff to 15% of the total. We have streamlined our SDIRC Recruitment Team's focus and set goals for this year. We also are working on retention strategies and affordable housing.

Reflection/Next Steps:

Next steps are to continue to build relationships with colleges and universities and market SDIRC as a district of choice and innovation. The creation of the SDIRC Talent Bench is the next step in the evolution of the wePROMISE Program. With a bi-monthly newsletter advertised to increase awareness of the amazing projects and community partnerships, along with a new SDIRC Recruitment Video, we are confident that we can achieve our goals.

[illegible]

Artifact 4.3 – Mentor Flyer advertised

Joint Plan – District Progress Update – **Action Steps and Artifacts**
October 2021 - December 2021

DESCRIPTION	VIDEOS	DOCUMENTS	JOB VACANCIES
New Employee Processing Flow Chart			View + Swag Bag
Procedures for New Hires			View + Swag Bag
The Learning Alliance			View + Swag Bag
teachIR Academy Flyer			View + Swag Bag
wePROMISE letter			View + Swag Bag
2020-2021-mentor-brochure-pdf1617819717.pdf			View + Swag Bag
SDIRC Mentor Program Flyer			View + Swag Bag
WHY SDIRC?			View + Swag Bag
vFairs Technical Support			

Artifact 4.4 – Culturally Responsive Interviewing Course

- [EDIT VERSIONS of INTERVIEW QUESTIONS](#)
All Sections
Good morning! I have added a WORD document for the sample interview questions so that you can download and add to your own. Just a reminder that all administrative staff...
- [REMINDER TO COMPLETE](#)
All Sections
Thanks to all that have completed so far! Please make sure to finish course by end of March. We want all hiring administrators to use the NEW Interviewing questions for...
- [REMINDER TO COMPLETE](#)
All Sections
Good afternoon everyone! Just a reminder to complete this course before end of March. Any upcoming interviews must include the NEW questions. I will also be sending...
- [Welcome to Culturally Responsive Interviewing Strategies!](#)
All Sections
This course will guide you through culturally responsive strategies to be used in interviews. Please ensure that you have a diverse interviewing committee and that you are di...



Beth Crisafulli
AUTHOR
TEACHER

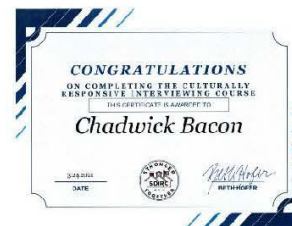
Oct 12, 2020 10:10am Edited May 3 11:28am

Welcome to Culturally Responsive Interviewing Strategies!

This course will guide you through culturally responsive strategies to be used in interviews. Please ensure that you have a diverse interviewing committee and that you are blending culturally responsive interview questions along with your job-specific questions. If you need assistance, please do not hesitate to reach out to the Office of Human Capital.

[Reply](#)

Certificates of Completion of Course



Artifact 4.5 – Report of Instructional Staff by School and Race as of December 10, 2021


Location	Asian	Black	Native American	Multi-Racial	Pacific Islander	White	Total	% of Asian	% of Black	% of Native American	% of Multi-Racial	% of Pacific Islander	% of White
ALTERNATIVE CENTER FOR EDUCATI		6		1		5	12	0.0%	50.0%	0.0%	8.3%	0.0%	41.7%
BEACHLAND ELEMENTARY		4				38	42	0.0%	9.5%	0.0%	0.0%	0.0%	90.5%
CITRUS ELEMENTARY		4				56	60	0.0%	6.7%	0.0%	0.0%	0.0%	93.3%
CURRICULUM & INSTRUCTIONAL		2				8	10	0.0%	20.0%	0.0%	0.0%	0.0%	80.0%
DODGERTOWN ELEMENTARY		13				30	43	0.0%	30.2%	0.0%	0.0%	0.0%	69.8%
ESE SCHOOL WIDE	1					15	16	6.3%	0.0%	0.0%	0.0%	0.0%	93.8%
FELLSMERE ELEMENTARY		1	1			45	47	0.0%	2.1%	2.1%	0.0%	0.0%	95.7%
GIFFORD MIDDLE SCHOOL		12		1		35	48	0.0%	25.0%	0.0%	2.1%	0.0%	72.9%
GLENDALE ELEMENTARY		3				39	42	0.0%	7.1%	0.0%	0.0%	0.0%	92.9%
INDIAN RIVER ACADEMY		4		1		33	38	0.0%	10.5%	0.0%	2.6%	0.0%	86.8%
LIBERTY ELEMENTARY		3	3			35	41	0.0%	7.3%	7.3%	0.0%	0.0%	85.4%
OSCEOLA ELEMENTARY		2				39	41	0.0%	4.9%	0.0%	0.0%	0.0%	95.1%
OSLO MIDDLE SCHOOL		19				44	63	0.0%	30.2%	0.0%	0.0%	0.0%	69.8%
PELICAN ISLAND ELEMENTARY		4				31	35	0.0%	11.4%	0.0%	0.0%	0.0%	88.6%
PRE-KINDERGARTEN PROGRAM						7	7	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
ROSEWOOD ELEMENTARY		4				40	44	0.0%	9.1%	0.0%	0.0%	0.0%	90.9%
SEBASTIAN ELEMENTARY		6				28	34	0.0%	17.6%	0.0%	0.0%	0.0%	82.4%
SEBASTIAN RIVER HIGH SCHOOL		16		1		101	118	0.0%	13.6%	0.0%	0.8%	0.0%	85.6%
SEBASTIAN RIVER MIDDLE SCHL	1	8		2		52	63	1.6%	12.7%	0.0%	3.2%	0.0%	82.5%
STORM GROVE MIDDLE SCHOOL		9				65	74	0.0%	12.2%	0.0%	0.0%	0.0%	87.8%
Strategic Planning and Support Services						1	1	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
STUDENT SERVICES						3	3	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
TEACHER CERT/STAFF DEVELOPMENT		2				4	6	0.0%	33.3%	0.0%	0.0%	0.0%	66.7%
TREASURE COAST ELEMENTARY	1	2		1	1	49	54	1.9%	3.7%	0.0%	1.9%	1.9%	90.7%
Treasure Coast Technical College		1				4	5	0.0%	20.0%	0.0%	0.0%	0.0%	80.0%
VERO BEACH ELEMENTARY		4				46	50	0.0%	8.0%	0.0%	0.0%	0.0%	92.0%
VERO BEACH HIGH SCHOOL	1	20	1	2		138	162	0.6%	12.3%	0.6%	1.2%	0.0%	85.2%
WABASSO SCHOOL FOR EXCEPTIONAL		1				15	16	0.0%	6.3%	0.0%	0.0%	0.0%	93.8%
Total	4	150	5	9	1	1006	1175	0.3%	12.8%	0.4%	0.8%	0.1%	85.6%

Artifact 4.6 – Retention Report- please see retention columns in green by school

Distinct Count of Instructional Staff											
Row Labels	Asian	Black	Native American	Multi-Racial	Pacific Islander	White	Grand Total	Retention African American	Retention of White		
Active	Active	Separat	Active	Active	Active	Active	Separated				
(blank)								1			
ALTERNATIVE CENTER FOR EDUCATI		6		1		5	12	100.0%	100.0%		
BEACHLAND ELEMENTARY		3	1			36	42	75.0%	94.7%		
CITRUS ELEMENTARY		4				56	60	100.0%	100.0%		
CURRICULUM & INSTRUCTIONAL		2				8	10	100.0%	100.0%		
DODGERTOWN ELEMENTARY		13				28	43	100.0%	93.3%		
ESE SCHOOL WIDE	1					12	16	N/A	80.0%		
FELLSMERE ELEMENTARY		1		1		43	47	100.0%	95.6%		
GIFFORD MIDDLE SCHOOL		12			1	34	48	100.0%	97.1%		
GLENDALE ELEMENTARY		3				37	42	100.0%	94.9%		
INDIAN RIVER ACADEMY		2	2		1	31	38	50.0%	93.9%		
LIBERTY ELEMENTARY		3		3		34	41	100.0%	97.1%		
OSCEOLA ELEMENTARY		2				39	41	100.0%	100.0%		
OSLO MIDDLE SCHOOL		19				43	63	100.0%	97.7%		
PELICAN ISLAND ELEMENTARY		4				31	35	100.0%	100.0%		
PRE-KINDERGARTEN PROGRAM						7	7	N/A	100.0%		
ROSEWOOD ELEMENTARY		4				39	44	100.0%	97.5%		
SEBASTIAN ELEMENTARY		5	1			26	34	83.3%	92.9%		
SEBASTIAN RIVER HIGH SCHOOL		16			1	98	118	100.0%	97.0%		
SEBASTIAN RIVER MIDDLE SCHL	1	8			2	48	63	100.0%	92.3%		
STORM GROVE MIDDLE SCHOOL		9				63	74	100.0%	96.9%		
Strategic Planning and Support Services						1	1	N/A	100.0%		
STUDENT SERVICES						3	3	N/A	100.0%		
TEACHER CERT/STAFF DEVELOPMENT		2				4	6	100.0%	100.0%		
TREASURE COAST ELEMENTARY	1	1	1		1	47	54	50.0%	95.9%		
Treasure Coast Technical College		1				4	5	100.0%	100.0%		
VERO BEACH ELEMENTARY		4				45	50	100.0%	97.8%		
VERO BEACH HIGH SCHOOL	1	20		1	2	133	162	100.0%	96.4%		
WABASSO SCHOOL FOR EXCEPTIONAL		1				13	16	100.0%	86.7%		
Grand Total	4	145	5	5	9	968	38	1176	96.7%	96.2%	

Artifact 4.7– Hiring and Interviewing Data Please see spreadsheet entitled Applitrack Data

Artifact 4.8 – Workforce Housing Committee



Agendas

January, April, July, October

Group Norms


Roles- facilitator, timekeeper, note-taker

Research

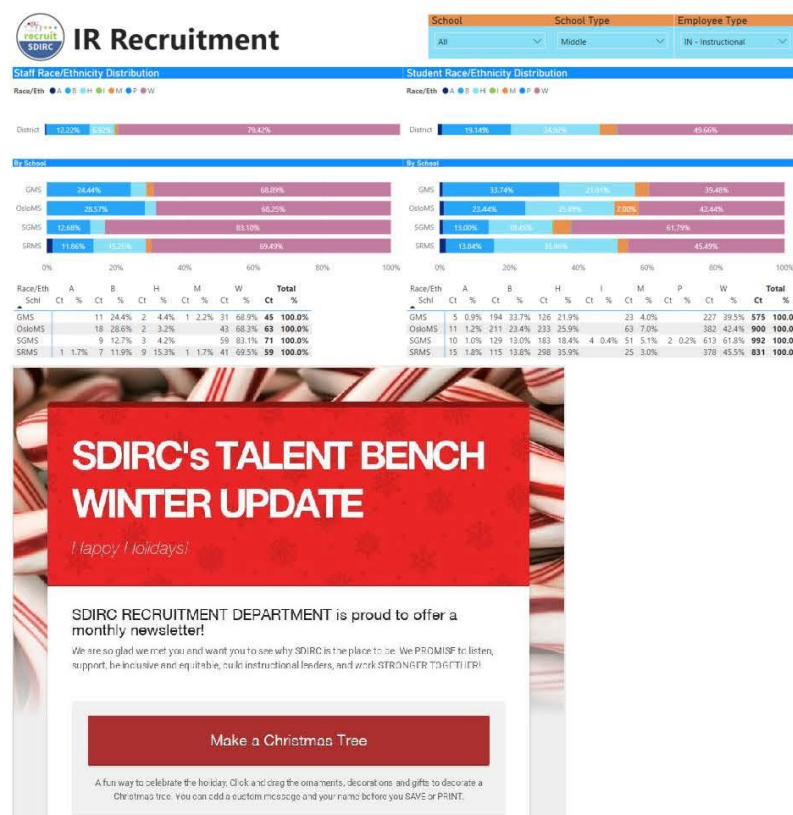
Action Steps

Discussion

We invite you to partner with SDIRC's LIVE INDIAN RIVER COUNTY Program. When all students thrive and are supported, our community thrives and prospers. Rent to our dynamic workforce and be the change for our students!



Artifact 4.9 – IR Recruitment Dashboard and Upcoming Talent Bench




Artifact 4.7 – Applitrack Data Spreadsheets

Form Title	Person	Applicant Name	Date Created	Date Received
HR Recommendation App Michelle Wallace	Michelle Wallace	Michelle Wallace	9/2/2021 8:19:00 AM	9/24/2021 6:44:57 AM
HR Recommendation App Stacey McNabb	Stacey McNabb	Stacey McNabb	8/30/2021 2:07:00 PM	9/15/2021 8:23:40 AM
HR Recommendation App Jabbar Branch	Jabbar Branch	Jabbar Branch	8/26/2021 7:29:00 AM	9/23/2021 3:12:33 PM
HR Recommendation App Melanie George	Melanie George	Melanie George	8/19/2021 10:19:00 AM	8/19/2021 2:51:34 PM
HR Recommendation App Timothy Williams	Timothy Williams	Timothy Williams	8/19/2021 8:12:00 AM	9/23/2021 12:32:54 PM
HR Recommendation App Dely Puteh-Wright	Dely Puteh-Wright	Dely Puteh-Wright	8/17/2021 6:08:00 AM	9/22/2021 2:01:51 PM
HR Recommendation App Leah Robbins	Leah Robbins	Leah Robbins	8/16/2021 7:00:00 AM	9/10/2021 8:48:24 AM
HR Recommendation App Kristal Pattinato	Kristal Pattinato	Kristal Pattinato	8/11/2021 9:03:00 AM	9/10/2021 8:47:49 AM
HR Recommendation App Charles Rustay	Charles Rustay	Charles Rustay	8/10/2021 6:45:00 AM	8/12/2021 12:35:37 PM

HR Recommendation App Simmie Burns	Simmie Burns	8/9/2021 1:06:00 PM	9/20/2021 6:46:16 PM
HR Recommendation App Eva Adams	Eva Adams	8/6/2021 3:52:00 PM	8/11/2021 5:29:24 PM
HR Recommendation App Eric Snyder	Eric Snyder	8/4/2021 10:19:00 AM	9/10/2021 8:48:41 AM
HR Recommendation App Deborah Henry	Deborah Henry	8/3/2021 12:43:00 PM	9/23/2021 11:56:50 AM
HR Recommendation App victoria Santamaria	victoria Santamaria	8/2/2021 8:40:00 AM	9/10/2021 8:48:05 AM
HR Recommendation App Thomas Carter	Thomas Carter	8/1/2021 12:10:00 PM	9/1/2021 2:32:26 PM

Job Posting	Number of American Indian/Alaskan Native applicants:	Number of Asian applica	Number of Black applica
JobId 5810: Teacher, 4th Grade (2021-2022)	0	0	0
JobId 5815: Teacher, 5th Grade (2021-2022)	0	0	0
JobId 5765: Teacher, Social Studies (2021-2022)	0	0	3
JobId 5313: School Counselor (2021-2022)	0	0	4
JobId 5127: Teacher, ESE (2021-2022)	0	0	1
JobId 5770: Teacher, ESE (Gifted) (2021-2022)	0	1	0
JobId 5449: Teacher, Math (Geometry) (2021-2022)	0	0	0
JobId 5761: Teacher, ESE (2021-2022)	0	0	1
JobId 5779: Teacher, Career Technical-Drafting (2021-2022) (SUNSET)	0	0	0

JobId 5606: Teacher, Math (2021-2022)	0	0	3
JobId 5727: Teacher, Critical Thinking (2021-2022)	0	0	1
JobId 5751: Teacher, Secondary Freshman Seminar (2021-2022)	0	0	1
JobId 4912: Teacher, Elementary (2021-2022)	-	-	-
JobId 5745: Teacher, Foreign Language Spanish I & II (2021-2022)	0	0	0
JobId 5108: Teacher, Music (2021-2022)	0	0	2

Number of Hawaiian Native/Pacific Islander applicants:	Number of White applica	Number of Hispanic/Lati	List of applicants interviewed, including their Race/Ethnicity:
0	3	0	Melinda Weston, White Stacey McNabb, White Michelle Wallace, White
0	2	0	Stacey McNabb, White Swalomir Sieklucki-white Bruno Sotctic-white Heather Magelssen-white Jabbar Branch-black
0	3	1	Brian Peay-black/Hispanic (interviewed this summer for another position) Melanie George, Black/African American Alma Mosley-Ware, Black/African American Keanna Blue, Black/African American
0	15	1	Todd Fletcher, White/Cauasian Timothy Williams Black
0	1	0	Sylvia Hammett White Erika Maier
0	2	0	Dely Puteh-Wright
0	0	1	Leah Robbins (hispanic) Manance Gonzalez Krista Pottinato
0	1	1	Eva Adams-Canceled Interview
0	1	0	Craig Rustay-White

			Miram Juarez Hispanic
			Damaris Ramos Hispanic
			James Dailey White
			Sheena Wilson Black
			Yoland Cunningham Black
0	1	2	Simmie Burns Black
0	0	1	Eva Adams Black/African American Hispanic Latino
0	0	0	Eric Snyder (Black)
-	-	-	Job fair
0	0	1	Victoria Santamaris (hispanic)
			Thomas Carter, White/Caucasian
			Eric Kattes, Black/African American
			Magda Rodriguez, Hispanic/Latino
			Claudia Lusararian, American Indian/Alask Native
			Joanna Rubiera, White/Caucasian
			Courtney Charise, White/Caucasian
0	14	1	Deborah Quillinan, White/Caucasian

List of Interview Committee Members, including their
Race/Ethnicity:

Date of interview:

Scott Simpson - W, Susan Del Tufo - W, Terri Rollins - W,
Chelsea Castillo - H, Amy Getchell - W

08/30/2021

Scott Simpson - W, Susan Del Tufo - W, Terri Rollins - W,
Chelsea Castillo - H, Amy Getchell - W

08/26/2021

Shawn O'Keefe-white; Rashard Morgan-black
Aretha Vernetta, (Black/African American); Kristen Racine,
(White/Caucasian)

08/25/2021

08/17/2021

Tisa Blidgen Black, Tosha Jones Black
Rachel Moree, white, Tom Stull, white, Jess Rojas, white

08/17/2120

08/10/2021

Christopher Cummings (B), Fran Walker(w), Rob Riskin (W)

08/13/2021

TOSHA JONES & TISA BLIDGEN-AA

08/10/2021

Shawn O'Keefe-white; David Erickson-white

08/09/2021

Shells and Kinsley Both are white, Robinson Black	08/04/2021
Todd Racine, white Michele Holmes White	08/05/2021
Beth Crisafulli (White) Christopher Cummings (Black)	08/03/2021
S. Van Brimmer, L. Matheny (both w)	08/02/2021
Jackie Contri (hispanic) Rob Riskin White)	08/02/2021
Aretha Vernetta, (Black/African American); Kristen Racine, (White/Caucasian)	

08/01/2021

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

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

Required Goal: Based on its record of compliance with prior orders and the data and information exchanged, the Indian River NAACP and the School Board agree that the District has already achieved unitary status in the areas of facilities, non-instructional staff and administrative staff. The parties will take all reasonable efforts to work with the Court to obtain an order of partial unitary status to that effect.

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. This will maintain an avenue for dealing with problems should any occur in the process of implementation. This [August 2018] order will continue in effect until further Court Order. This case will remain open; the parties agree that there has not yet been a determination of full unitary status and the Court shall retain jurisdiction of this case. (Joint Plan at pages 5-6.)

Action Steps
5.1 In September 2021, provided the established Equity Committee with a summary of planned District action steps from October 2021 to December 2021, for which a progress update will be provided in September 2021. <i>(K. Schafte)</i>
5.2 Provided the Equity Committee with monthly data progress updates for the 2018 Joint Plan during the months of October, November, and December. <i>(K. Schafte)</i>
5.3 Before scheduled Equity Committee meetings, District staff availed themselves to provide an overview of publicly posted documents and respond to questions posed by individual members of the Equity Committee. <i>(K. Schafte)</i>
5.4 Ensured that relevant District staff members are in attendance at scheduled Equity Committee meetings. ^{2,3} <i>(C. Jacobs)</i>
5.5 Updated the “Joint Plan – District Progress Update” in December 2021 with artifacts of actions taken for the designated period and shared the updated document with the Equity Committee. <i>(K. Schafte)</i>
5.6 Established leadership roles for the SDIRC CLIMATE (Convening Leaders In Maximizing Access To Education) Task Force to provide an avenue for community members to contribute perspectives, feedback, and support to ensure equitable access to educational experiences for students districtwide. <i>(K. Schafte)</i>
5.7 Held a public hearing to review the Unitary Status Sustainability Policy for approval to ensure that progress related to the 1967 Desegregation Order is maintained. <i>(K. Schafte)</i>
Staff Responsible
D. Moore, Superintendent E. Seymour, Assistant Superintendent of Student Affairs, Advocacy & Access C. Jacobs, Director of Strategic Initiatives & Systems Compliance K. Schafte, Coordinator of Equity 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 School Board meet quarterly and/or biannually, in addition to annual progress meetings. (Both parties agreed)

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

Artifacts of Actions Taken: Email communication to members of the Equity Committee with the planned action steps for October 2021 – December 2021, October 2021 Monthly Update, C.L.I.M.A.T.E. Task Force Meeting Agendas, Link to YouTube to view Annual Joint Meeting of the IRC-NAACP and School Board, and Link to BoardDocs to view September 28, 2021 agenda item 13.A. pertaining to the Unitary Status Sustainability Policy.

Progress Update: On September 30, 2021, the Equity Committee was provided with a document outlining the planned action steps to be implemented by the District from October 2021 – December 2021 in alignment to the specific section of the 2018 Joint Plan. Additionally, members of the Equity Committee were provided a monthly update for the month of October. A Special Call Equity Committee Meeting was held on October 7, 2021, and the annual Joint Meeting of the IRC-NAACP and School Board was held on October 28, 2021. Relevant district staff members attended these meetings.

Additionally, the C.L.I.M.A.T.E. – Convening Leaders In Maximizing Access to Education) Task Force met November 3, 2021 and December 1, 2021. A Chair and Vice Chair began to facilitate the C.L.I.M.A.T.E. Task Force on Wednesday November 3, 2020, which creates a unique and meaningful partnership between the community and the SDIRC.

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

Artifacts





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County #SDIRCStrongerTogether

Date:

December 17, 2021

Office/Departments(s):

Office of the Superintendent
Office and Student Affairs, Advocacy, & Access
Department of Strategic Initiatives & Systems Compliance

Report generated by:

D. Moore, Superintendent
E. Seymour, Assistant Superintendent of Student Affairs, Advocacy & Access
C. Jacobs, Director of Strategic Initiatives & Systems Compliance
K. Schafte, Coordinator of Equity
B. Davis, Administrative Assistant

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

- 5.1 In September 2021, provided the established Equity Committee with a summary of planned District action steps from October 2021 to December 2021, for which a progress update will be provided in September 2021. *(K. Schafte)*
- 5.2 Provided the Equity Committee with a monthly data progress update for the 2018 Joint Plan during the month of October. *(K. Schafte)*
- 5.3 Ensured that relevant District staff members are in attendance at scheduled Equity Committee meetings to provide first-hand expertise on the specific actions steps in place to support compliance with the 2018 Joint Plan. *(C. Jacobs)*
- 5.4 Updated the "Joint Plan – District Progress Update" in December 2021 with artifacts of actions taken for the designated period and shared the updated document with the Equity Committee. *(K. Schafte)*
- 5.5 Established leadership roles for the SDIRC CLIMATE (Convening Leaders In Maximizing Access To Education) Task Force to provide an avenue for community members to contribute perspectives, feedback, and support to ensure equitable access to educational experiences for students districtwide. *(K. Schafte)*
- 5.6 Held a public hearing to review the Unitary Status Sustainability Policy for approval to ensure that progress related to the 1967 Desegregation Order is maintained. *(K. Schafte)*

Explanation of Evidence:

- 5.1 Aligned to the 2018 Joint Plan, the planned action steps for October 2021 – December 2021 was emailed to members of the Equity Committee on September 30, 2022. A screenshot of the email communication is included as Artifact 5.1.
- 5.2 The October 2021 monthly update provided to members of the Equity Committee is included as Artifact 5.2.
- 5.3 All School Board Members, the Superintendent, and the Coordinator of Equity were present for the Joint Meeting of the NAACP and School Board held on October 28, 2021. The video recording for the meeting is accessible by visiting <https://www.youtube.com/watch?v=Ryyhc41ooHk>.

5.4 This document serves as the artifact providing a narrative of action steps as well as artifacts for implementation to support the District's compliance with the remaining sections of the 2018 Joint Plan.

5.5 A Chair and Vice Chair began to facilitate the C.L.I.M.A.T.E. Task Force on Wednesday November 3, 2020, which creates a unique and meaningful partnership between the community and the SDIRC. Two C.L.I.M.A.T.E. Task Force Meetings were held within this three-month reporting window. The agendas for the November 3, 2021, and December 1, 2021, meetings are included as artifacts.

5.6 The Public Hearing to include the new Unitary Status Sustainability Policy was held on September 28, 2021. School Board Members voted to remove the Unitary Status Sustainability Policy from the Public Hearing and Adoption of New and Revised Policies. The item was to be reviewed and revisited at a later date. Item 13. A. can be viewed via BoardDocs at

<http://go.boarddocs.com/fl/ircs/Board.nsf/goto?open&id=C5ZQ8G6811EA>.

Results of Action Taken:

The Annual Joint Meeting of the IRC-NAACP and School Board was held on October 28, 2021. At this meeting, the Equity Committee Chairperson presented the Equity Committee's assessment of "No compliance" with all sections of the Joint Plan. The SDIRC received the recommendations will review the Equity Committee's reason(s) for "No compliance" as well as the feedback and recommendations.

The C.L.I.M.A.T.E. Task Force Chair and Vice Chair are facilitating the task force meetings. As the Chair and Vice Chair engage with community members to identify opportunities for growth in the district, the group is committed to aligning their solutions in accordance the District Strategic Plan. This intentional alignment streamlines the intensity of actions in place which will net greater positive impacts for the students and families of Indian River County.

Reflection/Next Steps:

The Superintendent will work with the School Board and Senior Leadership to collectively agree on the most appropriate pathway to engage in collaborate conversation with the IRC-NAACP.

Equity Committee Meeting Dates		
	Meeting Date	Comments
2019 Equity Committee	1/7/2019	
	3/13/2019	
	4/29/2019	
	7/10/2019	Cancelled on 6/27/2019
	8/22/2019	
	9/18/2019	
	9/23/2019	Special Meeting Called by the Chairperson
	10/8/2019	
2020 Equity Committee	1/15/2020	
	2/5/2020	
	2/19/2020	Sunshine Training for Committee Members
	3/5/2020	
	6/18/2020	

	7/7/2020	Meeting Cancelled by School District due to insufficient noticing
	7/16/2020	
	8/3/2020	
	8/20/2020	
	9/23/2020	
	10/12/2020	
2021 Equity Committee	1/28/2021	Postponed on 1/25/2021
	2/16/2021	
	3/4/2021	
	3/18/2021	Cancelled on 3/16/2021
	4/22/2021	
	5/13/2021	
	6/17/2021	
	7/8/2021	
	7/22/2021	Cancelled on 7/20/21
	9/16/2021	
	9/30/2021	
	10/07/2021	Special Meeting Called by the Chairperson

School District of Indian River County

Joint Plan Monthly Progress Monitoring

October 2021 Update



Alignment with 2018 Joint Plan Section –
II: Mentoring of New Teachers & Instructional Staff

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

Retention Rates for New, African American Teachers Participating in the SDIRC New Teacher Mentoring Program Districtwide; PK-12, Non-Charter Schools in the SDIRC Retrieved 10/28/21, Source: Department of Educator Quality								
	May 2021	June 2021	July 2021	August 2021	September 2021		October 2021	
	%	%	%	%	#	%	#	%
New, African American Teachers Retained (%)	97%	97%	NA	NA	36/36	100%	34/37	92%

Retention of Instructors by Race (%) – Districtwide Retrieved 10/25/21, Source: Focus School Software						
Race	July 2021	August 2021	September 2021		October 2021	
	%	%	#	%	#	%
African American	NA	NA	145/145	100%	144/147	98%
White, Non-Hispanic	NA	NA	898/914	98%	902/925	98%

Count and Percentage of Professional Development Council Representatives Districtwide; PK-12, Non-Charter Schools in the SDIRC Retrieved 10/29/21, Source: Department of Educator Quality					
August 2019		August 2020		August 2021	
#	%	#	%	#	%
23	100%	23	100%	23	100%

Alignment with 2018 Joint Plan Section –
III: Strategies for Recruitment of African American Teachers
IV: Representation of African American Teachers & Instructional Staff

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

Representation of Applicants for Instructional Positions by Race (%) Districtwide; PK-12, Non-Charter Schools in the SDIRC Retrieved 10/25/21, Source: Applitrack*							
Race	July 2021	August 2021		September 2021		October 2021	
	%	#	%	#	%	#	%
African American	6%	28/311	6%	23/280	8%	23/284	8%
White, Non-Hispanic	45%	49/311	16%	52/280	21%	69/284	24%

*Applitrack utilizes the Department of Labor's non-single race/ethnicity methodology when identifying individual(s) race(s)/ethnicity(ies), which enables individuals to select all races/ethnicities with which they identify. All other indicators provided below utilize the Department of Education's single race/ethnicity methodology in alignment with Florida Department of Education reporting requirements. As a result, a higher percentage of individuals will be identified as African American using the non-single race/ethnicity methodology as compared with the single race/ethnicity methodology.

Joint Plan Monthly Progress Monitoring – October 2021

1

Representation of Interviewers by Race (%) – Districtwide Retrieved 10/25/21, Source: Office of Human Capital and Operations							
Race	July	August 2021		September 2021		October 2021	
	%	#	%	#	%	#	%
African American	32%	10/37	27%	8/32	25%	12/52	23%
White, Non-Hispanic	65%	24/37	65%	24/32	75%	36/52	69%

Representation of Interviewees by Race (%) - Districtwide Retrieved 10/25/21, Source: Office of Human Capital and Operations							
Race	July 2021	August 2021		September 2021		October 2021	
	%	#	%	#	%	#	%
African American	20%	12/37	32%	3/24	13%	4/41	10%
White, Non-Hispanic	72%	17/37	46%	18/24	75%	35/41	85%

Representation of New Hires by Race (%) - Districtwide Retrieved 10/25/21, Source: Office of Human Capital and Operations							
Race	July 2021	August 2021		September 2021		October 2021	
	%	#	%	#	%	#	%
African American	40%	34/127	27%	0/4	0%	0/7	0%
White, Non-Hispanic	60%	89/127	70%	3/4	75%	5/7	71%

Representation of Certified Instructors by Race (%) - Districtwide Retrieved 10/25/21, Source: Focus School Software							
Race	July 2021	August 2021		September 2021		October 2021	
	%	#	%	#	%	#	%
African American	10%	149/1158	13%	149/1162	13%	144/1145	13%
White, Non-Hispanic	79%	991/1158	86%	994/1162	86%	905/1145	79%

*This indicator utilizes the Department of Education's single race/ethnicity methodology in alignment with Florida Department of Education reporting requirements.

Alignment with 2018 Joint Plan Section – VI: African American Student Achievement/Resource Allocation

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

Percentage of Students within Each Racial Subgroup with One or More Office Discipline Referral – Grades KG - 12 Retrieved 10/28/21, Source: Focus School Software							
Race	July 2021	August 2021		September 2021		October 2021	
	%	%		#	%	#	%
African American	NA	NA		222/3141	7.1%	309/3206	9.6%
White, Non-Hispanic	NA	NA		194/9484	2.0%	405/9689	4.2%

Percentage of Students within Each Racial Subgroup with One or More ASPIRE – Grades KG - 12 Retrieved 10/28/21, Source: Focus School Software							
Race	July 2021	August 2021		September 2021		October 2021	
	%	%		#	%	#	%
African American	NA	NA		79/3141	2.5%	137/3206	4.3%
White, Non-Hispanic	NA	NA		89/9484	0.9%	157/9689	1.6%

Percentage of Students within Each Racial Subgroup with One or More Out-of-School Suspension – Grades KG - 12 Retrieved 10/28/21, Source: Focus School Software						
Race	July 2021	August 2021	September 2021		October 2021	
	%	%	#	%	#	%
African American	NA	NA	20/3141	0.6%	40/3206	1.2%
White, Non-Hispanic	NA	NA	**/9484	**%	20/9689	0.2%

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

Racial Representation in the Alternative Disciplinary School (Alternative Center for Education) – Grades 6 - 12 Retrieved 10/28/21, Source: Focus School Software						
Race	July 2021	August 2021	September 2021		October 2021	
	%	%	#	%	#	%
African American	NA	NA	21/29	72.4%	22/34	64.7%
White, Non-Hispanic	NA	NA	**/29	**%	**/34	**%

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

Alignment with 2018 Joint Plan Section – VI: African American Student Achievement/Resource Allocation

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

i-Ready Diagnostic Performance – Reading – Grades K-8 Percentage of Students Performing On or Above Grade Level Retrieved 09/29/21, Source: Performance Matters UNIFY						
Race	Fall (20-21)*	Winter (20-21)*	Spring (20-21)*		Fall (21-22)	
	%	%	#	%	#	%
African American	25%	39%	467/964	48%	323/1832	17.6%
White, Non-Hispanic	44%	60%	2199/3277	67%	1788/4697	38.1%

*i-Ready Diagnostic Results Provided in i-Ready Standard View.

i-Ready Diagnostic Performance – Mathematics – Grades K-8 Percentage of Students Performing On or Above Grade Level Retrieved 09/29/21, Source: Performance Matters UNIFY						
Race	Fall (20-21)*	Winter (20-21)*	Spring (20-21)*		Fall (21-22)	
	%	%	#	%	#	%
African American	28%	29%	379/964	39%	139/1789	7.8%
White, Non-Hispanic	37%	53%	1989/3277	61%	1194/4497	26.6%

*i-Ready Diagnostic Results Provided in i-Ready Standard View.

For the following tables: Each year, performance on Unit Assessments is analyzed in comparison to achievement on the statewide assessments in each subject area. While it depends on the grade level and subject area, typically a Unit Assessment Weighted Average score between 55-65% correlates to a level 3 on the statewide assessment.

Unit Assessments – English Language Arts by Race – Grades 3-10 Percentage of Students Performing at 55%+ Retrieved 10/28/21, Source: Performance Matters								
Race	July 2021		August 2021		September 2021		October 2021	
	#	%	#	%	#	%	#	%
African American	NA	NA	NA	NA	506/1484	34.1%	677/1661	40.8%
White, Non-Hispanic	NA	NA	NA	NA	2098/3969	52.9%	2673/4301	62.1%

Unit Assessments – Combined Math (Math, Algebra 1 & Geometry) by Race – Grades 3-12 Percentage of Students Performing at 55%+ Retrieved 10/28/21, Source: Performance Matters								
Race	July 2021		August 2021		September 2021		October 2021	
	#	%	#	%	#	%	#	%
African American	NA	NA	NA	NA	537/1316	40.8%	715/1674	42.7%
White, Non-Hispanic	NA	NA	NA	NA	1976/3216	61.4%	2432/4002	60.8%

**Alignment with 2018 Joint Plan Section –
VI: African American Student Achievement/Resource Allocation**

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

Percentage of Students within Each Racial Subgroup in Exceptional Student Education – Grades K - 12 Retrieved 10/28/21, Source: Focus School Software						
Race	July 2021		August 2021		September 2021	
	%		%		#	
African American	NA		NA		644/3083	20.9%
White, Non-Hispanic	NA		NA		1291/9289	13.9%

Artifact 5.5 - 11.03.2021 and 12.01.2021 C.L.I.M.A.T.E. Task Force Meeting Agendas



Location: Gifford Community Center
Date: Wednesday, November 3, 2021
Time: 5:00 P.M. – 7:00 P.M.

Task Force Agenda

The C.L.I.M.A.T.E. Task Force will provide direction and recommendations to the staff of the School District of Indian River County (SDIRC) to ensure equity and excellence in each of our schools.

4:45 P.M. – 5:00 P.M. (OPTIONAL) Informal Meet and Greet

I.	Welcome	Mr. Godfrey Gipson <i>Gifford Alumni and Friends Association</i>
II.	Chair and Vice Chair Introductions <ul style="list-style-type: none"> Chair – Mr. John Thornton Vice Chair – Mrs. Stacey Klim 	Dr. Kyra Schafte <i>Coordinator of Equity</i>
III.	Task Force Norms <ol style="list-style-type: none"> 1. Start and end on time. 2. Respect everyone's opinion. 3. One speaker at a time. 4. Be an active listener. 5. Support team consensus. 6. Be open to feedback. 7. No one person dominates. 	Mr. John Thornton <i>Chair</i>
IV.	Identifying and Prioritizing Areas of Focus	Mr. John Thornton <i>Chair</i> Mrs. Stacey Klim <i>Vice Chair</i>
V.	Upcoming Meeting Dates Discussion of Time/Location <ul style="list-style-type: none"> • Wednesday, December 1, 2021 • Wednesday, January 5, 2022 • Wednesday, February 2, 2022 • Wednesday, March 2, 2022 • Wednesday, April 6, 2022 • Wednesday, May 4, 2022 • Wednesday, June 1, 2022 	Mr. John Thornton <i>Chair</i>



"Convening Leaders [in](#) Maximizing Access To Education"



- Norms
1. Start and end on time.
 2. Respect everyone's opinion.
 3. One speaker at a time.
 4. Be an active listener.
 5. Support team consensus.
 6. Be open to feedback.
 7. No one person dominates.

Location: Gifford Community Center
 Date: Wednesday, December 1, 2021
 Time: 2:00 P.M. – 4:00 P.M.

Task Force Agenda

The C.L.I.M.A.T.E. Task Force will provide direction and recommendations to the staff of the School District of Indian River County (SDIRC) to ensure equity and excellence in each of our schools.

1:45 P.M. – 2:00 P.M. (OPTIONAL) Informal Meet and Greet

I.	Welcome/New Member Introductions	Mr. John Thornton <i>Chair</i>
II.	Debrief Previous Meeting (11.03.21)	Mr. John Thornton <i>Chair</i>
III.	Review Sort of Identified Task Member Priorities	Mrs. Stacey Klim <i>Vice Chair</i>
IV.	Prioritization Discussion	Mr. John Thornton <i>Chair</i> Mrs. Stacey Klim <i>Vice Chair</i>
V.	Task Force Feedback: Athletic Director and Head Coach Training Objectives	Mr. Eric Seymour <i>Assistant Superintendent of Student Affairs, Advocacy, and Access</i>
VI.	Next Meeting: Wednesday, January 5, 2022 Discussion of Time/Location	Mr. John Thornton <i>Chair</i>



"Convening Leaders in Maximizing Access To Education"



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

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

Required Goal: The goal of the School District’s African American Student Academic Achievement Plan shall be to eliminate the achievement gap as compared to white students, and the Plan shall identify barriers to the academic achievement of African American students; list 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 set measurable goals for the improvement of African American academic achievement. The School District’s African American academic achievement plan shall also address any disparate discipline 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.

In 2016, the School District developed and implemented an African American Student Academic Achievement Plan. Prior to the start of each school year, the School Board will review the School District’s African American Student Academic Achievement Plan, consider any recommended changes to the Plan, and approve the Plan. The School Board shall ensure that the School District maintains documentation regarding the implementation of the Plan, as well as information and data sufficient to evaluate the results/effectiveness in improving the academic achievement of African American students.

The Equity Committee shall be responsible for monitoring the School District’s implementation of the Plan and the results/effectiveness of the plan in improving the academic achievement of African American students. The School Board shall ensure that information requested by the Equity Committee for accomplishment of its responsibility for monitoring the implementation and results/effectiveness of the Plan is timely made available to the Equity Committee through appropriate channels determined by the School Board in its discretion. The Equity Committee shall submit any recommendations to the School Board for modifying the Plan to eliminate strategies, procedures, and/or programs that have not been successful or to include new strategies, procedures, and/or programs likely to improve academic achievement of African American students. All recommendations provided by the Equity Committee shall be made in an advisory capacity; at all times, ultimate authority remains with the School Board and the Equity Committee has no authority to direct the day-to-day operations of the School District.

To evaluate progress, data should include student achievement data monitored in the 5 year Strategic Plan monitoring framework with demographic information for each student group. This would enable the parties to examine the residualized gain scores across the school year by race, by grade, and within schools. Discipline data is also included in the 5 year Strategic Plan monitoring framework.

In light of the above-described process and division of responsibility for addressing the academic achievement of African American students, the previously existing African American Student Academic Achievement Plan Committee is superseded. (Joint Plan at pages 6-7)

Action Steps
6.1 Provided the District Strategic Plan and African American Achievement Plan Quarter 2 Update to the School Board. <i>(C. Jacobs and K. Schafte)</i>
6.2 Continued the implementation and monitoring of the African American Achievement Plan. <i>(K. Schafte)</i>
6.3 Expanded professional development/technical support related to revisions to the “Checklist of Gifted Characteristics” and revised Gifted “Plan B criteria to identified school-based staff.” ^{1, 2} <i>(R. Moree)</i>
6.4 Required that all out-of-school suspensions be approved by the principal’s supervisor before assigning an out-of-school suspension to a student. ¹ <i>(S. Bass)</i>
6.5 Conducted Cabinet Level reviews of academic and discipline data, including racial/ethnic disparities in achievement and discipline. <i>(B. McMahon)</i>
6.6 Provided additional District problem solving and technical support to schools, as identified as needed through District data reviews, related to identified achievement and discipline disparities. ^{1, 2} <i>(B. McMahon)</i>

- 6.7 Held African American Student Council meetings at high schools to provide tailored leadership experiences and continued to gather feedback related to their perceptions of their school experiences.³ (K. Schafte)
- 6.8 Ensured that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready receive targeted reading intervention as defined by the District's Reading Plan. (K. Baysura)
- 6.9 Used Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on track to graduate. (P. Lewis)
- 6.10 Implemented processes to ensure that African American students have equitable access to advanced and accelerated courses in middle school and high school. (K. Baysura)
- 6.11 Reduced barriers (e.g., outreach, registration, cost, location, transportation) to increase African American student participation in extended learning programs. (D. Taylor-Long)
- 6.12 Ensured that administrators addressed how schools are providing interventions related to achievement gaps for African American students in the School Improvement Plan platform. (K. Baysura)
- 6.13 Continued to provide evidence of implementation of the African American Achievement Plan and progress monitoring, including a 5-year progress monitoring framework, on the District's public-facing website. (B. McMahon)

Staff Responsible

S. Bass, Deputy Superintendent
P. Dampier, Assistant Superintendent of Strategic Planning & Support Services
R. Myhre, Assistant Superintendent of Curriculum & Instruction
E. Seymour, Assistant Superintendent of Student Affairs, Advocacy & Access
K. Baysura, Director of Academic Success
C. Jacobs, Director of Strategic Initiatives & Systems Compliance
P. Lewis, Director of Student Services
R. Moree, Director of Exceptional Student Education
D. Taylor-Long, Director of Extended Day
B. McMahon, Coordinator of Accountability & Research
K. Schafte, Coordinator of Equity
J. Rojas, Program Specialist for Exceptional Student Education

Considerations for Monitoring Progress

- Has the percentage of African American students identified as eligible for gifted services increased over time?
- 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 ([Strategic Plan 2025 Document](#), which includes the African American Achievement Plan) that reflects measurable goals that mirror 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/students better identify, understand, and decipher the information.

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

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

Artifacts of Actions Taken: Examples of evidence of implementation of the African American Achievement Plan, examples of materials for Gifted Plan B professional development, example of monitoring out-of-school suspensions in the African American Achievement Plan platform, 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, K-3 Intensive Intervention Schedule Audit Review, PD materials, and AIMS program supports days.

Progress Update:

Key actions during Q1 of the 2021 – 2022 academic year include:

- Enhancement of continuous improvement systems through the establishment of a new SDIRC School Improvement Plan;
- The expansion of knowledge and skills through professional development on alternative discipline measures to Student Services staff, technical support regarding supporting students with disabilities, and collaborative planning; and
- Ensured School Improvement Plans address closing the achievement gap for African American students, and provided stakeholders an introduction to the C.L.I.M.A.T.E. Task Force for gather stakeholder feedback to increase student access to educational opportunities.

Target 2022: African American-White – Achievement Gap – ESLA – State Ranking - 31		
Progress Monitoring Measure	Baseline – Quarter 1 (2019 – 2020)	Quarter 1 (2021 – 2022)
i-Ready – Reading (% on or above grade level) African American-White Percentage Point Gap	22 points	20 points
i-Ready – Math (% on or above grade level) African American-White Percentage Point Gap	20 points	19 points

Target 2022: Out-of-School Suspensions (#) - 365		
Progress Monitoring Measure	Baseline – Quarter 1 (2019 – 2020)	Quarter 1 (2021 – 2022)
Out-of-School Suspensions (#)	449	48

On January 4, 2021, the Florida Department of Education released 2020 – 2021 high school graduation rates. For the 2020-2021 school year, the School District of Indian River County achieved a 95% graduation rate, improving from a rate of 93.4% during the 2019-2020 school year. The SDIRC maintained its #1 ranking for graduation rates in comparison to other districts on the Treasure Coast. The SDIRC has significantly improved our graduation ranking over time when compared to Florida's 67 districts from 21st in 2018-2019 and 7th in 2019-2020 to 5th for the 2020-2021 school year. Our District not only falls in the top 5 Florida districts for high school graduation rates, but also has outperformed the state graduation rate for the 11th consecutive year. Sebastian River High School earned a graduation rate of 96.5% for 2020-2021, increasing just over 5 percentage points from the previous year's graduation rate of 91.4%. Vero Beach High School earned a graduation rate of 96.4%, increasing almost 1 percentage point from the previous year's graduation rate of 95.6%. Regarding graduation rates by race ethnicity, for 2020-2021 our district achieved the following graduation rates and state rankings:

- o African American - 93.3%/state ranking: 8th
- o Hispanic - 96.9%/state ranking: 5th
- o White - 94.7%/state ranking 8th

Our graduation rate for African American students has increased by 13.3 percentage points since the 2016-2017 school year, with the state ranking for graduation rate of our African American students increasing from 20th in 2019-2020 to 8th in 2020-2021. Additionally, our state ranking regarding the graduation gap between our African American and White students has moved from a state ranking of 42 in 2019-2020 to 22 in 2020-2021, an increase of 20 state rankings.

Our graduation rate for 2020-2021 for students with disabilities is 88%, with a state ranking of 13, while our graduation rate for economically disadvantaged students is 91.9%, with a state ranking of 7. These rankings are both improvements over the previous year.

Graduation Rates Retrieved 05/05/21; Source: FLDOE EdStats, African American Achievement Plan Monthly Progress Monitoring Retrieved 01/04/22; Source: FLDOE EdStats				
Race	2017-2018	2018-2019	2019-2020	2020-2021
African American	82% (167/204)	81% (162/201)	90% (199/221)	93.3% (168/178)
White, Non-Hispanic	96% (723/755)	92% (698/761)	95% (655/689)	94.7% (694/733)
District Gap (% pts)	14	11	5	1.40
State Gap (% pts)	8	8	5	4.7
Graduation Gap State Ranking	55	51	42	22

ESE Identification 4-Year Baseline Report for Exceptional Student Education												
	2017-2018			2018-2019			2019-2020			2020-2021		
Race/ Ethnicity	# of ESE	Total # of Students	% of ESE	# of ESE	Total # of Students	% of ESE	# of ESE	Total # of Students	% of ESE	# of ESE	Total # of Students	% of ESE
African American	613	3,076	20%	612	3,007	20%	652	3,018	22%	716	3104	23%
White	1,279	9,799	13%	1,295	9,689	13%	1,351	9,686	14%	1328	8948	15%
State Total	377,272	2,817,076	13%	385,447	2,833,115	14%	401,627	2,846,857	14%	406,944	2,791,687	14.6%
District Total	2,576	17,879	14%	2,629	17,792	15%	2,777	17,861	16%	2866	17481	16%
District Gap	666	6,723	7%	683	6,682	7%	699	6,668	8%	612	5844	8%
State Gap	51,213	451,336	1.8%	50,567	439,487	1.9%	50,508	435,860	2.1%	46,593	415,843	2.3%

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





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County #SDIRCStrongerTogether

Date:

December 10, 2021

Office/Departments(s):

Office of the Superintendent
Office of Curriculum and Instruction
Office of Strategic Planning & Support Services
Office and Student Affairs, Advocacy, & Access
Department of Academic Services
Department of Exceptional Student Education
Department of Extended Day
Department of Strategic Initiatives & Systems Compliance
Department of Student Services

Report generated by:

S. Bass, Deputy Superintendent
P. Dampier, Assistant Superintendent of Strategic Planning & Support Services
R. Myhre, Assistant Superintendent of Curriculum & Instruction
E. Seymour, Assistant Superintendent of Student Affairs, Advocacy & Access
K. Baysura, Director of Academic Success
C. Jacobs, Director of Strategic Initiatives & Systems Compliance
P. Lewis, Director of Student Services
R. Moree, Director of Exceptional Student Education
D. Taylor-Long, Director of Extended Day
B. McMahon, Coordinator of Accountability & Research
K. Schafte, Coordinator of Equity
J. Rojas, Program Specialist for Exceptional Student Education

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

- 6.1 Provided the District Strategic Plan and African American Achievement Plan Quarter 1 Update to the School Board. *(C. Jacobs and K. Schafte)*
- 6.2 Continued the implementation and monitoring of the African American Achievement Plan. *(K. Schafte)*
- 6.3 Expanded professional development/technical support related to revisions to the "Checklist of Gifted Characteristics" and revised Gifted "Plan B criteria to identified school-based staff." *(R. Moree)*
- 6.4 Required that all out-of-school suspensions be approved by the principal's supervisor before assigning an out-of-school suspension to a student. *(S. Bass)*
- 6.5 Conducted Cabinet Level reviews of academic and discipline data, including racial/ethnic disparities in achievement and discipline. *(B. McMahon)*
- 6.6 Provided additional District problem solving and technical support to schools, as identified as needed through District data reviews, related to identified achievement and discipline disparities. *(B. McMahon)*
- 6.7 Held African American Student Council meetings at high schools to provide tailored leadership experiences and continued to gather feedback related to their perceptions of their school experiences. *(K. Schafte)*

- 6.8 Ensured that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready receive targeted reading intervention as defined by the District's Reading Plan. *(K. Baysura)*
- 6.9 Used Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on track to graduate. *(P. Lewis)*
- 6.10 Implemented processes to ensure that African American students have equitable access to advanced and accelerated courses in middle school and high school. *(K. Baysura)*
- 6.11 Reduced barriers (e.g., outreach, registration, cost, location, transportation) to increase African American student participation in extended learning programs. *(D. Taylor-Long)*
- 6.12 Ensured that administrators addressed how schools are providing interventions related to achievement gaps for African American students in the School Improvement Plan platform. *(K. Baysura)*
- 6.13 Continued to provide evidence of implementation of the African American Achievement Plan and progress monitoring, including a 5-year progress monitoring framework, on the District's public-facing website. *(B. McMahon)*

Explanation of Evidence:

- 6.1 The Superintendent provided the District Strategic Plan and African American Achievement Plan Quarter 1 Update to the School Board on November 16, 2021. The presentation is included as an artifact.
- 6.2 Implementation and monitoring of the African American Achievement Plan occurs on a quarterly basis within the newly created African American Achievement Plan platform. Once reviewed, the actions steps by District, Schools, and Charter Schools are uploaded for public view within the 2018 Joint Plan Document Repository. (Link: <https://indianriver.instructure.com/courses/103312>)
- 6.3 The Department of Exceptional Student Education expanded professional development/technical support related to revisions to the "Checklist of Gifted Characteristics" and revised Gifted "Plan B criteria to identified school-based staff." Training was provided to our Resource Specialists on increasing gifted underrepresentation for culturally and linguistically diverse learners, strategies that one school used to increase from 2-18 students in one year were shared, a review of the gifted characteristics and Plan B criteria were reviewed and explained, and communication was shared across the district with the steps the ESE department is taking to support this initiative.
- 6.4 All schools adhere to the requirement that all out-of-school suspensions must be approved by the Deputy Superintendent. An additional layer of this expectation is accounted for in the quarterly school monitoring of the African American Achievement Plan. A screenshot of African American Achievement Plan Strategy 2.3 is included.
- 6.5 The Department of Accountability & Research facilitates a bi-weekly data review with the Superintendent's Cabinet. During the meetings for which agendas are attached, data targeting the following areas were explored: Student Attendance including categorical absenteeism and habitually truant, Discipline including suspensions and risk ratios, Graduation, Bottom Quartile performance, course grades, FLKRS, Unit Assessments, and predicted school grades. The attached documentation are the agendas with action steps from the prior meeting and sample data used. These meetings take place every other week to keep Cabinet members current with academic, behavioral, and

discipline data and to provide further problem solving. Additionally, these meetings assist in connecting all leadership layers from Cabinet to school staff on district and school priorities. District Level meetings included staff who support those responsible for Graduation Monitoring, Discipline, Attendance, Title One Federal Programs, and EWS (Early Warning Signs). At least bi-monthly, the information reviewed and planned action steps from these meetings are discussed at the Office of Strategic Planning and Support Services meetings.

- 6.6 The Department of Accountability & Research facilitated problem solving meetings separately targeting the following areas: Early Warning System, Attendance, Discipline and ESE Suspensions, and Graduation Monitoring. Team members consisted of both school-based and district-based staff members as appropriate. These meetings take place monthly to ensure our problem solving is data-based. In addition to the monthly meetings, the Department's Data Coach has provided direct support to both school- and district- level leadership through trainings on data-based problem solving, technical support on the use of Power BI, and technical support on the use of data-tracking forms developed within the department. The intent of these meetings is to assist in connecting all leadership layers from Cabinet to school staff across multiple domains. The attached documentation is the agenda with minutes from these meetings, detailed action items to be completed, and sample data used. Additionally, the log of visits to School- and District-level leadership teams by the Department's Data Coach is attached.
- 6.7 All Middle and High Schools currently have an African American Student Council.
- 6.8 The K-12 District Reading Plan and the Master Schedule Resource Guide were developed to ensure that our students with a substantial deficiency in reading based on iReady data were identified and scheduled into an intensive intervention class with a reading endorsed or certified teacher. School Administrators, coaches, and interventionists received training on this requirement and the supporting K12 Reading Plan and Master Schedule Resource Guide on July 30, 2021, September 2, 2021, and September 7, 2021. School leadership teams and district leadership are monitoring the implementation of this action step through a PowerBi app Scheduling Audit. District leadership and school leadership teams monitor the scheduling audit app throughout the year and adjust as needed when student data suggests a need for additional interventions. The evidence provided shows the number of students who possibly require intensive interventions, the number of students scheduled for intensive interventions, the number of students who are not scheduled but need review, and the number of African American students who need to be reviewed.
- 6.9 The AIM program is designed to identify students in need of support services. The AIM Student Advocate completes an audit of support services provided to address Early Warning Indicators, meet with the student and parent, and collaboratively develop a student success plan with the school principal and team. As part of this process, our AIM Student Advocate monitors school-based implementation of AIM recommendations, provides intervention and follow-up support, and monitors RtI and problem-solve with the team as needed. The artifact provided includes the AIMS program supports days. This is a running record of the initial meeting dates with school teams as well as follow-up dates that have taken place on behalf of students.

- 6.10 The Master Schedule Resource Guide was developed to support school teams creating systematic scheduling thresholds across the district for advanced and accelerated coursework. School Administrators and coaches received training on Master Schedule Resource Guide on July 30, 2021 and September 2, 2021. School leadership teams and district leadership are monitoring the implementation of this action step through a PowerBi app Scheduling Audit for acceleration. District leadership met with schools throughout the month of August to conduct an Instructional Readiness Review. The review included a schedule audit using Power Bi. Schedule audits are also done monthly with the lead school counselors to ensure adherence to the master schedule resource guide thresholds and equitable access to accelerated coursework. Additionally, SDIRC and IRSC has partnered to create additional opportunities for acceleration in support of action step 6.10. SDIRC added Dual Enrollment opportunities for our students by expanding the number of sections on high school campuses and by creating the Dual Enrollment Success Academy (DESA) Program where 12th grade students who have met specific eligibility requirements and are seeking college credits are encouraged to enroll in college courses.
- 6.11 Student enrollment for the Extended Day Program at all elementary school locations are currently full. At this time new student enrollment to the Extended Day Program has been/is suspended due to staff shortage.
- 6.12 The School Improvement Planning process, Continuous Improvement Systematized was built for SDIRC to align with our strategic plan, African American Achievement Plan, and allow for additional extended learning opportunities through A2 to be captured in the platform. Access to each of the components is built into the plan and used in coordination with aligning resources and defining next steps for growth and improvement.
- 6.13 The Department of Accountability & Research is in the process of shifting from large static excel spreadsheets to dynamic, easy-to-use Power BI Dashboards. These dashboards will be accessed through our publicly available website and allow users to filter data across multiple demographics such as school, grade level, race/ethnicity, ESE status, Economically Disadvantaged status, and others. The dashboards will greatly condense the volume of data while enhancing the access and transparency of our district's efforts.

Results of Action Taken:

Academic Services

The results of the actions indicate that the number of students who need further review have been reduced from 177 to 61. Of those needing review, the number of African American students needing review has been reduced from 43 to 17 across the district. Those students who are in the "needing review" columns have been thoroughly reviewed using triangulated data sources to ensure that they are receiving intensive interventions if there is a need.

The results of the actions indicate that more students are accessing acceleration course work across the middle and high schools. The high school data is broken down by graduation cohort in order to prioritize students' schedules.

Training on the School Improvement Plan was delivered to all school-based leadership teams during Relgnite in July 19-21, 2021.

Instructional Readiness Reviews have been conducted throughout the month of August to provide additional support and feedback to school teams.

Additional School Improvement Modifications were made to include phase 1 and phase 2 implementation adjustments and phase 3 strategic plan drop down menu. The addition of the Strategic Plan drop down menu is intended to provide alignment between the school improvement planning process and the strategic plan and African American Achievement Plan. This modification will become effective for Phase 3 in January 2022.

School teams address African American Achievement gaps in the following ways:

1. They will utilize the School Improvement Plan platform to align their work on the African American Achievement Plan.
2. School leadership teams will write and plan specific and additional implementation steps if the ESSA subgroups did not meet the 41% threshold in the academic portion of the SIP.
3. A2 Plans have been submitted and are in effect. A2 is the tutoring plan to support at risk students both during the school day and extended learning opportunities. School leadership teams have strategically communicated the extended learning opportunities.
4. Adjusting master schedules to provide additional intervention supports throughout the school day where needed for second semester.

Accountability & Research

The purpose of the problem-solving meetings at the cabinet-, district-, and school-based leadership levels is to connect those leaders with the data applicable to their area so that decision making is focused on equity and closing the achievement gap. Each meeting's action steps originating from the data review are documented as well as the results from the prior meeting's action steps. For specific results, please see the attachments.

Exceptional Student Education

Our goal as a department was to expand targeted professional development in the areas of increasing culturally and linguistically diverse student representation for Gifted Eligibility and Programming, as well as expand staff's knowledge base around gifted characteristics not commonly recognized by teachers and school staff. There was one elementary school in the SDIRC that increased their culturally and linguistically diverse gifted population last school year by 350%. The program specialist that provides support for this school interviewed the school leadership team focusing specifically on the efforts involved in their work. Professional development identifying the specific strategies used to increase underrepresentation at the identified school was then developed and provided to all Resource Specialists. The same professional development will be provided to the School Psychologists as well.

Student Services

The AIM Student Advocate and Secondary Lead Counselor have worked with thirty-one (31) students. Meetings with the students are taking place based on recommendations by each school weekly. They are averaging 5 to 6 students per school who fall in the bottom quartile academically.

Reflection/Next Steps:

Academic Services

School leadership teams are continuing to review the information through iReady and the PowerBi scheduling app and adjusting students' schedules as needed.

SDIRC is in the initial implementation year of the school improvement planning process. The second round of Impact reviews are in the final stages of completion. School leadership teams, along with district curriculum and instruction personnel will provide support phase 3 school improvement planning. Additional supports are also scheduled for data review and intervention alignment for the second semester plan.

Accountability & Research

The Department of Accountability & Research will continue to meet monthly with the school- and district- based teams to monitor the data, problem solve, and review/update dashboards at all levels within the School District of Indian River County. Additionally, the Data Coach will continue to provide direct support to schools and district teams. This direct support will focus on technical support for any new dashboards as well as coaching on the use of data in problem-solving. Specific focus for the Quarter 3 will be on “Lead to Action” questions so that problem solving does not simply “look” at data, but helps leadership teams become more efficient and effective with their work.

Exceptional Student Education

Future work will include providing this professional development to other key stakeholders, including administrators and guidance counselors. The goal is to continue to expand knowledge and build capacity within all our schools.

Student Services

Follow-up meetings are in progress to check back in with schools to determine what they have done based on the AIM summary and recommendations that were provided on behalf of the student.

SCHOOL DISTRICT OF INDIAN RIVER COUNTY

QUARTER 1 UPDATE

DISTRICT STRATEGIC PLAN &
AFRICAN AMERICAN ACHIEVEMENT PLAN



NOVEMBER 2021



DISTRICT STRATEGIC PLAN & AFRICAN AMERICAN ACHIEVEMENT PLAN 2022

**A focus on optimizing & aligning
established systems & supports.**



QUARTER 1 KEY ACTION STEPS

Enhanced Continuous Improvement Systems

Established a new SDIRC School Improvement Plan.

Worked with the Education Foundation to ensure High-Impact grants received aligned to school-based themes & initiatives of the District.

Analyzed established Staff Allocation Models to determine the accuracy/effectiveness.

Conducted monthly audits of employee applications to ensure equitable hiring practices of qualified applicants.

Expanded Knowledge & Skills

Provided professional development on alternative discipline measures to Student Services staff.

Provided a broad range of professional development sessions, and technical support regarding supporting students with disabilities.

Provided initial and monthly professional development for collaborative planning (CP) & developed a rubric to reflect on the effectiveness of CP efforts.

Provided Data-Driven Support to Students

Provided support for problem-solving through classroom environment focused walk-throughs & action planning, problem-solving meetings with district and school-based leadership, and student case reviews.

Ensured School Improvement Plans address closing the achievement gap for African American students.

Reviewed Early Warning Indicators for secondary level African American students to develop & implement needed interventions.

Focused Outreach Efforts

Increased communication regarding the availability of extracurricular activities.

Implemented the SDIRC Certification Program for new instructional staff.

Initiated a Parent Engagement Advisory Council.

Provided stakeholders an introduction to the C.L.I.M.A.T.E. taskforce to gather stakeholder feedback to increase student access to educational opportunities.

PROGRESS SNAPSHOT

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

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

TARGET 2022: Mathematics – Achievement – State Ranking - 28

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

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

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



NOVEMBER 2021

Quarter 1 i-Ready Diagnostic Scores reflect i-Ready Standard View.



PROGRESS SNAPSHOT

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

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

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

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

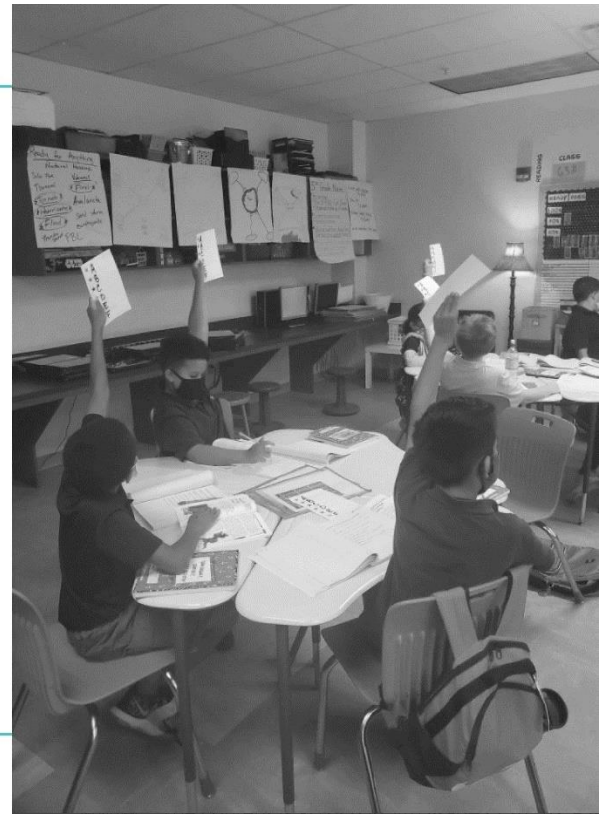
TARGET 2022: Parent Workshops Offered (#) - 60

Progress Monitoring Measure	Baseline-Quarter 1 (19-20)	Quarter 1 (20-21)	Quarter 1 (21-22)
Parent Workshops Offered (#)	Not Available	22	42

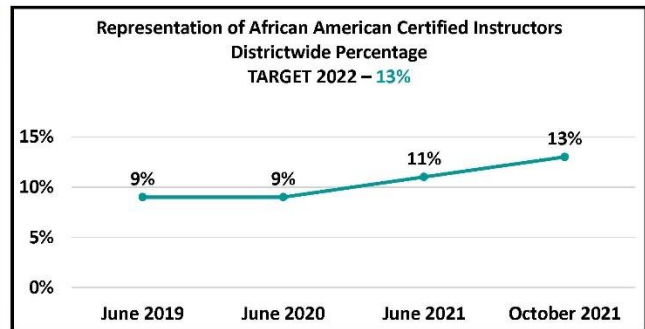
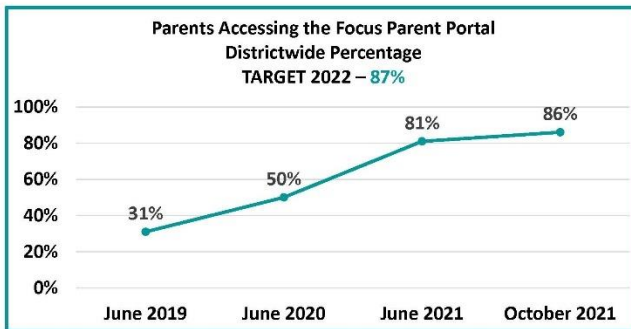


NOVEMBER 2021

Quarter 1 i-Ready Diagnostic Scores reflect i-Ready Standard View.



PROGRESS SNAPSHOT



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

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



NOVEMBER 2021

OPPORTUNITIES FOR GROWTH

DISTRICT STRATEGIC PLAN

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

AFRICAN AMERICAN ACHIEVEMENT PLAN

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



NOVEMBER 2021

SUPERINTENDENT PERFORMANCE ACCOUNTABILITY SYSTEM



Conducting walk-throughs of schools on a weekly basis and providing specific feedback to site-based leadership for continuous improvement.



Held the District's first SDIRC Choice and Community Extravaganza to showcase school themes and programs to support families in identifying schools that best meet their child's needs.



Increasing district-school communication about upcoming support to schools and action items due via weekly "School Support Update" emails sent to district and school-based leadership.



Supporting District Senior Leaders through the use of "Senior Leadership Huddles" to identify areas in need of improvement, areas of strength to build upon, and address identified needs through follow-up action steps.



In response to a recommendation of the Board, initiated planning for a Transportation Awareness Campaign to promote safety as related to school transportation.

NOVEMBER 2021

Artifact 6.3 – (Resource Specialist 10/2/21 PD Agenda)

RS all Day PD – 10/6/21

8:00 Welcome, Agenda Review, Sharing Success – Seeley, Johnston

8:20 Increasing Gifted Under-representation for Culturally and Linguistically Diverse Learners - Rojas

8:40 CHILD Find - McGough

9:00 MTSS Training for RS's - Houston, McGough

12:00 Lunch

1:00 Requesting Unique Accommodation for Auditory Presentation - Seeley, Wolf, Holden

1:30 CARD Resources - Luann Bertaux

2:00 Power BI Training - Houston

2:45 Closing/Q and A – Seeley



INCREASING GIFTED ELIGIBILITY IN UNDERREPRESENTED SUBGROUPS

Department of Exceptional Student
Education



HOW ONE SDIRC SCHOOL INCREASED CULTURALLY AND LINGUISTICALLY DIVERSE REPRESENTATION BY 350%

FELLSMERE ELEMENTARY
INCREASED THEIR GIFTED
POPULATION FROM 2 STUDENTS
TO 18 STUDENTS IN JUST ONE
SCHOOL YEAR

HOW?

Stakeholders and Data Chats



All key stakeholders are at the table
(School Psychologist, School Counselor,
Administration, Instructional Coaches,
Resource Specialist)



Team meets on a **monthly basis** to
review student data (continuous data
chats)

Targeted Professional Development

- The School-based Psychologist presented trainings originally provided to the School Psychologists and Resource Specialists by the Program Specialist over Gifted Programming to the FES staff, which included:
 - Gifted Characteristics not commonly recognized by teachers
 - The Updated Gifted Characteristics Checklist
 - Plan B Eligibility Updates (updated IQ cutoff score)
 - Gifted referral consideration recommendations (FSA & iREADY scores, grades, teacher input, previous referral results, etc....)

Administration Support & Teacher Buy-In



Administration is fully invested in the effort and are promoting a mindset shift in their teachers



Administration work diligently to gain buy-in from their teachers regarding updated gifted characteristics (checklist) and characteristics specific to linguistically and culturally diverse subgroups



Administration encourage teachers to think out of the "traditional box" and refer students using the updated characteristics checklist as a reference

Additional Impactful Action Steps



Administration hired a bilingual School Counselor; she was the appointed K -BIT administrator



Cases in which it is believed a student's cultural or linguistic diversity has negatively impacted their K -BIT score, split scores are utilized



Cases in which all data points to student having characteristics of students typically identified as gifted, (with exception of the K-BIT score), the team digs deeper (i.e., another IQ screening measure may be used)

Additional Impactful Action Steps



Administration hired a bilingual School Counselor; she was the appointed K -BIT administrator



Cases in which it is believed a student's cultural or linguistic diversity has negatively impacted their K -BIT score, split scores are utilized



Cases in which all data points to student having characteristics of students typically identified as gifted, (with exception of the K-BIT score), the team digs deeper (i.e., another IQ screening measure may be used)

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



SDIRC UPDATED GIFTED CHARACTERISTIC 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

- ☐ 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
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Scoring Rubric

25 or more endorsed/51%-100%=3pts

16-25 endorsed/31%-50%=2pt

15 endorsed or less/0-30%=0pt

Free and Reduced Lunch Applications

Students who are found to be economically disadvantaged are eligible for PLAN B consideration

It is critical that parents receive information about the free and reduced lunch application

A student who comes from an economically disadvantaged environment/family, but parent has not completed the free and reduced lunch application, cannot be considered for PLAN B gifted eligibility



IT TAKES A TEAM



Email to admin and school-based teams outlining district plan to increase gifted screening and potentially gifted eligibility and representation of underrepresented subgroups:

Dear FES Team,

Good afternoon and happy Thursday!

Attached you will find a list of all students within your school setting that are not currently identified as gifted and have scored at or above the 83rd% on the MATH or ELA 20-21 FALL iReady diagnostics. This is an action step outlined in our AAAP and is our district's current implementation of universal gifted screening. The purpose of universal screening, as related to gifted eligibility and services, is to identify those students who MAY be candidates for referral for screening that may result in further evaluation for gifted eligibility, after consideration of other pieces of relevant data and observations.

It is important to recognize there is underrepresentation of certain subgroups in our programming for gifted services, including culturally and linguistically diverse students and students who have been identified as economically disadvantaged. Consistent with our procedures to identify potential candidates for gifted screening from underrepresented populations, lists of all students who have performed at exceptional levels related to standardized measures in ELA OR Math, have been generated as a support to schools related to identification processes.

Some important considerations teams should make when identifying which students on the list should move forward for additional screening are as follows, but not limited to:

- Previous screenings or formal evaluations (and results) for gifted;
- Teacher observations related to characteristics associated with gifted students;
- Overall measures of student academic performance;
- Tiered levels of support required for student academic progress;
- Levels of acculturation and linguistic development; and
- The student's individual need for gifted programming.

Additionally, there are characteristics commonly associated with giftedness, such as stubbornness, refusal to complete rote assignments; calling teachers and peers out, perseveration, and frustration with failure, that are frequently overlooked.

It is not a requirement that those students who appear on the generated list be screened for gifted. Please keep in mind that students not identified on the lists provided can be considered for gifted screening as well.

All educational decisions related to screening and evaluation efforts should be based upon a comprehensive review of each student's academic strengths and needs.

Please feel free to contact me if you have any questions related to gifted screenings or the list provided.

Excel list of potential referees (iReady and FSA scores) for gifted screening consideration-redacted:

	De La Hoz, LANG ART H	Y	N	LY								95	479	Mid 1	90	449	Mid or Above Grade Level	
KG	Zendejas, LANG ART H	N	N	N								95	403	Mid K				
05	Williams, LANG ART W	N	N	N	36-100	N		339	4	4	N	79	94	626	Mid 5	82	599	Mid or Above Grade Level
03	Reed, Hel LANG ART H	Y	N	LA								94	569	Late 3	84	548	Mid or Above Grade Level	
01	De La Hoz, LANG ART H	Y	N	LF								94	473	Mid 1	85	433	Mid or Above Grade Level	
01	Libby, Am LANG ART H	Y	N	LY								92	463	Mid 1	58	407	Mid or Above Grade Level	
03	Reed, Hel LANG ART H	N	N	LA								91	561	Late 3	72	531	Mid or Above Grade Level	
01	De La Hoz, LANG ART H	Y	N	N								91	460	Mid 1	96	475	Mid or Above Grade Level	
01	De La Hoz, LANG ART H	Y	N	N								91	460	Mid 1	93	462	Mid or Above Grade Level	
04	Stemle, Lz LANG ART H	Y	N	N	36-100	N		323	4	4	N	77	90	589	Mid 4	83	576	Mid or Above Grade Level
01	De La Hoz, LANG ART H	N	N	N								90	457	Early 1	99	508	Mid or Above Grade Level	
05	Hinkle, Mi LANG ART H	Y	N	N	36-100	N		325	4	4	N	66	89	614	Mid 5	71	583	Mid or Above Grade Level
05	Hinkle, Mi LANG ART H	N	N	N	36-100	N		325	4	4	N	81	89	615	Mid 5	62	572	Early On Grade Level
03	Reed, Hel LANG ART H	Y	N	N								88	555	Mid 3	90	559	Mid or Above Grade Level	
05	Hinkle, Mi LANG ART H	Y	N	LA	36-100	N		350	5	5	N	77	88	612	Mid 5	88	610	Mid or Above Grade Level
01	De La Hoz, LANG ART H	N	N	LY								88	452	Early 1	92	455	Mid or Above Grade Level	
05	Hinkle, Mi LANG ART H	Y	N	N	36-100	N		343	5	5	N	78	87	610	Mid 5	85	603	Mid or Above Grade Level
05	Hinkle, Mi LANG ART H	Y	N	N	36-100	N		334	4	4	N	73	87	609	Mid 5	80	595	Mid or Above Grade Level
03	Reed, Hel LANG ART H	Y	N	N								87	554	Mid 3	86	552	Mid or Above Grade Level	
KG	Hulings, S LANG ART O	N	N	N								87	378	Early K				
05	Hinkle, Mi LANG ART H	N	N	LA	36-100	N		314	3	3	N	59	86	608	Early 5	67	578	Early On Grade Level
05	Williams, LANG ART H	Y	N	N	36-100	N		339	4	4	N	76	86	607	Early 5	68	579	Mid or Above Grade Level
03	Reed, Hel LANG ART H	N	N	N								86	551	Mid 3	95	572	Mid or Above Grade Level	
04	Mccarty, J LANG ART H	N	N	LA	36-100	N		309	3	3	N		86	581	Mid 4	86	581	Mid or Above Grade Level
02	Lachman, LANG ART H	Y	N	LY								86	516	Mid 2	55	462	Mid or Above Grade Level	
05	Hinkle, Mi LANG ART H	Y	N	N	36-100	N		330	4	4	N	72	85	606	Early 5	59	569	Early On Grade Level
01	De La Hoz, LANG ART W	N	N	N								85	442	Early 1	81	426	Mid or Above Grade Level	
01	Libby, Am LANG ART H	Y	N	N								85	443	Early 1				
03	Howe, Sar LANG ART H	Y	N	N								84	548	Mid 3	88	555	Mid or Above Grade Level	
03	Reed, Hel LANG ART W	N	N	N								84	547	Mid 3	70	528	Mid or Above Grade Level	
01	Cundiff, B LANG ART H	Y	N	LY								84	440	Early 1	83	428	Mid or Above Grade Level	
KG	Philpotts, LANG ART H	N	N	N								84	373	Early K				
05	Hinkle, Mi LANG ART W	N	N	N	36-100	N		335	4	4	N	88	83	602	Early 5	85	604	Mid or Above Grade Level
04	Stemle, Lz LANG ART H	Y	N	LF	36-100	N		297	2	2.5	N	75	83	576	Early 4	48	532	Early On Grade Level
04	Mccarty, J LANG ART W	N	N	LF	36-100	N		309	3	3	N	76	83	576	Early 4	60	546	Mid or Above Grade Level
KG	Zendejas, LANG ART H	Y	N	N								83	371	Early K				
KG	Ruiz-Freyt LANG ART W	Y	N	N								83	371	Early K				

Artifact 6.4 – Screenshot of Strategy 2.3 in the African American Achievement Plan Platform

[Strategy 1.1](#) [Strategy 1.2](#) [Strategy 1.3](#) [Strategy 1.4](#) [Strategy 2.1](#) [Strategy 2.2](#) [Strategy 2.3](#) [Strategy 2.4](#) [Strategy 3.1](#) [Strategy 4.3](#)

[Quarter 2 Evidence Upload](#)

Strategy AAAP 2.3 (ALL SCHOOLS): Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student.

Reported Out-of-School Suspensions for

Select One:

☐ No out-of-school suspensions were assigned during this time frame.

☐ All out-of-school suspensions were pre-approved by a principal supervisor.

Artifacts for October 2021

DATA BRIEFING - AGENDA



Date: 10.14.21

Facilitator: Dr. Brian McMahon

Staff in Attendance

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

Item	Staff Responsible
Review of Action Steps from last Data Briefing	McMahon
Attendance, Discipline, Usage	McMahon
Staff Attendance Dashboard	McMahon
Bottom Quartile Dashboard	McMahon
Public Facing Dashboards	McMahon
Review of Next Steps	Cabinet

9/30/21 Action Steps:

1. Staff Attendance (COMPLETE)
 - a. Add hours/days off
 - b. Add COVID
 - c. Add search for teacher
 - d. Fix missing staff and data
2. Student Attendance (IN PROGRESS)
 - a. Add tardy/early release
3. iReady Usage (PARTIALLY COMPLETE)
 - a. Add Lessons passed
 - b. Add bar chart of categorical usage
4. "Explore" bottom quartile dashboard (COMPLETE)

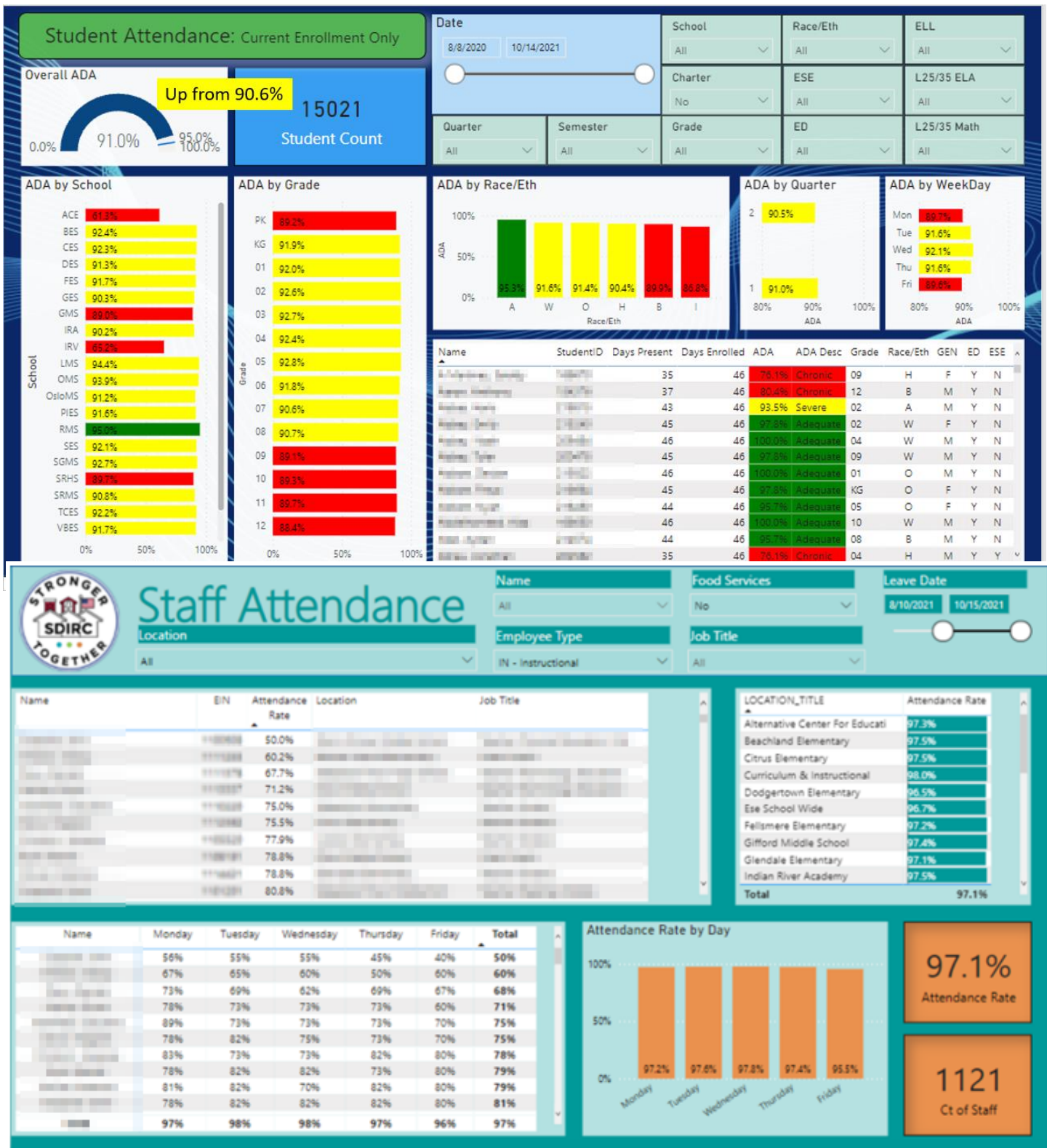
CABINET DATA BRIEFING - CALENDAR

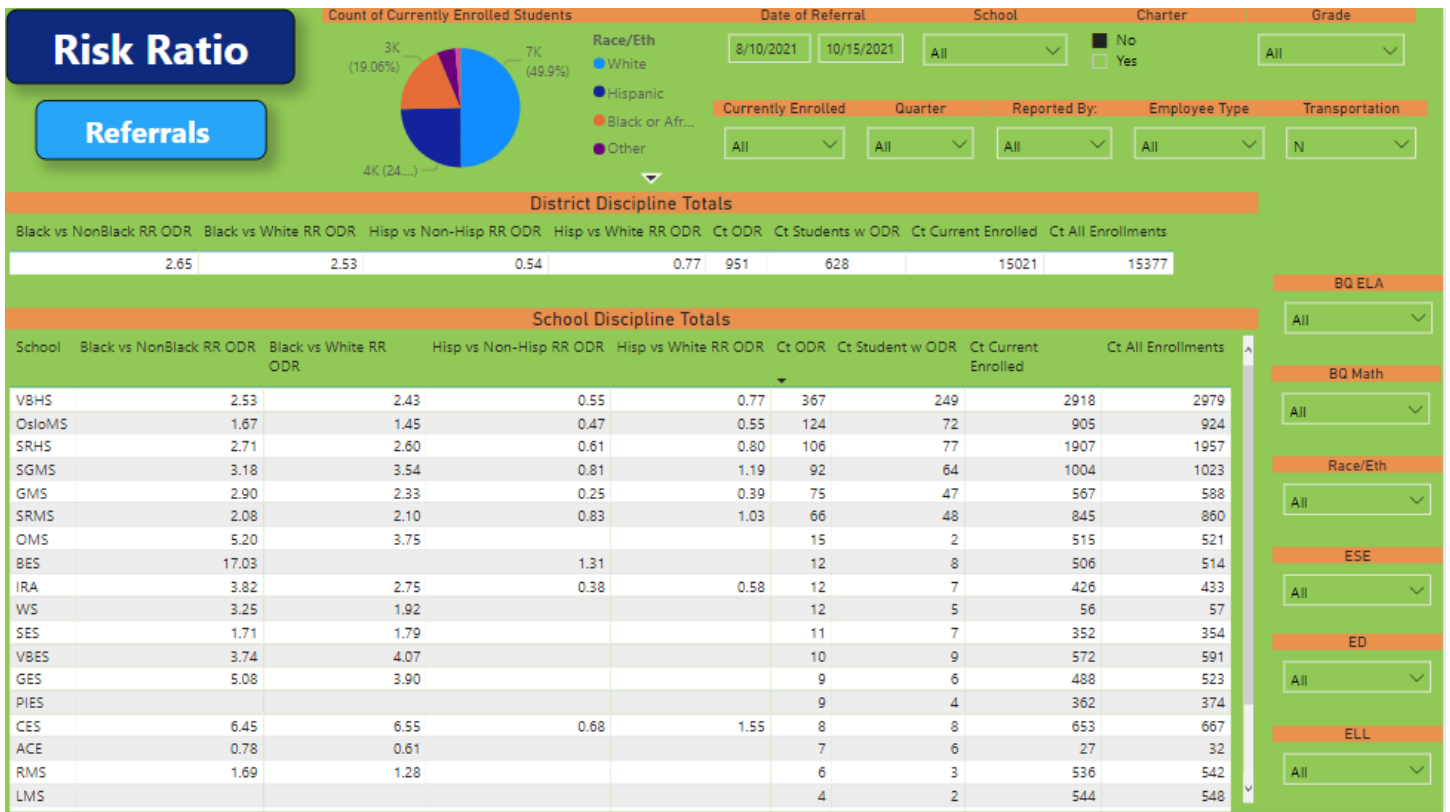


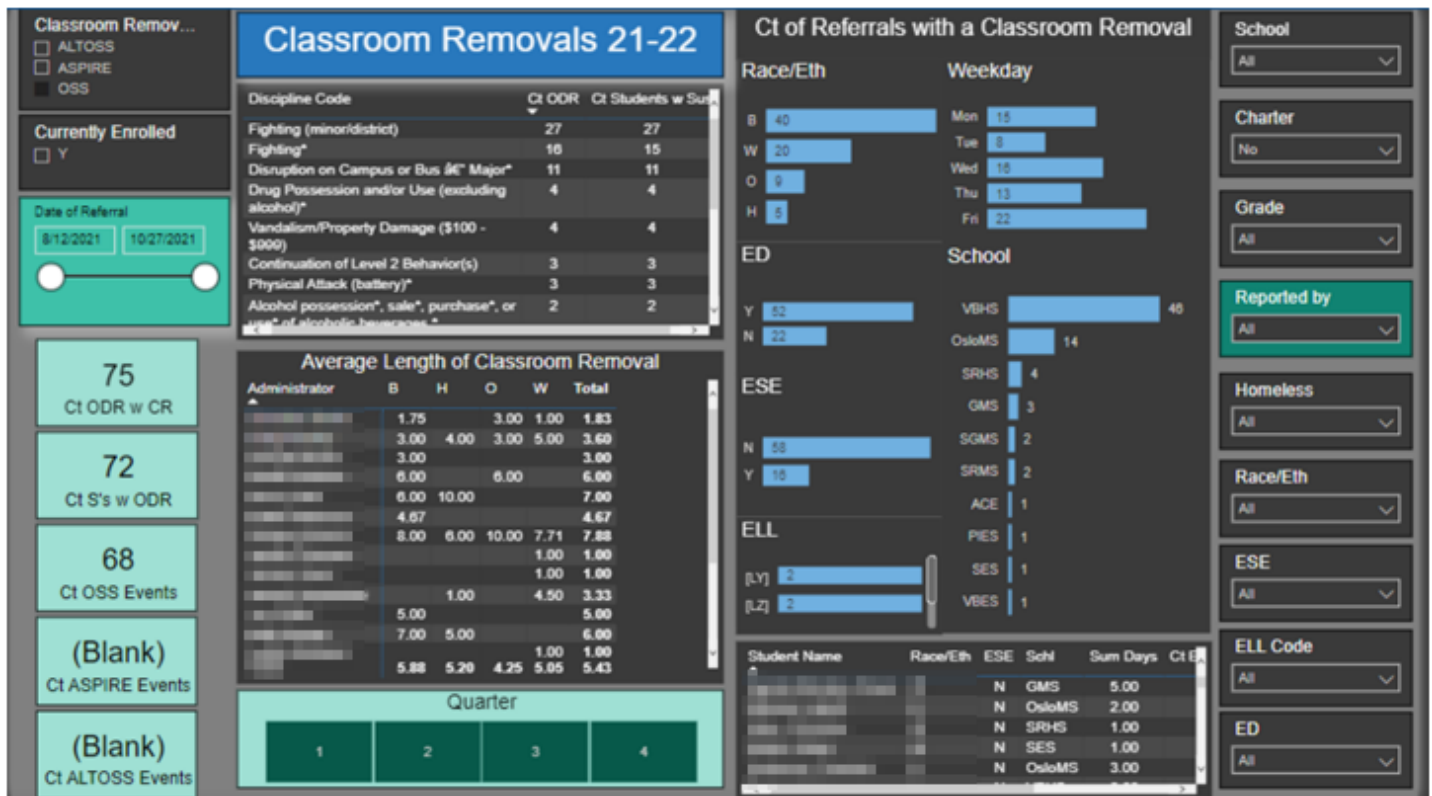
Date: 10.14.21

Calendar of Topics

District Data Review Date	Cabinet Data Briefing Date	Seasonal Data Briefing Topics		
		All Briefings: Attendance, Discipline, Graduation, iReady/A3K Usage		
Reignite 7/19-7/21	7/22/21			
	8/5/21	School Grade	Schedule Audit	
	8/19/21	MS ACC and HS CCA		
	9/2/21			
Impact Review 9/13 – 9/23	9/16/21	iReady Diagnostic	DataCom Prep	
DataCom 9/24/21	9/30/21	Staff Attendance		
	10/14/21	Bottom Quartile		
	10/28/21	Q1 Course Grades	FLKRS	
Impact Review 11/29 – 12/10	11/11/21			
	12/2/21			
	12/16/21			
DataCom 1/14/22	1/13/22	iReady Diagnostic Gd 3	DataCom Prep	
	1/27/22	Q2/S1 Course Grades		
	2/10/22	iReady Diagnostic All Gd		
Impact Review 2/28 – 3/11	2/24/22			
	3/10/22			
DataCom 3/17/22	3/31/22	Q3 Course Grades		
	4/14/22			
	4/28/22			
	5/12/22			
	5/26/22	iReady Diagnostic		
	6/9/22	Q4/S2 Course Grades		
	6/23/22	Grade 3 FSA ELA		









DATA BRIEFING - AGENDA

Date: 10.28.21

Facilitator: Dr. Brian McMahon

Staff in Attendance

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

Item	Staff Responsible
Review of Action Steps from last Data Briefing	McMahon
Attendance, Discipline, Usage	McMahon
Student Attendance Categorical	McMahon
FLKRS	McMahon
Course Grades	McMahon
Review of Next Steps	Cabinet

10/14/21 Action Steps:

1. Staff Attendance and Video – IN PROGRESS
2. Add categorical usage to iReady - COMPLETE
3. Check district view on iReady usage – COMPLETE
4. Student Attendance – add categorical and habitually truant (fix) – COMPLETE

CABINET DATA BRIEFING - CALENDAR

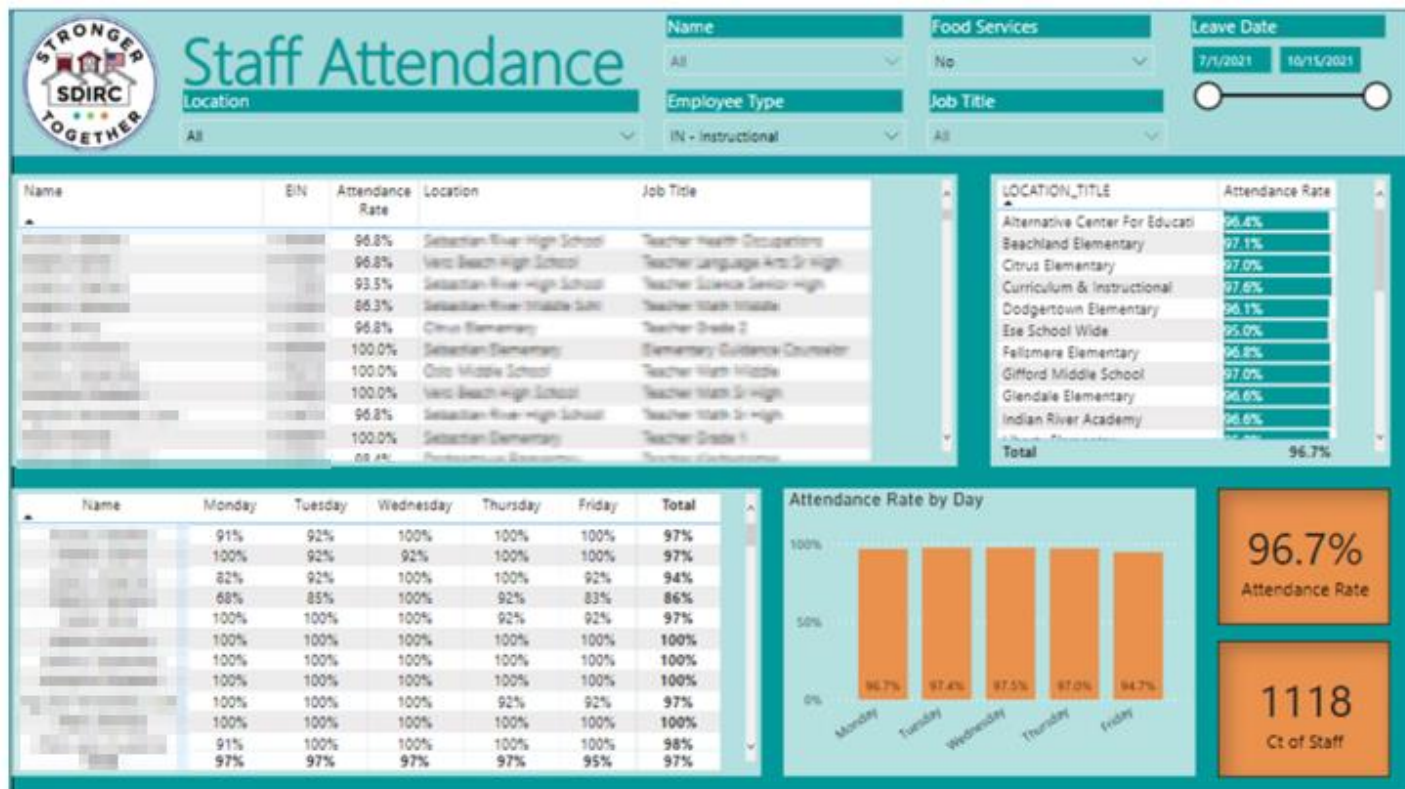


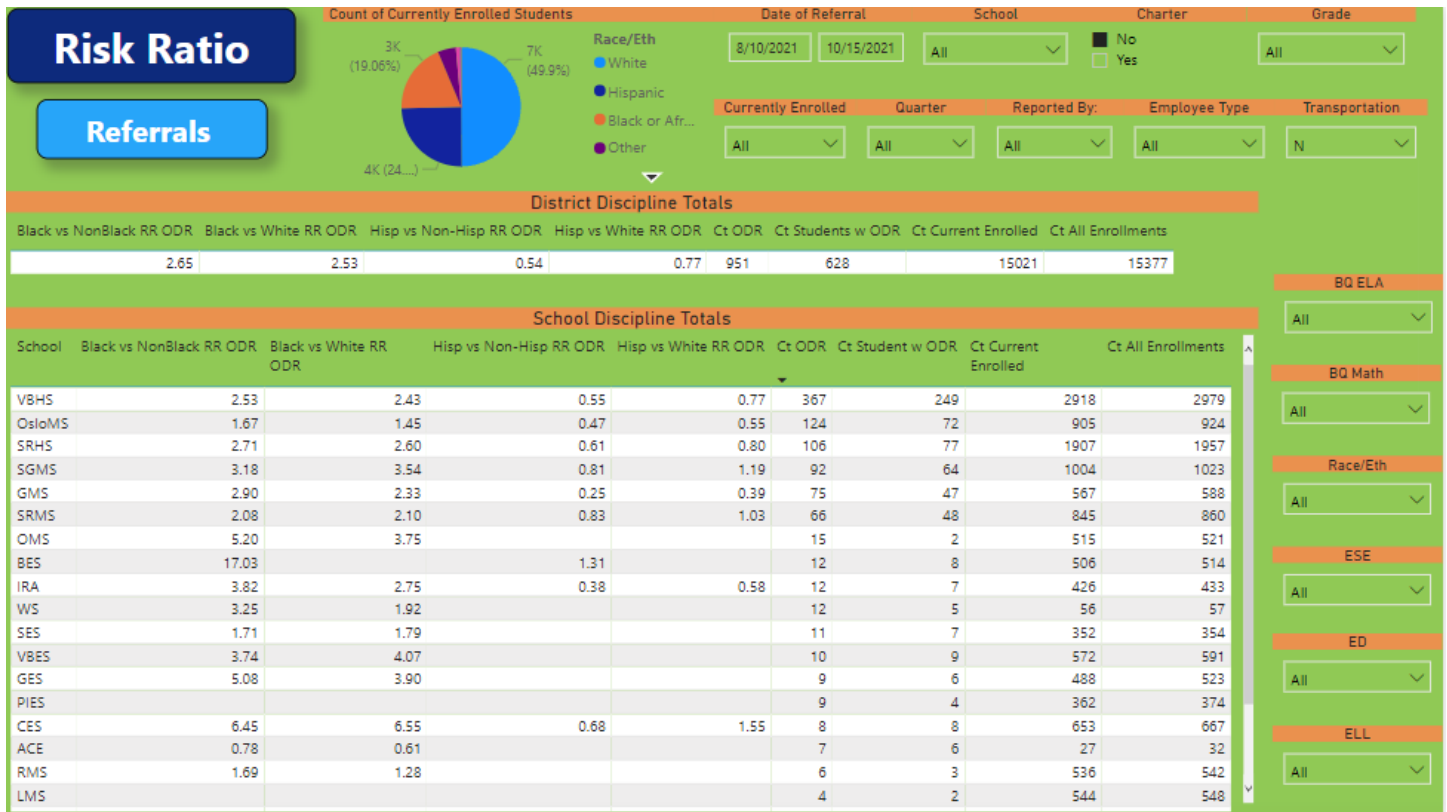
Date: 10.28.21

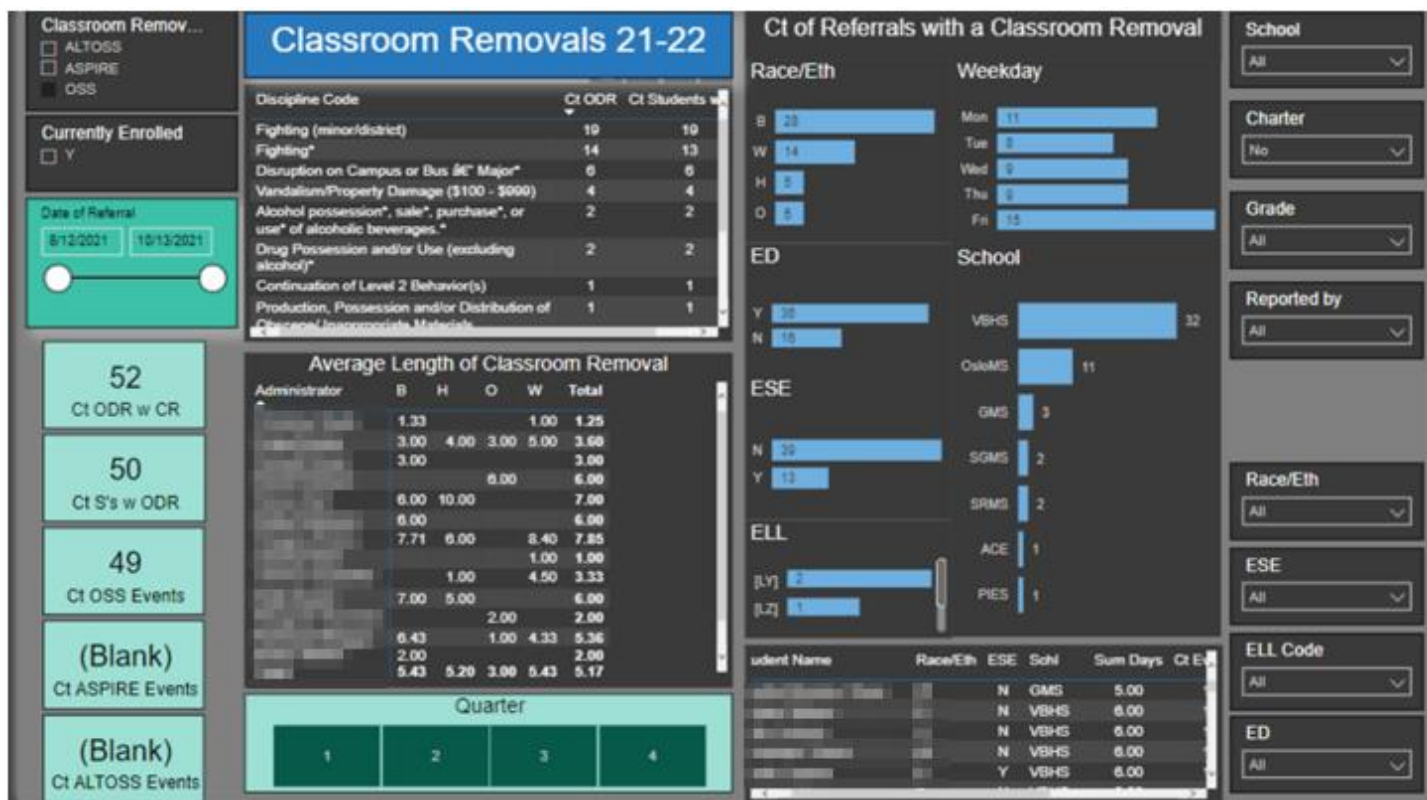
Calendar of Topics

District Data Review Date	Cabinet Data Briefing Date	Seasonal Data Briefing Topics		
		All Briefings: Attendance, Discipline, Graduation, iReady/A3K Usage		
Reignite 7/19-7/21	7/22/21			
	8/5/21	School Grade	Schedule Audit	
	8/19/21	MS ACC and HS CCA		
	9/2/21			
Impact Review 9/13 – 9/23	9/16/21	iReady Diagnostic	DataCom Prep	
DataCom 9/24/21	9/30/21	Staff Attendance		
	10/14/21	Bottom Quartile		
	10/28/21	Q1 Course Grades	FLKRS	
Impact Review 11/29 – 12/10	11/11/21			
	12/2/21			
	12/16/21			
DataCom 1/14/22	1/13/22	iReady Diagnostic Gd 3	DataCom Prep	
	1/27/22	Q2/S1 Course Grades		
	2/10/22	iReady Diagnostic All Gd		
Impact Review 2/28 – 3/11	2/24/22			
	3/10/22			
DataCom 3/17/22	3/31/22	Q3 Course Grades		
	4/14/22			
	4/28/22			
	5/12/22			
	5/26/22	iReady Diagnostic		
	6/9/22	Q4/S2 Course Grades		
	6/23/22	Grade 3 FSA ELA		









Artifacts for November 2021



DATA BRIEFING - AGENDA

Date: 11.11.21

Facilitator: Dr. Brian McMahon

Staff in Attendance

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

Item	Staff Responsible
Review of Action Steps from last Data Briefing	McMahon
Attendance, Discipline, Usage	McMahon
Unit Assessment Dashboard	McMahon
Goal Tracker Update	McMahon
Review of Next Steps	Cabinet

10/28/21 Action Steps:

1. Build sample reports/trainings for examples on how to look at data. (In Progress)
 - a. Biweekly Newsletter
 - b. Sample one-hour PD sessions that we will offer through existing PD opportunities
 - c. Jody Houston has developed a data-tracking tool that she's training schools on how to use.

CABINET DATA BRIEFING - CALENDAR

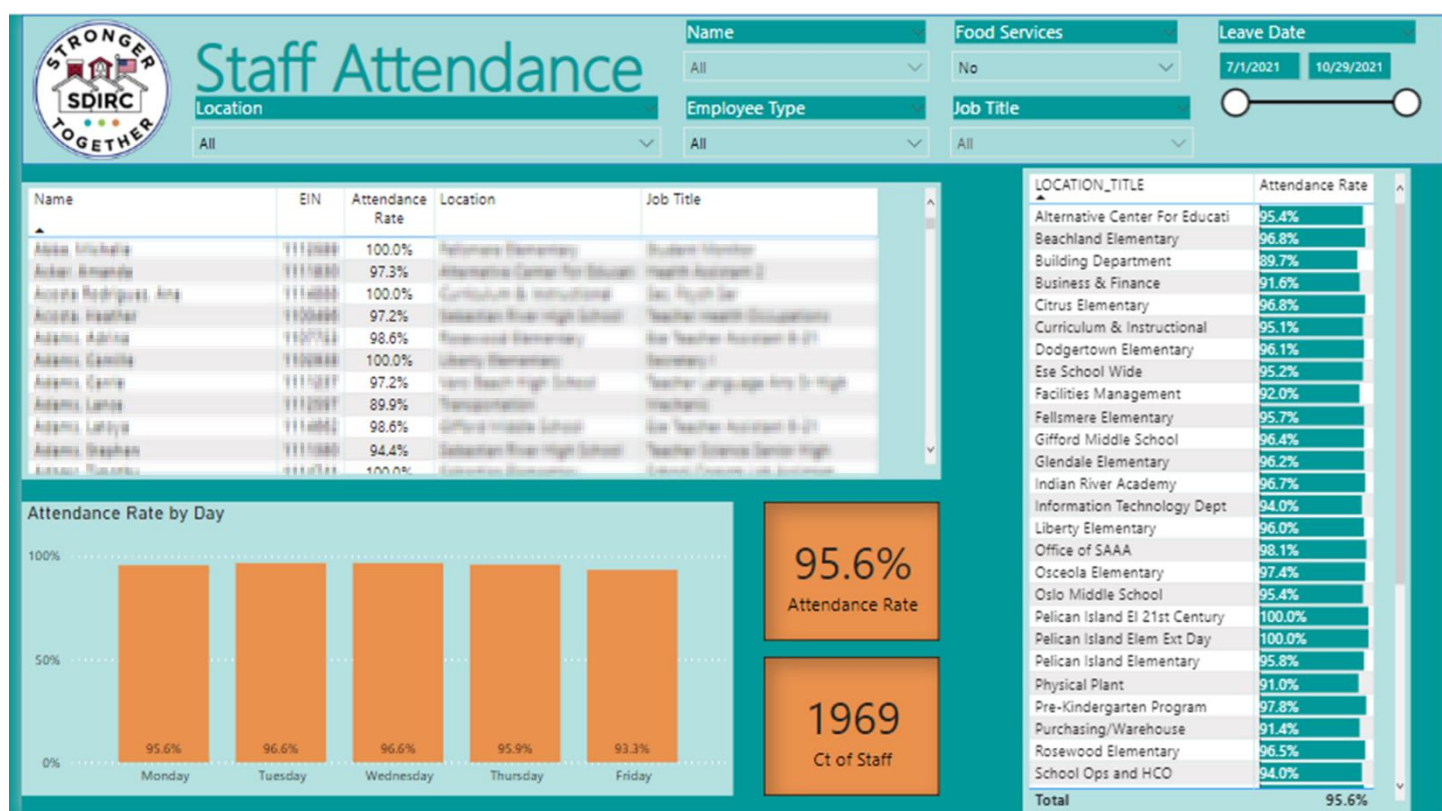
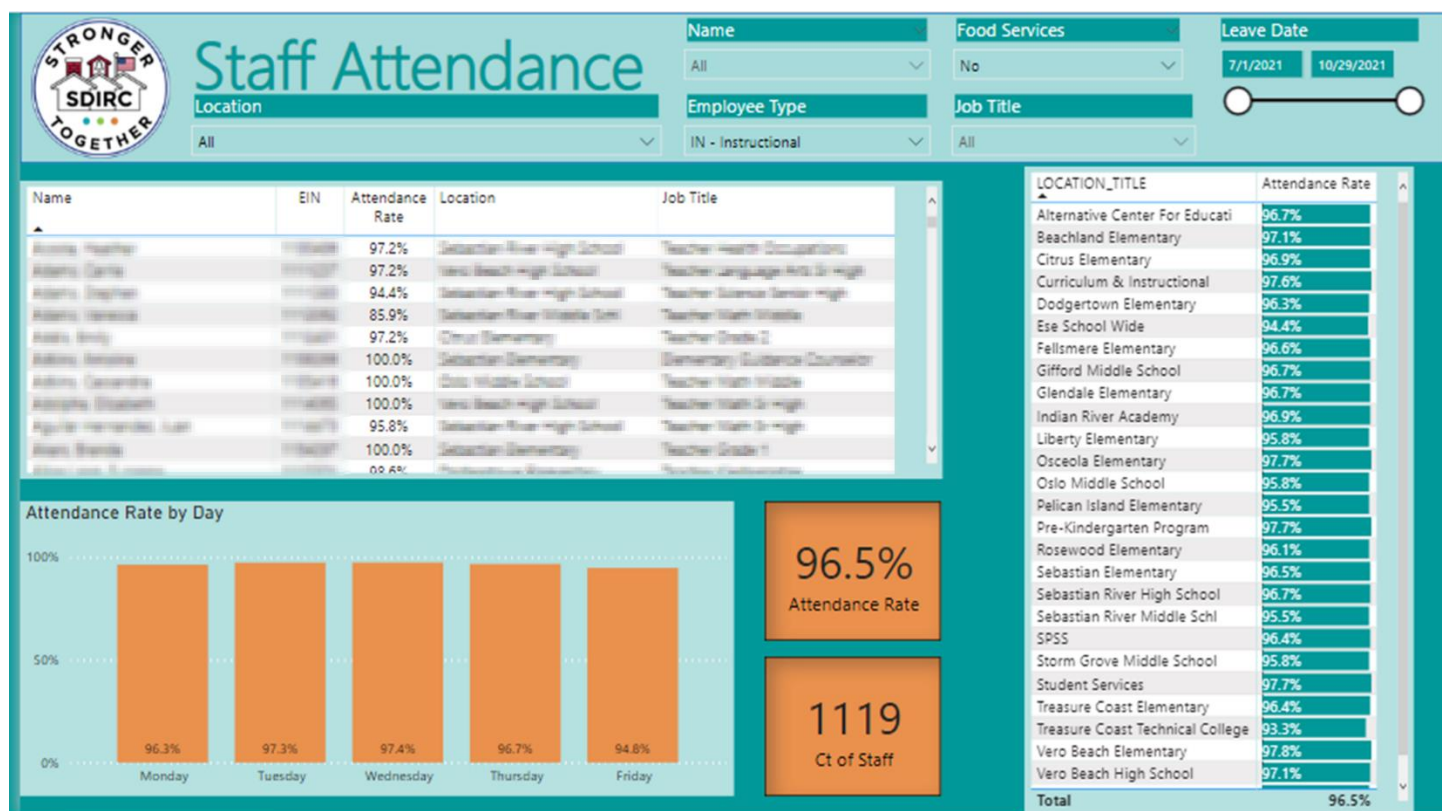


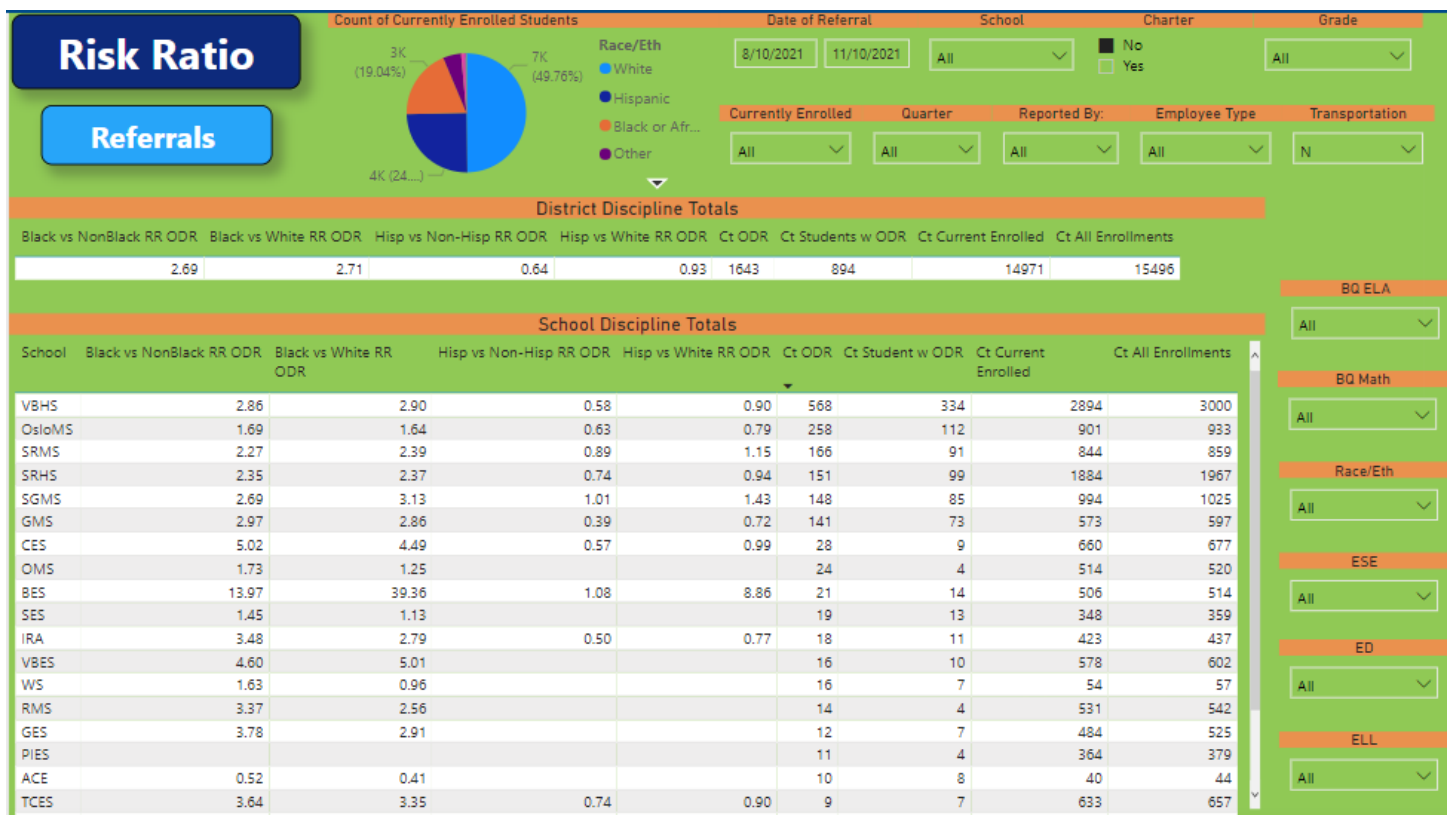
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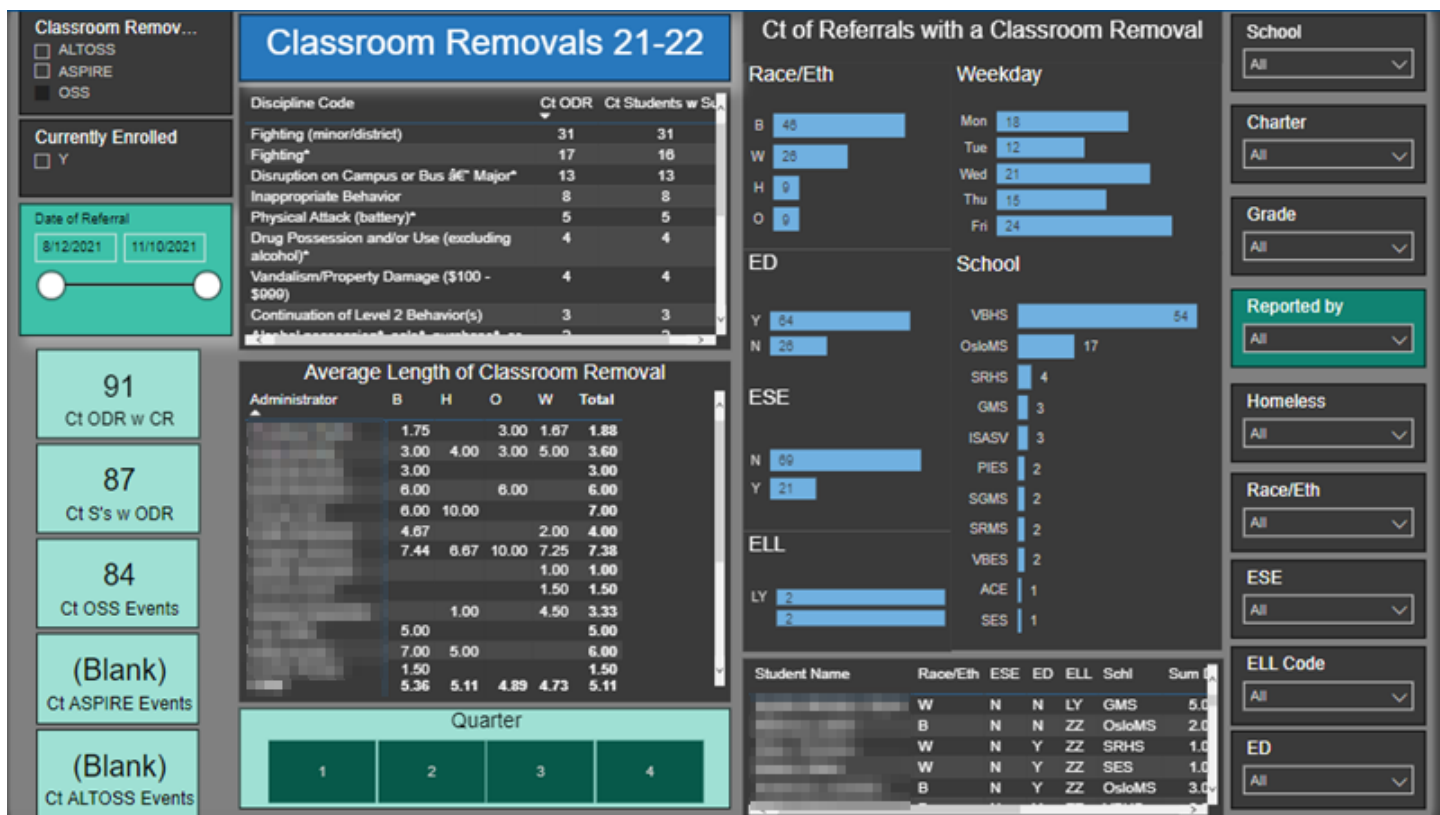
Calendar of Topics

District Data Review Date	Cabinet Data Briefing Date	Seasonal Data Briefing Topics		
		All Briefings: Attendance, Discipline, Graduation, iReady/A3K Usage		
Reignite 7/19-7/21	7/22/21			
	8/5/21	School Grade	Schedule Audit	
	8/19/21	MS ACC and HS CCA		
	9/2/21			
Impact Review 9/13 – 9/23	9/16/21	iReady Diagnostic	DataCom Prep	
DataCom 9/24/21	9/30/21	Staff Attendance		
	10/14/21	Bottom Quartile		
	10/28/21	Q1 Course Grades	FLKRS	
Impact Review 11/29 – 12/10	11/11/21	Unit Assessments	Goal Tracker Update	
	12/2/21	Graduation		
	12/16/21	DataCom Prep		
DataCom 1/14/22	1/13/22	iReady Diagnostic Gd 3		
	1/27/22	Q2/S1 Course Grades		
	2/10/22	iReady Diagnostic All Gd		
Impact Review 2/28 – 3/11	2/24/22			
	3/10/22			
DataCom 3/17/22	3/31/22	Q3 Course Grades		
	4/14/22			
	4/28/22			
	5/12/22			
	5/26/22	iReady Diagnostic		
	6/9/22	Q4/S2 Course Grades		
	6/23/22	Grade 3 FSA ELA		








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Coaching Log for October and November 2021

Date	Who	School or Department	Audience	Purpose of Meeting
11/18/2021	Houston	SES	SES Faculty/Baysura/Hammler/Admin	Explaining School Grade Process
11/17/2021	Houston	IRA	Instructional Coach(es)/Admin	Power BI/Problem Solving
11/15/2021	Houston	CES	MTSS IPST	MTSS Coaching
11/12/2021	McMahon Houston	GMS	Instructional Coach(es)/Admin	Power BI/Problem Solving
11/9/2021	Houston	PIES	Instructional Coach/Coaches	Power BI/Problem Solving
11/9/2021	Houston	BES	Administration	Power BI/Problem Solving
11/9/2021	Houston	ESE	District Team	Power BI
11/8/2021	Houston	IRA	Principal	Power BI/Problem Solving
11/8/2021	McMahon Houston	RMS	Instructional Coach(es)/Admin	Power BI/Problem Solving

Date	Who	School or Department	Audience	Purpose of Meeting
11/5/2021	Houston	C & I	Instructional Coach/Coaches	Power BI/Problem Solving
11/3/2021	Houston	ESE	District Team	Power BI/Problem Solving
11/3/2021	Houston	FES	Instructional Coach(es)/Admin	Power BI/Problem Solving
10/26/2021	Houston	PIES	Administration	Tier 1 Data Review
10/25/2021	McMahon Houston	VBES	Administration	Problem Solving MTSS
10/19/2021	Houston	PIES	Administration	Power BI/Problem Solving
10/19/2021	Houston	SES	Administration	Problem Solving MTSS
10/18/2021	Houston	CES	Admin and MTSS IPST	Problem Solving MTSS
10/15/2021	Houston	PIES	Admin and MTSS IPST	MTSS Forms

Date	Who	School or Department	Audience	Purpose of Meeting
10/14/2021	Houston	FES	Instructional Coach(es)/Admin	Power BI
10/12/2021	Houston	FES	Instructional Coach/Coaches	Power BI
10/12/2021	Houston	VBES	Instructional Coach/Coaches	Power BI
10/11/2021	Houston	BES	Instructional Coach/Coaches	Power BI
10/5/2021	Houston	TCES	MTSS Team Level 2	Problem Solving MTSS
10/4/2021	Houston	C & I	District Team	Power BI
10/4/2021	McMahon Houston	Mindset Monday	AP(s)	Power BI



Department of

Accountability & Research

October 26th, 2021

DISCIPLINE/ESE/10+ MEETING AGENDA

Staff in Attendance:

- Dr. Paula Lewis, Director of Student Services
- Dr. Tracy Crawford, Social Worker
- Dr. Brian McMahon, Coordinator of Accountability & Research
- Jody Houston, Data Coach
- Kat Wolf, Program Specialist
- Laura McGill, ESE Behavior Analyst
- Rachel Moree, Director of ESE
- Dr. Daphne Mathews, Program Specialist
- Jessica Rojas, Program Specialist
- Tom Stull, Program Specialist – out of town
- Ainsley Seeley, Program Specialist
- Ashely Dowdell, - Prevention Intervention Specialist
- Lavonne Walker, - Prevention Intervention Specialist

Action Steps from Previous Meeting:

- o Dr. Paula Lewis
 - Will look through data for “imminent danger” and clarify if that term is understood by staff– will reach out to Greg McDonald to see if that data could be added to the ODRs - **Dr. Lewis following up**
- o Rachel Moree and Dr. Lewis
 - Meet with VBHS Administration regarding Training at VBHS CPI and Discipline in Secondary Schools **In Progress - Ongoing**
 - Dr. McMahon suggested a possible team to help problem solve in the future – what the team would do, when?
 - Rachel suggested we each start compiling of list of what actions have been taken. Team agreed so each team member will begin compiling the list and this be reviewed the next meeting.
- o Dr. McMahon
 - Add slicer for transportation for Risk Ratio **COMPLETE**
 - Will write an email to the secondary schools to inform them on their risk ratio for current disciplines without transportation and the Ct of ODR per teacher; also SWD (include Rachel Moree and Dr. Paula Lewis)

Agenda:

- Review the status of the previous meetings **Action Items**
- Discuss anything pertinent to this committee for Cabinet Members
- Review of Dashboards
- Problem Solve?
- What supports can we provide? (See Action Items)

Action Steps/Next Meeting:





Department of

Accountability & Research

October 26th, 2021

ATTENDANCE MEETING AGENDA

Staff in Attendance:

- Dr. Tracy Crawford, School Social Worker
- Dr. Brian McMahon, COORD of Accountability & Research
- Jody Houston, Data Coach
- Ginger Bernal, Elementary Lead Counselors
- Dr. Paula Lewis, Director of Student Support Services
- Donna Hedgecock, School Social Worker
- Sara Ange, Secondary Lead Counselors

Action Steps from Previous Meeting:

- Dr. McMahon
 - Categorical Attendance page will be added – **Completed**
 - Canvassing Map – will have all students loaded and addresses – so that when following up with students can see addresses and make note of those that are common. **In Progress**
 - Next summer – will add NO SHOW as a filter
 - Pull in 'Habitually Truant Flag' from FOCUS for Habitually Truant dashboard - **Completed**
 - To follow up with IRA principal **Completed**
 - To send email to Ms. Flood to discuss if she needs any support from us in regard to Attendance **Completed**
 - To follow up/clarify – if a student is quarantined per parent is that coded CQ **Completed**
- Student Support Services will
 - develop an action plan for Attendance – then involve Dr. Moore to support the initiative with a PSA: **Revised - Completed**

Agenda

- Review the status of the previous meetings **Action Items**
 - Ms. Flood is ok handling attendance within her department and will let us know if she needs any district level assistance.
 - if a student is quarantined per parent, it is that coded CQ and counted as present
 - Schools will be developing their own attendance action plan per Dr. Moore
- Review of New Dashboards
 - Habitually Truant – are unexcused absences
 - FYI: The 90-day window is any date – so it needs to be checked periodically
 - Once you are habitually truant – you are identified by the state for that year as habitually truant (no mechanism for “undoing”)
 - NO SHOW will be added to the dashboard for next year
 - Categorical
 - Separates into Chronic, Severe, Adequate – to identify those students that are chronically absent
- Discuss anything pertinent to this committee for Cabinet Members
 - Largest barriers/issues for why students are not at school – Anxiety and Fear of COVID



Action Steps/Next Meeting:

- Dr. McMahon
 - Corrections to Habitually Truant – investigate the errors the last 2 days
 - In future dashboard, possibly combine course grades with attendance
 - Video for Habitually Truant and Categorical
 - Discuss at the next SPSS Leadership meeting regarding kids not showing up, what are the next steps if parents are following up to put them in homeschool.





Department of

Accountability & Research

October 8, 2021

OFFICE OF STRATEGIC PLANNING AND SUPPORT SERVICES

Staff in Attendance:

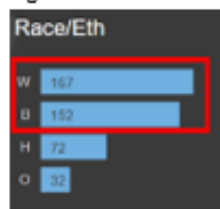
Pam Dampier	Julie Kastensmidt	Rachel Moree	Jody Houston
Dr. Brian McMahon	Dr. Paula Lewis	Shannon Bass	Catherine Beck
Heather Holden	Ashley Dowdell	Lavonne Walker	Laura McGill
Traci McGough	Dr. Daphne Mathews	Jessica Rojas	
Tom Stull	Kat Wolf	Ainsley Seeley	

Action Steps from Previous Meeting:

- Dr. Lewis will reach out to the middle and high schools to find out about the documentation process if a student does not attend their detention. **(In progress)**
- Dr. McMahon will be:
 - adding to the Attendance dashboard, a Categorical page, page on Habitually Truant, and Canvassing Map. **(In progress)**
 - Investigate IRV ADA. **(In progress)**
 - adding a column for minutes to the ESE-LRE dashboard. **(In progress)**
 - To investigate continuing with Pre-K LRE. **(In progress)**
 - rolling out the new EWS app that includes more slicers **(In progress)**
- Dr. Lewis— currently attempting to arrange a meeting with C & I to discuss our SPSS role about MTSS **(Complete)**

Agenda:

- Review the status of the previous meetings **Action Items**
- Review of Dashboards
 - Discipline Dashboard
 - Ashley will be reviewing ODRs with the PBIS Coaches in November
 - Observations based on the dashboard:
 - The Secondary Schools are contributing the most, but the collective number across the Elementary Schools are adding up and impacting the number.
 - Risk Ratio for Referrals is 2.61 Black versus White RR ODR – when excluding transportation, and 2.92 with transportation.
 - At this time, a majority of the OSS are based on reasons that are not just classroom management issues (Fighting, etc.)
 - ODRs are 976 and last year this time it was 382
 - Number of students assigned to ALTOSS and ASPIRE appear disproportionate



Page 1 of 3



- Additional Suggestions:
 - Bass – Peer Review of ODR(s) that have been written
 - Moree – Maybe those schools with challenges could visit SRHS
 - McMahon – Maybe those schools with challenges could visit a school suggested by Dr. Moore and also it might help to have a directive given from the Superintendent about accepting support regarding discipline
 - Dampier – continue to review Discipline at these meetings
- **Attendance Dashboard**
 - Observations based on the dashboard:
 - There are students with 0 to 1 day of attendance for this first quarter
 - Some concerns expressed regarding “tardy tank” and is this impacting students’ instructional time.
- **Special Topics**
 - Staff Attendance – this is being developed – a preview was shown
 - Low 25/ESE/COVID Regression – this is meant to highlight our neediest kids giving various data information. Including those students who previously were on grade level according to state assessments but have not started to perform below grade level.
 - EWS dashboard – in progress

Action Steps/Next Meeting:

- **Dr McMahon**
 - Remove IRV ADA from the Attendance Dashboard
 - To follow up with a certain school that had an ISS for a questionable reason
 - To identify those students with ZERO days of attendance
 - Will send individual emails to principals who have 10 or more ODR(s)

School	Black vs NonBlack RR ODR	Black vs White RR ODR	Hisp vs Non-Hisp RR ODR	Hisp vs White RR ODR	Ct ODR	Ct Student w ODR	Ct Current Enrolled	Ct All Enrollments
VBHS	2.54	2.40	0.52	0.73	318	226	2913	2974
OsloMS	1.98	1.88	0.50	0.66	110	62	906	922
SRHS	2.97	2.66	0.55	0.71	84	65	1906	1951
SGMS	3.12	3.66	0.86	1.30	82	55	1004	1022
GMS	3.27	2.64	0.19	0.33	65	40	572	587
SRMS	1.75	1.66	0.76	0.87	55	41	845	860
OMS	5.20	3.75			15	2	515	521
IRA	3.82	2.75	0.38	0.58	11	7	426	433
SES	1.69	1.76			11	7	349	351
BES	33.97		0.67		10	7	505	513
PHS	0.95	0.97			10	5	363	374
GES	5.07	3.90			9	6	486	522
WS	2.17	1.28			9	4	56	57
VBES	2.99	3.27			8	8	573	590
ACE	0.78	0.61			7	6	28	32
CES	7.71	5.23			6	6	652	665
LMS					4	2	544	548
RMS					4	1	536	542
TCS	4.64	3.41			3	3	644	658
DES	1.11		3.37		2	2	436	454
FES					1	1	584	591
IRV							174	182





October 22, 2021

OFFICE OF STRATEGIC PLANNING AND SUPPORT SERVICES

Staff in Attendance:

Pam Dampier	Julie Kastensmidt	Rachel Moree	Jody Houston
Dr. Brian McMahon	Dr. Paula Lewis	Shannon Bass	Catherine Beck
Heather Holden	Ashley Dowdell	Lavonne Walker	Laura McGill
Traci McGough	Dr. Daphne Mathews	Jessica Rojas	
Tom Stull	Kat Wolf	Ainsley Seeley	

Action Steps from Previous Meeting:

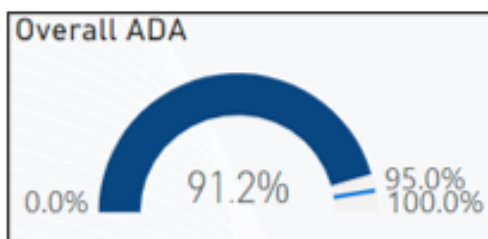
- Dr. Lewis will...
 - send directive to schools regarding "Failure to Serve". New ODR should not be created if the consequence will be similar to what was missed. Instead, new ODR will be generated when there are several instances. **(In progress)**
 - will visit specifically VBHS and Oslo Middle School to observe students and problem solve with those Leadership Teams with identified team members from SPSS **(Complete/In Progress)**
- Dr. McMahon will...
 - adding to the Attendance dashboard, a Categorical page, page on Habitually Truant, and Canvassing Map. **(Complete/In progress)**
 - investigate IRV ADA. **(Complete)**
 - adding a column for minutes to the ESE-LRE dashboard. **(In progress)**
 - to investigate continuing with Pre-K LRE. **(Complete/In progress)**
 - rolling out the new EWS app that includes more slicers **(In progress)**
 - remove IRV ADA from the Attendance Dashboard **(Complete)**
 - to follow up with a certain school that had an ISS for a questionable reason **(Complete)**
 - to identify those students with ZERO days of attendance **(Complete)**
 - will send individual emails to principals who have 10 or more ODR(s) **(Complete)**
- Mrs. Dampier and Team will...
 - visit specifically VBHS and Oslo Middle School to observe students and problem solve with those Leadership Teams regarding strategies to support students with identified team members from SPSS. Dr. Lewis has a plan to execute PD once it is approved. **(Complete/In Progress)**
 - make a list to be housed in SharePoint so teams can identify the schools that Leadership is visiting in order to eliminate too many on one campus **(Complete)**
- Ms. Moree and Program Specialists will...
 - follow up with Secondary Principals to ensure that SWD are still receiving their services according to the IEP when in ASPIRE **(Complete)**



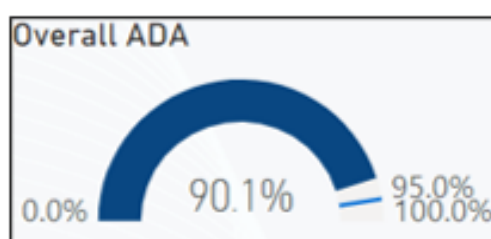
Agenda:

- Review the status of the previous meetings **Action Items**
 - Mrs. Dampier and Team visited specifically VBHS (Sara Ange will provide support) and Oslo Middle School. (Lavonne Walker to provide support to those teachers at Oslo Middle School).
 - Julie combining SPSS supports at schools with C&I; Dr Moore sends an email every Friday of who will support schools, this will include Cabinet Members
 - ESE Department is offering all ASPIRE teachers PD for ESE certification and reimbursement for those courses. Most schools out of compliance – SGMS and SRMS are ESE certified.
- Review of Dashboards
 - **Discipline Dashboard**
 - Observations based on the dashboard:
 - Homeless student slicer added – this can help make more staff aware of students' current situation.
 - 2 Part Time Counselors hired (Federal Programs) to work specifically with students who are homeless
 - Got feedback from schools about updating Discipline Codes – this will continue to be in progress
 - Risk Ratio – 2.58 (reflective of reality based on a substantial number of students) – Suspensions: 5.4 (an area of concern, but ratio may not be reflective with only 64 total suspensions)
 - **Attendance Dashboard**
 - **Great Work:** SS Team and ESE Team – they worked together to problem solve went from 180 students not in school to 51 students
 - Habitually Truant Page
 - Reviewed Habitually Truant dashboard– still in progress – then Attendance Staff will be trained next week
 - Observations based on the dashboard:
 - Uptick in missed absences – capture current

Up until 10/8/2021



10/8/2021 - 10/22/2021



- Special Topics
 - Bottom Quartile - reviewed
 - Course Grades – reviewed



Action Steps/Next Meeting:

- **Dr. Lewis and Team will...**
 - discuss with secondary schools about meeting needs for students, including clothing and personal items
 - Ms. Bass and Dr. Lewis to develop some education or support for school counseling about "vaping;" Ashley suggested "Ripple Effect" program which can be used at Tier 1 and has lessons
 - Continue the work of offering secondary schools some guidance in the process of what to do when students miss a detention.
 - work with Ms. Ange to provide support to School Counselors and Teachers at VBHS regarding SEL
- **Dr. McMahon and Team will...**
 - will provide training for PBIS staff members in December
 - will provide additional training to ESE Program Specialist
 - will provide additional training to Support Services if requested by Dr. Lewis
 - Continue to add HOMELESS slicer added to dashboard
 - will follow up with Ms. Holden about IRV ADA
 - send list of names of students (about 20) that have ZERO days of Attendance





Department of

Accountability & Research

October 14, 2021

EARLY WARNING SYSTEM MEETING AGENDA

Staff in Attendance:

- | | | |
|----------------------|-------------------|---------------------|
| - Dr. Paula Lewis | -Traci McGough | - Catherine Beck |
| - Melissa Wiles | - Serina Caselli | - Demetria Williams |
| - Dr. Tracy Crawford | - Ginger Bernal | - Walker, Lavonne |
| - Shannon Bass | - Sara Ange | - Dowdell, Ashley |
| - Dr. Brian McMahon | - Donna Hedgecock | - Kahla Santiago |

Minutes from Previous Meeting:

- Dr. McMahon and Catherine Beck to refine the dashboard to include 504 and if student has been referred to Tier 3 Individual Problem Solving.
- Dr. McMahon will email this team when this page of the dashboard goes live. It will be part of the current EWS Power BI app.
- The Support Service team members will review the descriptions and interventions in this new dashboard and begin thinking of what other evidence/research-based interventions could be added.
- The Support Service team members will inform Dr. McMahon and Catherine Beck of any errors (e.g., students are double printing – in this case send them the student's identification number).
Schedule the next meeting.

Agenda:

- Update on EWS Dashboard (Dr. McMahon set a two-week timeline for this to be up and running)
- Typology Interventions (Discussed Quiet Interventions)
- Thoughts on next steps (Tabled for next meeting)

Action Steps/Next Meeting:

- The Typology word document will be placed in a shared drive for all to add input. Electronically the group will provide interventions prior to COB on 10/22. Dr. McMahon will summarize and send out a draft the following week, and if all approved will present at Cabinet Data Review on 10/28.





Department of

Accountability & Research

October 4th, 2021

GRADUATION MONITORING MEETING AGENDA

Staff in Attendance

- Kelly Baysura, Director of Academic Success
- Dr. Brian McMahon, Coordinator of Accountability & Research
- Jody Houston, Data Coach
- Mary Stephanie Hiller, Math Coach VBHS
- Meghan Teachout, Reading Coach VBHS
- Vanessa Gonzalez, AP at VBHS
- Shawn O'Keefe, Principal at VBHS
- Karin Watson, Scheduling Technician
- David Erickson, Assistant Principal at VBHS
- Jessica Wood, Counselor
- Madison Cama, Counselor
- Fran Walker, SRHS Graduation Coach
- Dawn Molton, VBHS Graduation Coach
- Becky Teske, District Staff Development
- April Perez, Coordinator of STEAM
- Robert Riskin, AP SRHS
- Christopher Cummings, Principal at SRHS
- Dr. Paula Lewis, Director of Student Service

Action Steps from Previous Meeting:

- Moved time to the 4th Monday at 2:30 once a month - **COMPLETE**
- Houston
 - Add SRHS Graduation Coach (Fran Walker), Karen Watson, David Erickson, and Dr. Paula Lewis to the meeting invites - **COMPLETE**
- Jessica to send Dr. McMahon reminder for Edgenuity for next summer (Houston sent calendar reminder to both Jessica and Dr. McMahon) – **COMPLETE**
- Dr. McMahon will get clarification regarding documentation for student withdrawals. – **IN PROGRESS/COMPLETE**

Agenda:

- Review the status of the previous meetings **Action Items**

Clarification regarding withdrawal codes:

- VBHS – working, but it is more time consuming. Negative codes are to be reviewed by Principal. Dr. McMahon suggested a Protocol for communicating to Principal these students.
- SRHS – no outstanding concerns

- Review of Graduation Monitoring Power BI Dashboard
 - Using it to monitor – but not to print for staff or to find out ACT, PSAT, most updated, SAT, Counselor's name,
- Barriers moving forward
 - Attendance, getting kids to do the work when at school, and clarifying the misunderstanding with parents that testing is not being waived this year
 - Student Services rolling out an Attendance initiative toward the end of October
 - Will the schools get the FALL FSA scores before December?
- What supports can we provide?
 - Dr. McMahon to follow up on action items today



Action Steps/Next Meeting:

- Dr. McMahon
 - Will be setting up a time to audit for withdrawn students
 - Graduation Monitoring dashboard to double check the data being pulled in
 - Red – area of need (Test Score or GPA) for dashboard
 - To contact principals, speak to district and curriculum – about waivers
 - Clarification from Heather about testing windows





Department of Accountability & Research

October 25, 2021

GRADUATION MONITORING MEETING AGENDA

Staff in Attendance

- Kelly Baysura, Director of Academic Success
- Dr. Brian McMahon, Coordinator of Accountability & Research
- Jody Houston, Data Coach
- Mary Stephanie Hiller, Math Coach VBHS
- Meghan Teachout, Reading Coach VBHS
- ~~Vanessa Gonzalez, AP at VBHS~~
- ~~Shawn O'Keefe, Principal at VBHS~~
- ~~Karin Watson, Scheduling Technician~~
- ~~David Erickson, Assistant Principal at VBHS~~
- Sarah Ange, Counselor
- Jessica Wood, Counselor
- Madison Cama, Counselor
- Fran Walker, SRHS Graduation Coach
- Dawn Molton, VBHS Graduation Coach
- Becky Teske, District Staff Development
- April Perez, Coordinator of STEAM
- ~~Robert Riskin, AP SRHS~~
- ~~Christopher Cummings, Principal at SRHS~~
- Dr. Paula Lewis, Director of Student Service

Action Steps from Previous Meeting:

- Dr. McMahon will
 - get clarification regarding documentation for student withdrawals. – **Complete**
 - Will be setting up a time to audit for withdrawn students – **In Progress (before Thanksgiving)**
 - Graduation Monitoring dashboard to double check the data being pulled in – **Complete**
 - Red – area of need (Test Score or GPA) for dashboard – **In Progress**
 - To contact principals, speak to district and curriculum – about waivers - **Complete**
 - Clarification from Heather about testing windows – **(Reviewing Dates with Cabinet)**

Agenda:

- Review the status of the previous meetings Action Items
- Review of Graduation Monitoring Power BI Dashboard
 - Followed up with questions with Jessica Wood regarding her spreadsheet versus Power BI; Encouraged to use because could just download everything in one shot
 - Students graduating early – how to capture? - will still need to be monitored; Jessica Wood said she would keep her current process
 - Added "Homeless" slicer
- Barriers moving forward
 - Overall barrier – lack of passing state scores and/or concordant
 - Waiting on waivers regarding student fees
 - Misunderstanding about "FSA" not counting – how could we promote that message that they will need to pass "something" to graduate
 - PSAT – staff and kids not understanding the importance – especially sophomores. Messages have been sent out via focus by school counselors, but teachers communicating something different.



- What supports can we provide?
 - Communicating about the importance of testing (See Action Items)
 - SAT/ACT Prep – SRHS counselor concerned about no one signing up for SAT/ACT prep. Suggestions: Kahn's Academy on the computer lab for prep; Maybe have Principal ask?

Action Steps/Next Meeting:

- Dr. McMahon will
 - Add counselor for sorting
 - Might be able to add 20-21 School Year
 - Include the actual scores for ACT and SAT
 - Will reach out to Lori Webb to find out who updates the High School websites. Dr. McMahon will provide the flyer/graphic from Heather Holder to those individuals.
- Heather Holder will
 - Flyers with image – should be aimed at parents and faculty to clear up the misinformation about the importance of testing; Ideas for pushing it out: Through website, FOCUS, Path Finders, maybe Social Media, including Facebook Live. Send a copy to Dr. McMahon
 - To reach out to Principals to see if they would like Heather to present at the faculty meetings





Department of

Accountability & Research

November 2, 2021

DISCIPLINE/ESE/10+ MEETING AGENDA

Staff in Attendance:

- Dr. Paula Lewis, Director of Student Services
- Dr. Tracy Crawford, Social Worker
- Dr. Brian McMahon, Coordinator of Accountability & Research
- Jody Houston, Data Coach
- Kat Wolf, Program Specialist
- Laura McGill, ESE Behavior Analyst
- Rachel Moree, Director of ESE
- Dr. Daphne Mathews, Program Specialist
- Jessica Rojas, Program Specialist
- Tom Stull, Program Specialist – out of town
- Ainsley Seeley, Program Specialist
- Ashely Dowdell, - Prevention Intervention Specialist
- Lavonne Walker, - Prevention Intervention Specialist

Action Steps from Previous Meeting:

- o Dr. Paula Lewis
 - Will look through data for “imminent danger” and clarify if that term is understood by staff– will reach out to Greg McDonald to see if that data could be added to the ODRs - **Dr. Lewis following up**
- o Rachel Moree and Dr. Lewis
 - Meet with VBHS Administration regarding Training at VBHS CPI and Discipline in Secondary Schools **(In Progress - Ongoing)**
 - Dr. McMahon suggested a possible team to help problem solve in the future – what the team would do, when?
 - Rachel suggested we each start compiling of list of what actions have been taken. Team agreed so each team member will begin compiling the list and this be reviewed the next meeting.
- o Dr. McMahon
 - Add slicer for transportation for Risk Ratio **(COMPLETE)**
 - Will write an email to the secondary schools to inform them on their risk ratio for current disciplines without transportation and the Ct of ODR per teacher; also SWD (include Rachel Moree and Dr. Paula Lewis)

Agenda:

- Review the status of the previous meetings **Action Items**
- Discuss anything pertinent to this committee for Cabinet Members
- Review of Dashboards
- Problem Solve?
- What supports can we provide? (See Action Items)

Action Steps/Next Meeting:





**Department of
Accountability & Research**

November 5th, 2021

OFFICE OF STRATEGIC PLANNING AND SUPPORT SERVICES

Staff in Attendance:

Pam Dampier	Julie Kastensmidt	Rachel Merree	Jody Houston
Dr. Brian McMahon	Dr. Paula Lewis	Shannon Bass	Catherine Beck
Heather Holden	Ashley Dowdell	Lavonne Walker	Laura McGill
Traci McGough	Dr. Daphne Mathews	Jessica Rojas	
Tom Stull	Kat Wolf	Ainsley Seeley	

Action Steps from Previous Meeting: (With the shift in purpose of SPSS Data Reviews to identifying schools in need and how we are supporting those schools, the action steps from the prior meeting will be monitored by the senior staff member. These were not reviewed during this meeting.)

Agenda:

- Review of Dashboards
 - **Discipline Dashboard**
 - Observations based on the dashboard: Looked for greatest concern to provide support (Completed that information on the Support Excel Sheet)
 - Overall for Elementary - there is a general concern for the Chronically absent (about 30%)
 - Concern ESE - risk ratio - but it is a small amount of students
 - **Attendance Dashboard**
 - Observations based on the dashboard: Looked for greatest concern to provide support (Support Excel Sheet)
 - Suggestions for interventions to address Monday and Friday attendance such as PBIS events.
- Special Topics (Completed the Support Excel Sheet)

Action Steps/Next Meeting:

- **Entire Team** will...
 - Review Support log to ensure support is being delivered to the schools identified as concerns. (this doesn't mean other schools cannot be supported, but that the appropriate amount of support is delivered to the concerns.)
- **Dr. Lewis and Team** will...
 - Follow up with Greg about DJJ code
 - ESE and SS – teacher care pd
- **Dr. McMahon and Team** will...
 - will check on Aspire versus Classroom Removal





Department of
Accountability & Research

November 30th, 2021

OFFICE OF STRATEGIC PLANNING AND SUPPORT SERVICES

Staff in Attendance:

Pam Dampier	Julie Kastensmidt	Rachel Moree	Jody Houston
Dr. Brian McMahon	Dr. Paula Lewis	Shannon Bass	Catherine Beck
Heather Holden	Ashley Dowdell	Lavonne Walker	Laura McGill
Traci McGough	Dr. Daphne Mathews	Jessica Rojas	
Tom Stull	Kat Wolf	Ainsley Seeley	

Action Steps from Previous Meeting:

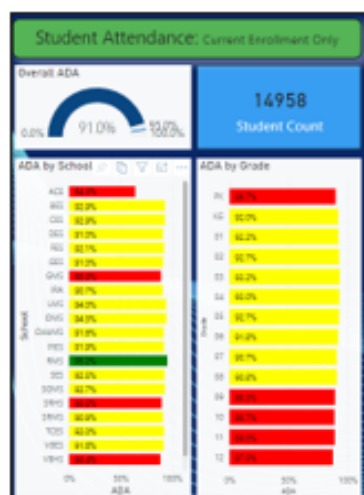
- o Entire Team will...
 - Review Support log to ensure support is being delivered to the schools identified as concerns. (this doesn't mean other schools cannot be supported, but that the appropriate amount of support is delivered to the concerns.). SPSS Team to continue to look at the data to make decisions. **(Completed)**
- o Dr. Lewis and Team will...
 - Follow up with Greg about DJJ code (Attendance Code is J) **(Completed)**
 - ESE and SS – teacher care pd **(Completed)**
 - Rachel – Self Care Strategy Weekly for Individuals
 - Paula – Self Care Strategy in Collaborator (Monthly) – for Leadership Teams to support their staff (will include the Wednesday tweets)
- o Dr. McMahon and Team will...
 - will check on Aspire versus Classroom Removal - **(Completed)**
 - Aspire Attendance is not being sent to the state as a Classroom Removal since services are provided to students through Aspire. The ESE team will continue to problem solve to ensure those services are provided and documented.

Agenda:

- o Review of Dashboards
 - o **Attendance Dashboard**
 - 91% Overall, Month of November 90.1%; Schools (see below)
 - Dr. Lewis and Team problem solving in Impact Reviews regarding Attendance



Year to Date



November Only



o Discipline Dashboard

- Referrals high for November; risk ratio for both referrals and suspensions for Black students are high. SS continue to support schools with recommendations and best practice – some of the barriers are
 - o Anecdotally, there has been noted some frustration at the schools that discipline is being perceived as having no consequences.
 - o Mindsets for Instructors regarding the need to teach behaviors (particularly at the secondary level).
- The expectation is that the PBIS Coaches are using the data to problem solve in a proactive manner – this group now has access to Power BI and will be trained in the next week.



November Only



Special Topics

- Graduation Monitoring App:** Estimated Grade Rate is the highest it has been in comparison to this point in time in prior years. Shared barriers from the Graduation Problem Solving Meetings – Increasing student attendance and adjusting to the new A/B day schedule.

Action Steps/Next Meeting:

- ESE will...**
 - Continue to problem solve and implement procedures to ensure ESE services are provided when students are in Aspire.
- McMahon and Lewis will...**
 - Form a team to review discipline data to note any qualitative themes for the purpose of identifying antecedent behaviors and possible interventions that could be employed to prevent discipline.
- McMahon will...**
 - Add location for Discipline app





**Department of
Accountability & Research**

November 29th, 2021

GRADUATION MONITORING MEETING AGENDA

Staff in Attendance

- Kelly Baysura, Director of Academic Success
- Dr. Brian McMahon, Coordinator of Accountability & Research
- ~~Jody Houston, Data Coach~~
- Mary Stephany Hiller, Math Coach VBHS
- Meghan Teachout, Reading Coach VBHS
- ~~Vanessa Gonzalez, AP at VBHS~~
- ~~Shawn O'Keefe, Principal at VBHS~~
- ~~Karin Watson, Scheduling Technician~~
- David Erickson, Assistant Principal at VBHS
- Sarah Ange, Counselor
- Jessica Wood, Counselor
- Madison Cama, Counselor
- Fran Walker, SRHS Graduation Coach
- Dawn Molton, VBHS Graduation Coach
- Becky Teske, District Staff Development
- April Perez, Coordinator of STEAM
- ~~Robert Riskin, AP SRHS~~
- ~~Christopher Cummings, Principal at SRHS~~
- Dr. Paula Lewis, Director of Student Service

Action Steps from Previous Meeting:

- Dr. McMahon will
 - Will be setting up a time to audit for withdrawn students – **Complete**
 - Red – area of need (Test Score or GPA) for dashboard – **Complete**
 - Clarification from Heather about testing windows – **Complete**
 - Add counselor for sorting – **In Progress**
 - Include the actual scores for ACT and SAT – **In Progress**
 - Will reach out to Lori Webb to find out who updates the High School websites. Dr. McMahon will provide the flyer/graphic from Heather Holden to those individuals. – **Complete**
- Heather Holden will
 - Flyers with image – should be aimed at parents and faculty to clear up the misinformation about the importance of testing; Ideas for pushing it out: Through website, FOCUS, Path Finders, maybe Social Media, including Facebook Live. Send a copy to Dr. McMahon – **Complete**
 - To reach out to Principals to see if they would like Heather to present at the faculty meetings – **Complete SRHS, in progress VBHS**

Agenda:

- Review the status of the previous meetings **Action Items**
- Review of **Graduation Monitoring Power BI Dashboard**
- Barriers moving forward
 - Tutoring after school not working – only handful showing up. SRHS is going to start pulling during the day and is having more success.



- Need for support in attendance
- A/B Schedule hurting students. It's a discouragement completing 8 classes when only 2 or 3 are needed. It's also difficult for math or sequential subjects.
- Request for a PBD-type room where students work all day from – no class exchanges, one teacher up to date on all student needs, etc.

Action Steps/Next Meeting:

- Dr. McMahon will provide list of district level supports for attendance.
- Schools will individually problem solve around students lacking what they need for graduation to determine what "carrots" can be provided to encourage attendance, credit completion, grade forgiveness, or tutoring (whatever is needed to graduate).



**Artifact 6.7 – Data from Focus
Showing Students
Participating in African
American Student Councils
(No names are shown to
protect the privacy of the
student)**

school_name	single_ethnicity	activity
Alternative Center for Edu.	Black or African American	African American Student Council
Alternative Center for Edu.	Black or African American	African American Student Council
Alternative Center for Edu.	Black or African American	African American Student Council
Alternative Center for Edu.	Black or African American	African American Student Council
Alternative Center for Edu.	Black or African American	African American Student Council
Alternative Center for Edu.	Black or African American	African American Student Council
Alternative Center for Edu.	Other	African American Student Council
Alternative Center for Edu.	Black or African American	African American Student Council
Alternative Center for Edu.	Black or African American	African American Student Council
Alternative Center for Edu.	Other	African American Student Council
Alternative Center for Edu.	Black or African American	African American Student Council
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Alternative Center for Edu.	Black or African American	African American Student Council
Alternative Center for Edu.	Black or African American	African American Student Council
Alternative Center for Edu.	Other	African American Student Council
Alternative Center for Edu.	Black or African American	African American Student Council
Alternative Center for Edu.	Black or African American	African American Student Council
Alternative Center for Edu.	Black or African American	African American Student Council
Alternative Center for Edu.	White	African American Student Council
Alternative Center for Edu.	Black or African American	African American Student Council

Alternative Center for Edu.	Black or African American	African American Student Council
Alternative Center for Edu.	Black or African American	African American Student Council
Alternative Center for Edu.	Black or African American	African American Student Council
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Alternative Center for Edu.	Black or African American	African American Student Council
Alternative Center for Edu.	American	African American Student Council
Alternative Center for Edu.	White	African American Student Council
Alternative Center for Edu.	Hispanic	African American Student Council
Alternative Center for Edu.	Black or African American	African American Student Council
Alternative Center for Edu.	Black or African American	African American Student Council
Alternative Center for Edu.	American	African American Student Council
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Alternative Center for Edu.	American	African American Student Council
Alternative Center for Edu.	White	African American Student Council
Alternative Center for Edu.	Black or African American	African American Student Council
Alternative Center for Edu.	American	African American Student Council
Alternative Center for Edu.	Black or African American	African American Student Council
Alternative Center for Edu.	American	African American Student Council
Alternative Center for Edu.	Black or African American	African American Student Council
Alternative Center for Edu.	American	African American Student Council
Alternative Center for Edu.	White	African American Student Council
Alternative Center for Edu.	Black or African American	African American Student Council
Alternative Center for Edu.	American	African American Student Council
Alternative Center for Edu.	Hispanic	African American Student Council
Alternative Center for Edu.	White	African American Student Council
Alternative Center for Edu.	White	African American Student Council
Gifford Middle School	Black or African American	African American Student Council
Gifford Middle School	Black or African American	African American Student Council
Gifford Middle School	Black or African American	African American Student Council
Gifford Middle School	American	African American Student Council
Gifford Middle School	Black or African American	African American Student Council
Gifford Middle School	American	African American Student Council

Joint Plan – District Progress Update – Actions Accomplished

October 2021 - December 2021

Oslo Middle School	Black or African American	African American Student Council
Oslo Middle School	Black or African American	African American Student Council
Oslo Middle School	Black or African American	African American Student Council
Oslo Middle School	Black or African American	African American Student Council
Oslo Middle School	Black or African American	African American Student Council
Oslo Middle School	Black or African American	African American Student Council
Oslo Middle School	Black or African American	African American Student Council
Oslo Middle School	Black or African American	African American Student Council
Oslo Middle School	Black or African American	African American Student Council
Oslo Middle School	Hispanic	African American Student Council
Oslo Middle School	Black or African American	African American Student Council
Oslo Middle School	Black or African American	African American Student Council
Oslo Middle School	Black or African American	African American Student Council
Oslo Middle School	Black or African American	African American Student Council
Sebastian River Middle School	American	African American Student Council
Sebastian River Middle School	Black or African American	African American Student Council
Sebastian River Middle School	Black or African American	African American Student Council
Sebastian River Middle School	American	African American Student Council
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Sebastian River Middle School	Other	African American Student Council
Sebastian River Middle School	Black or African American	African American Student Council
Storm Grove Middle School	Other	African American Student Council
Storm Grove Middle School	Black or African American	African American Student Council
Storm Grove Middle School	Black or African American	African American Student Council
Storm Grove Middle School	American	African American Student Council
Storm Grove Middle School	Black or African American	African American Student Council
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Storm Grove Middle School	American	African American Student Council
Storm Grove Middle School	Black or African American	African American Student Council
Storm Grove Middle School	American	African American Student Council
Storm Grove Middle School	Hispanic	African American Student Council
Storm Grove Middle School	Black or African American	African American Student Council
Storm Grove Middle School	American	African American Student Council
Treasure Coast Technical College	Black or African American	African American Student Council
Vero Beach High School	American	African American Student Council
Vero Beach High School	Black or African American	African American Student Council
Vero Beach High School	American	African American Student Council
Vero Beach High School	Black or African American	African American Student Council
Vero Beach High School	American	African American Student Council
Vero Beach High School	Black or African American	African American Student Council
Vero Beach High School	American	African American Student Council

Vero Beach High School	Black or African American	African American Student Council
Vero Beach High School	Black or African American	African American Student Council
Vero Beach High School	Black or African American	African American Student Council

Artifact 6.8 – (K-3 Intensive Intervention Schedule Audit Review)

Scheduling Review 8/30/2021	k-3 Ss needing Intensive Intervention	Currently scheduled for Intensive Intervention	Needs Further Review	#AA Ss who need further review Intensive Intervention
BES	18	18	0	
CES	88	0	88	15
DES	52	42	10	3
FES	25	25	0	
GES	22	21	1	
IRA	33	0	33	11
LMS	7	7	0	
OMS	26	26	0	
PIE	38	36	2	
RMS	15	15	0	
SES	34	32	2	1
TCE	42	35	7	1
VBE	44	10	34	12
	444	267	177	43

Scheduling Review 11/29/2021	k-3 Ss needing Intensive Intervention	Currently scheduled for Intensive Intervention	Needs Further Review	#AA Ss who need further review Intensive Intervention
BES	18	18	0	0
CES	79	78	1	0
DES	60	46	14	6
FES	54	52	2	0
GES	25	18	7	2
IRA	32	31	1	0
LMS	9	9	0	0
OMS	26	26	0	0
PIE	27	22	5	1
RMS	16	14	2	1
SES	34	33	0	0
TCE	50	40	10	2
VBE	41	22	19	5
	471	409	61	17

AIMS Program Support Dates

School Name	Initial Meeting Date	Participants	Follow Up Meeting Date	Participants
SRMS	10/15/21	Mr. Brown, Mr. Racine	11/15/21	Mr. Brown, Mrs. Ange
SGMS	10/14/21	Mr. Brown, Ms. Bieber	11/18/21	Mr. Brown, Ms. Bieber
GMS	10/13/21	Mr. Brown, Ms. Jones	11/29/21	Mr. Brown, Mrs. Ange, Ms. Jones
OMS	10/7/21	Mr. Brown, Mr. Robinson	11/8/21	Mr. Brown, Mrs. Ange
SRHS	10/8/21	Mr. Brown, Mr. Cummings	11/5/21	Mr. Brown, Mr. Cummings (Admin Team), Mrs. Ange
VBHS	10/4/21	Mr. Brown, Mrs. Griffin, Mrs. Ange	11/9/21	Mr. Brown, Mr. O’Keefe, Mrs. Ange

AIMS Program Quarterly Update Meetings

Date	Participants
9.15.21	D. Brown, S. Ange, P. Lewis, P. Dampier, J. Kastensmidt
10.21.21	D. Brown, S. Ange, P. Lewis, P. Dampier, J. Kastensmidt

Artifact 6.10 – (Middle and High School Acceleration Schedule Audit Review)

6.11 Implemented processes to ensure that African American students have equitable access to advanced and accelerated courses in middle school and high school.					
Schedule Audit 8/30/2021		Max possible Acceleration 8/30/2021	#Ss in EOC Course	#Ss to review	# of AA students for review
all middle		91%	703	4	2
GMS		90%	148	0	0
OSLO		96%	140	3	0
SGMS		83%	242	0	0
SRMS		100%	173	0	0
Schedule Audit 8/30/2021	Max Possible Acceleration 11/18/2020	Max Possible Acceleration 8/30/2021	Met CCA	#Ss to review	# of AA students for review
SRHS	52	69%	18%	602	
2021-22		67%	39%	150	26
2022-23		68%	19%	148	19
2023-24		72%	17%	140	20
2024-25		67%	0%	154	20
VBHS	47	58%	18%	1266	
2021-22		61%	40%	252	73
2022-23		59%	23%	294	91
2023-24		49%	16%	406	116
2024-25		64%	0%	297	95

Schedule Audit 11/30/2021		Max possible Acceleration	#Ss in EOC Course	#Ss to review	# of AA students for review
all middle		91%	687	3	1
GMS		89%	142	0	0
OSLO		97%	138	2	1
SGMS		83%	234	0	0
SRMS		100%	172	0	0
Schedule Audit 11/30/2021	Max Possible Acceleration 11/18/2020	Max Possible Acceleration	Met CCA	#Ss to review	# of AA students for review
SRHS - all years	52	74%	20%	480	
2021-22		84%	41%	68	13
2022-23		71%	21%	128	20
2023-24		75%	18%	120	17

2024-25		65%	0%	164	19
VBHS - all years	47	69%	20%	887	
2021-22		87%	43%	78	23
2022-23		59%	23%	294	67
2023-24		53%	18%	356	103
2024-25		63%	0%	299	96

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. During the 2016-2017 school year, 17.2% of students in the School District were African American. The School District will allocate student populations at each school in proportion to the percentage distribution of African American students District-wide within a range of plus or minus nine (9) percentage points. The School District needs to keep this percentage point range wide enough to satisfy natural fluctuation and to eliminate additional extensive transportation of students.

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. This will allow all students to take advantage of special programs.

The Equity Committee shall be responsible for monitoring student assignments at individual schools, including student assignments based on residence within an attendance area and student assignments based on curricular and programmatic choice. The School Board shall ensure that information requested by the Equity Committee which is reasonable related to its responsibility for monitoring student assignments is timely made available to the Equity Committee through appropriate channels determined by the School Board. Data provided shall include numbers of students in each school by race. (Joint Plan at 7.)

Action Steps
7.1 Publicized school choice programming and application through multiple approaches. ¹ (H. Holden)
7.2 Held a Choice and Community Extravaganza for families and community members to learn more about the District and school choice programming. ¹ (C. Emerson)
7.3 Enhanced school choice and magnet school offerings. (C. Emerson)
Staff Responsible
P. Dampier, Assistant Superintendent of Strategic Planning & Support Services R. Myhre, Assistant Superintendent of Curriculum & Instruction C. Maddux, Public Information Officer C. Emerson, Director of Instructional Innovation H. Holden, Coordinator of Assessment & Virtual Education C. Batory, Student Assignment Coordinator
Considerations for Monitoring Progress
<ul style="list-style-type: none">Has the percentage of African American students accessing school choice programming increased over time?Has stakeholder feedback related to the Master Plan been requested and generated?

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

¹Provide documentation of strategies and plans implemented to achieve compliance with student assignment.

Artifacts of Actions Taken: Data related to additional school choice seats offered, publicity related to school choice programming, and Choice and Community Extravaganza promotional flyers and materials.

Progress Update: 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, the District 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. The second round of School

Choice began on March 1, 2021, 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.

As a result of publicizing the SDIRC 2022-2023 School Year Choice and Magnet application and running five additional lotteries, 337 students have applied for choice for the 22-23 school year. 15% of the applicants are African American students.

On October 9, 2021, the District hosted a Choice and Community Extravaganza. During the event, each school had the opportunity to showcase their school choice theme and unique programmatic offerings with the support of their leadership teams. To support family attendance, three shuttle stops were designated. The stops were Gifford Youth Achievement Center, Sebastian River High School, and Fellsmere Elementary, these sites were chosen to accommodate the central and north county, with the IG center being located in south county.

In the 2019 – 2020 academic year, 15 of the 26 schools had a percentage of African American students consistent with the District’s overall percentage of African American students within the aforementioned range. In the 2020 – 2021 academic year, 16 of the 27 schools had a percentage of African American students consistent with the District’s overall percentage of African American students within the aforementioned range. Of the eleven schools that are outside of the aforementioned range, four (4) are charter schools, one (1) is the alternative schools, and one (1) is an exceptional student education center school. Presently, schools showing the most significant overrepresentation of African American students are the Alternative Center for Education, Dodgertown Elementary School, and St. Peter’s Academy (charter school). African American (and White, Non-Hispanic) students are significantly underrepresented at Fellsmere Elementary School, which has a large population of Hispanic students. Additionally, African American students are significantly underrepresented at Imagine Schools at South Vero (charter school), Indian River Charter High School, and Sebastian Charter Junior High. It is important to note that the District does not oversee student enrollment at charter schools in the District.

Joint Plan Section VII – Student Assignments

Artifacts





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County #SDIRCStrongerTogether

Date:	December 10, 2021
Office/Departments(s):	Office of Curriculum and Instruction Office of Strategic Planning & Support Services Office of Communications Department of instructional Innovation
Report generated by:	P. Dampier, Assistant Superintendent of Strategic Planning & Support Services R. Myhre, Assistant Superintendent of Curriculum & Instruction C. Emerson, Director of Instructional Innovation H. Holden, Coordinator of Assessment & Virtual Education C. Batory, Student Assignment Coordinator
Action Step (please include the description provided in the District Progress Update Joint Plan):	7.1 Publicized school choice programming and application through multiple approaches. <i>(H. Holden)</i> 7.2 Held a Choice and Community Extravaganza for families and community members to learn more about the District and school choice programming. <i>(C. Emerson)</i> 7.3 Enhanced school choice and magnet school offerings. <i>(C. Emerson)</i>
Explanation of Evidence:	7.1 The evidence attached contains the following: Artifact 1: a copy of the links to the Youtube video on choice and the links to the district website locations where the application is promoted, including the graphics used. Artifact 2 is a screenshot of the Focus Alerts for the SDIRC Magnet and Choice Application Focus Alerts. Artifact 3 is the publicity timeline for the application period. And Artifact 4 is the number of pending acceptances for a school of choice for the 2021 – 2022 school year broken down by race. Artifact 5 is the layout of the choice fair showing the computer set up for the parent portal enrollment station. 7.2 October 9, 2021 School Choice Extravaganza Flyer 7.3 School Choice Theme focus in the School Improvement Plan
Results of Action Taken:	7.1 As a result of publicizing the SDIRC 22-23 School Year Choice and Magnet application and running five additional lotteries, 337 students have applied for choice for the 22-23 school year. 15% of the applicants are African American students. 7.2 On October 9, 2021 we hosted the first in-person School Choice extravaganza. We had over 500 people participate in the event that we hosted at the IG Center. Each school site set up a booth to share and showcase the unique offerings their school has. Sebastian Elementary Cheerleaders and the Gifford Drumline performed at the entrance to the event. In addition, over 25 community partnerships set up tables and booths to share offerings.

7.3 School theme is one of four areas of focus each school reports on as part of the school improvement plan monitoring process.

Reflection/Next Steps:


- 7.1 The 22-23 application is currently open. We are continuing to advertise with specific focus on incoming kindergarteners and in areas where schools have low numbers of choice applications for next year. When the application closes on January 15th, the enrollment office will prepare for the lottery. The lottery will run on January 31st and parents will be notified. Parents will have ten days to accept or decline. After the acceptance data is cleaned up, the second lottery will be run to fill the remaining open seats.
- 7.2 While we set up 3 different depot locations to transport families from Fellsmere Elementary, Gifford Youth Achievement Center, and Sebastian River High School; we received feedback that the location should be more centralized in the future to ensure we get representation of families across Indian River County.
- 7.3 Impact reviews help the Curriculum and Instruction team help establish next steps for each school site based on school improvement focus areas.



Artifact 7.1 – (Link for Facebook Live Promoting Choice, Links to Announcement/Advertising, and Screenshots)

Youtube of Facebook Live: <https://www.youtube.com/watch?v=HYysEWTH-S0>

Enrollment webpage with announcement about SDIRC Magnet and Choice Application:

<https://www.indianriverschools.org/enrollment>

 **Attention:** The SDIRC Magnet and Choice Application will open for the 2022-2023 school year November 1, 2021 – January 15, 2022. For assistance with navigating the Choice Application, download a help document from below:

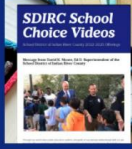

 [Online Magnet & Choice Application Process](#)  [Proceso de solicitud de imán y elección en línea](#)

Main district website with three different images (seen below) advertising the choice enrollment:

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

SDIRC Virtual Resources Available

School Choice Video Catalog Choice and Community Resource Book
English and Spanish

Magnet and School Choice enrollment is open now until Jan. 15, 2022

Check out our SDIRC VIRTUAL School Choice & Community Resource Booklet! Magnet and School Choice Enrollment is open now until January 15, 2022. Choice & Voice for Parents and Students is our main priority!

School District of Indian River County

OPEN ENROLLMENT
NOVEMBER 1, 2021 - JANUARY 15, 2022

**Magnet and Choice Applications
for 2022 - 2023 School Year**

To access additional information and the SDIRC Magnet and Choice Application visit <https://www.indianriverschools.org/enrollment>

Open Enrollment is November 1, 2021 – January 15, 2022. Click the Image to access additional information and the SDIRC Magnet and Choice Applications for 2022 – 2023 School Year.

School District of Indian River County

Inscripción Abierta

Empieza el 1 de Noviembre a el 15 de Enero del 2022.
Para el año escolar 2022-2023

Para aplicar y mas informacion visita la pagina:
<https://www.indianriverschools.org/enrollment>

Inscripción Abierta empieza el 1 de noviembre de 2021 a el 15 de Enero del 2022. Para aplicar y mas informacion visita la pagina. <https://www.indianriverschools.org/enrollment>

Artifact 7.1 – (Screenshot of Focus Alerts for the SDIRC Magnet and Choice Application)

Focus Parent Portal Alerts Posted 11/1/2021 to run until 1/15/2021 when the application closes

The screenshot shows the Focus Parent Portal interface. The top navigation bar includes links for Apps, SDIRC, FSA Portal, FLKRS State Page, FLKRS Log in, IT Support, Score Inquiry, FLDOE SSO, FLDOE Share File, Classlink, and FOCUS. The left sidebar contains a 'Testing' badge and a menu with options: Portal, My Profile, Preferences, Calendar, Request Conference, Forms, and a user profile section. The main content area is titled 'District & School Announcements' and features a 'News' tab. A large banner reads 'SDIRC Virtual Resources Available' with sub-headings 'School Choice Video Catalog' and 'Choice and Community Resource Book English and Spanish'. Below the banner are two images: 'SDIRC School Choice Videos' and 'Choice & Community Resource Booklet'. A message below the banner states: 'Magnet and School Choice enrollment is open now until Jan. 15, 2022'. Below this, there are links for 'SDIRC Choice & Community Resource Booklet - English' and 'SDIRC Choice & Community Resource Booklet - Spanish'. At the bottom, a grey alert box titled 'SDIRC Magnet and Choice Application 2022-2023 School Year' contains the following text: 'The SDIRC Magnet and Choice Application for the 2022-2023 school year opens Monday Nov. 1st and closes Jan. 15th. Students already enrolled in a district school can find the application in the parent account under the students name on the left hand side of the Focus Parent Portal. Incoming students for next school year will need to complete both a new student enrollment and a SDIRC Magnet and Choice Application. Incoming kindergarten students with siblings already placed at a magnet school will still need to complete the online process to be considered for their siblings magnet school. Students still on the waiting list from a previous application do not need to re-apply. Call the enrollment office at 772-564-6091 for assistance'.

Check out our SDIRC VIRTUAL School Choice & Community Resource Booklet!

Magnet and School Choice Enrollment is open now until January 15, 2022

Choice & Voice for Parents and Students is our main priority!

[SDIRC Choice & Community Resource Booklet - English](#)

[SDIRC Choice & Community Resource Booklet - Spanish](#)

SDIRC Magnet and Choice Application 2022-2023 School Year

The SDIRC Magnet and Choice Application for the 2022-2023 school year opens Monday Nov. 1st and closes Jan. 15th. Students already enrolled in a district school can find the application in the parent account under the students name on the left hand side of the Focus Parent Portal.

Incoming students for next school year will need to complete both a new student enrollment and a SDIRC Magnet and Choice Application.

Incoming kindergarten students with siblings already placed at a magnet school will still need to complete the online process to be considered for their siblings magnet school.

Students still on the waiting list from a previous application do not need to re-apply.

Call the enrollment office at 772-564-6091 for assistance

Artifact 7.1 – (Publicity Timeline for Choice)

9/20/2021 – Waiting list Message (Ms. Batory) Phone Call and Email

You are receiving this message because your student is currently on a SDIRC Magnet and Choice waiting list. We are currently updating our waiting lists for the 2022-23 school year which begins November 1st.

Tomorrow, you will be receiving email message with a survey link. Please participate in the survey to update your student's status on the waiting list for the 2022-23 school year. The survey is a tool to remove all wait listed students who are no longer interested in remaining on a waiting list. If you want to be removed for any reason – you have moved or your student is enrolled in a school where you want to remain, – simply reply by selecting yes. Selecting yes, will REMOVE your student from all waiting lists. If you have any questions, feel free to contact the Student Assignment Office at 772-564-6091. Sent by Mrs. Batory on 9/20/21 at 3:44 pm

9/21/2021 – Waiting list text with survey link (Mrs. Holden and Mrs. Batory)

Please participate in the SDIRC Magnet and Choice survey to update your student's status on the waiting list by visiting sdirc.info/choice

10/1/2021 – Website Gallery (Lori Webb)

Choice Gallery item posted to announce upcoming window. Created by Julie K, submitted to web ticket by Holden, posted by Lori Webb

Beginning 10/4/2021 Ending 1/5/2021– Social Media Postings 1 per week leading up to window opening and regularly throughout the window. (Created by Julie K, submitted by Holden, posted by Cristen Maddux)

10/27/2020 – Open Enrollment Notification (Mrs. Maddux)

Hello, this call is regarding the Open Enrollment for Magnet and Choice Schools. SDIRC is excited to announce that our open enrollment process opening soon. If you are interested in applying for a Magnet or Choice school program, please visit our website at indianriverschools.org to apply between November 1st to January 15th through your parent Focus portal. We have expanded your selection to up to three choices, when applicable. If you have any questions, you can reach out to Student Enrollment at 564-6091. Thank you for choosing SDIRC for Your Choice! Your Future! Have a great day.

Message Sent out by Ms. Maddux

12/13/2020 – Open Enrollment Message (Mrs. Maddux)

Hello, this is a friendly reminder regarding our Open Enrollment for the Magnet and Choice Schools. If you are interested in applying for a Magnet or Choice school program, please visit our website at indianriverschools.org to apply by January 15th, through your parent Focus portal and select up to three choices, when applicable. If you have any questions, you can reach out to Student Enrollment at 564-6091. Thank you for choosing SDIRC for Your Choice! Your Future! Have a great day.

01/05/2021 – Open Enrollment Message (Mrs. Maddux)

Hello, this is a friendly reminder that our Open Enrollment for the Magnet and Choice Schools will end in 10 days on January 15th. If you are interested in applying for a Magnet or Choice school program, please visit our website at indianriverschools.org to apply, through your parent Focus portal and select up to three choices, when applicable. If you have any questions, you can reach out to Student Enrollment at 564-6091. Thank you for choosing SDIRC for Your Choice! Your Future! Have a great day.

Artifact 7.1 – (Number of Pending Acceptance for the 2021-2022 (current) School Year)

SDIRC Manget and Choice Application Report 11/17/21

school	Grade Level	Seat Count	1st Choice Waiting	Total by School	Amer. Indian or Alaska 1st Choice Waiting	Asian 1st Choice Waiting	Black/African American 1st Choice Waiting	Native Hawaiian or Islander 1st Choice Waiting	White 1st Choice Waiting	Hispanic/Latino 1st Choice Waiting
Beachland Elementary	KG	0	8	10	0	0	0	0	8	0
Beachland Elementary	01	0	1		0	0	0	0	0	1
Beachland Elementary	02	0	0		0	0	0	0	0	0
Beachland Elementary	03	0	1		0	0	0	0	0	1
Beachland Elementary	04	0	0		0	0	0	0	0	0
Beachland Elementary	05	0	0		0	0	0	0	0	0
Citrus Elementary	KG	0	0	2	0	0	0	0	0	0
Citrus Elementary	01	0	1		0	0	0	0	1	0
Citrus Elementary	02	0	0		0	0	0	0	0	0
Citrus Elementary	03	0	1		0	0	1	0	0	0
Citrus Elementary	04	0	0		0	0	0	0	0	0
Citrus Elementary	05	0	0		0	0	0	0	0	0
Dodgertown Elementary	KG	0	0	2	0	0	0	0	0	0
Dodgertown Elementary	01	0	0		0	0	0	0	0	0
Dodgertown Elementary	02	0	0		0	0	0	0	0	0
Dodgertown Elementary	03	0	1		0	0	0	0	1	0
Dodgertown Elementary	04	0	0		0	0	0	0	0	0
Dodgertown Elementary	05	0	1		0	0	0	0	1	0
Fellsmere Elementary	KG	0	0	0	0	0	0	0	0	0
Fellsmere Elementary	01	0	0		0	0	0	0	0	0
Fellsmere Elementary	02	0	0		0	0	0	0	0	0
Fellsmere Elementary	03	0	0		0	0	0	0	0	0
Fellsmere Elementary	04	0	0		0	0	0	0	0	0
Fellsmere Elementary	05	0	0		0	0	0	0	0	0
Glendale Elementary	KG	0	1	3	0	0	0	0	1	0
Glendale Elementary	01	0	1		0	0	1	0	0	0
Glendale Elementary	02	0	1		0	1	0	0	0	0
Glendale Elementary	03	0	0		0	0	0	0	0	0
Glendale Elementary	04	0	0		0	0	0	0	0	0
Glendale Elementary	05	0	0		0	0	0	0	0	0
Indian River Academy	KG	0	1	2	0	0	1	0	0	0
Indian River Academy	01	0	0		0	0	0	0	0	0
Indian River Academy	02	0	0		0	0	0	0	0	0
Indian River Academy	03	0	0		0	0	0	0	0	0
Indian River Academy	04	0	1		0	0	1	0	0	0
Indian River Academy	05	0	0		0	0	0	0	0	0
Liberty Magnet	KG	0	48	88	1	1	1	0	32	13
Liberty Magnet	01	0	14		0	0	1	1	8	4
Liberty Magnet	02	0	13		0	1	3	0	6	3
Liberty Magnet	03	0	4		0	0	1	0	2	1
Liberty Magnet	04	0	3		0	0	2	0	1	0
Liberty Magnet	05	0	6		0	0	2	1	2	1
Osceola Magnet	KG	0	66	91	0	4	10	0	48	4
Osceola Magnet	01	0	6		0	0	1	0	4	1
Osceola Magnet	02	0	8		0	1	1	0	5	1
Osceola Magnet	03	0	6		0	0	1	0	3	2
Osceola Magnet	04	0	3		0	0	1	0	2	0
Osceola Magnet	05	0	2		0	1	1	0	0	0

school	Grade Level	Seat Count	1st Choice Waiting	Total by School	Amer. Indian or Alaska 1st Choice Waiting	Asian 1st Choice Waiting	Black/African American 1st Choice Waiting	Native Hawaiian or Islander 1st Choice Waiting	White 1st Choice Waiting	Hispanic/Latino 1st Choice Waiting
Pelican Island Elementary	KG	0	1	1	0	0	0	0	1	0
Pelican Island Elementary	01	0	0		0	0	0	0	0	0
Pelican Island Elementary	02	0	0		0	0	0	0	0	0
Pelican Island Elementary	03	0	0		0	0	0	0	0	0
Pelican Island Elementary	04	0	0		0	0	0	0	0	0
Pelican Island Elementary	05	0	0		0	0	0	0	0	0
Rosewood Magnet	KG	0	44	64	0	2	4	0	32	6
Rosewood Magnet	01	0	6		0	1	1	0	1	3
Rosewood Magnet	02	0	5		0	0	2	0	3	0
Rosewood Magnet	03	0	3		0	0	0	0	2	1
Rosewood Magnet	04	0	3		0	0	1	0	2	0
Rosewood Magnet	05	0	3		0	0	0	0	3	0
Sebastian Elementary	KG	0	0	0	0	0	0	0	0	0
Sebastian Elementary	01	0	0		0	0	0	0	0	0
Sebastian Elementary	02	0	0		0	0	0	0	0	0
Sebastian Elementary	03	0	0		0	0	0	0	0	0
Sebastian Elementary	04	0	0		0	0	0	0	0	0
Sebastian Elementary	05	0	0		0	0	0	0	0	0
Treasure Coast Elementary	KG	0	0	1	0	0	0	0	0	0
Treasure Coast Elementary	01	0	0		0	0	0	0	0	0
Treasure Coast Elementary	02	0	1		0	0	1	0	0	0
Treasure Coast Elementary	03	0	0		0	0	0	0	0	0
Treasure Coast Elementary	04	0	0		0	0	0	0	0	0
Treasure Coast Elementary	05	0	0		0	0	0	0	0	0
Vero Beach Elementary	KG	0	1	1	0	0	0	0	1	0
Vero Beach Elementary	01	0	0		0	0	0	0	0	0
Vero Beach Elementary	02	0	0		0	0	0	0	0	0
Vero Beach Elementary	03	0	0		0	0	0	0	0	0
Vero Beach Elementary	04	0	0		0	0	0	0	0	0
Vero Beach Elementary	05	0	0		0	0	0	0	0	0
ELEMENTARY			265	265	1	12	38	2	170	42
Gifford Middle	06	0	5	7	0	0	0	0	4	1
Gifford Middle	07	0	1		0	0	1	0	0	0
Gifford Middle	08	0	1		0	1	0	0	0	0
Oslo Middle	06	0	4	4	0	0	3	0	1	0
Oslo Middle	07	0	0		0	0	0	0	0	0
Oslo Middle	08	0	0		0	0	0	0	0	0
Sebastian River Middle	06	0	8	8	0	0	1	0	4	3
Sebastian River Middle	07	0	0		0	0	0	0	0	0
Sebastian River Middle	08	0	0		0	0	0	0	0	0
Storm Grove Middle	06	0	31	35	0	0	3	0	23	5
Storm Grove Middle	07	0	3		0	1	1	0	1	0
Storm Grove Middle	08	0	1		0	0	0	0	1	0
MIDDLE			54	54	0	2	9	0	34	9

school	Grade Level	Seat Count	1st Choice Waiting	Total by School	Amer. Indian or Alaska 1st Choice Waiting	Asian 1st Choice Waiting	Black/African American 1st Choice Waiting	Native Hawaiian or Islander 1st Choice Waiting	White 1st Choice Waiting	Hispanic/Latino 1st Choice Waiting
Sebastian River High	09	0	4	5	0	0	2	0	2	0
Sebastian River High	10	0	0		0	0	0	0	0	0
Sebastian River High	11	0	0		0	0	0	0	0	0
Sebastian River High	12	0	1		0	0	1	0	0	0
Vero Beach High	09	0	10	13	0	0	1	0	9	0
Vero Beach High	10	0	3		0	0	1	0	1	1
Vero Beach High	11	0	0		0	0	0	0	0	0
Vero Beach High	12	0	0		0	0	0	0	0	0
HIGH			18	18	0	0	5	0	12	1
ELEMENTARY			265	265	1	12	38	2	170	42
MIDDLE			54	54	0	2	9	0	34	9
HIGH			18	18	0	0	5	0	12	1
TOTAL			337	337	1	14	52	2	216	52

Artifact 7.1 – (Choice Fair Screenshots and Picture)

BREAK-OUT SESSIONS


SESSION DRIVEN PARENT ENGAGEMENT PLANNED

Room 112 A 10:15 Dr. Moore Achieve 2025 Career and Technical Education Where Theory Meets Practice 11:15 Dr. Moore Achieve 2025 11:15- 11:45 "Did you know?" Parent Resource Session 12:15 Dr. Moore Achieve 2025 12:15-12:45 ¿Tu Sabías? de recursos para padres (Español)	Room 131 A Elevate ESE 10:00 "You've Got a Friend In Me" Sign Language Performance and Tutorial 11:00 Sphero Robot Hands-On Enrichment Activity with SDIRC Teachers of the Gifted 12:00 Expert Roundtable Answering Frequently Asked Questions Related to ESE	Room 131 C Community Growth and Resource 10:00 FAU CARD (Center for Autism Disabilities) - Luann Be 11:00 Positive Behavior Support - K 12:00 Coastal Behavior Analysis - R
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Room 131 B
Screenings


Focus Parent Portal Supports
 Family and Community Engagement Team
 Conference Hallways


INDOOR SET-UP- SCHOOL PROGRAMS

School Site Set Up 1. PIE 2. LMES 3. TCE 4. FES 5. SES 6. RME 7. VBE 8. VBHS 9. IR Virtual 10. OMES 11. GES 12. SGMS 13. IRA	21 booths + 1 food booth booths are 10ft x 10ft, 4 chairs, 1 ea. 8ft table, & 1 ea. 6ft table included 	School Site Set Up 14. SRHS 15. SRMS 16. DTE 17. GMS 18. Early Learning 19. Citrus 20. OMS 21. BES 22. TCTC 23. NCCS 24. IRCH 25. Imagine
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SDIRC: Choice & Community Extravaganza






ACHIEVE 2025 - School Choice

David K. Moore, Ed.D., Superintendent

Welcome to our 2021-2022 SDIRC Choice & Community Extravaganza! One of our district's "Transformational Impacts" identified in our Strategic Plan is that "All students have access to programs that support their talents and interests." I encourage you to take this opportunity to learn more about our innovative and unique school choice offerings at schools across our district, and see how our schools are making this "Transformational Impact" a reality for all of our SDIRC students.


Join Dr. Moore in Room 112A to hear about ACHIEVE 2025 goals for SDIRC.



10:00am
11:00am
12:00pm


School Choice

Throughout the gym, each school will have a booth set up to share and answer questions with your family about the unique offerings provided on their campus. For more information, please visit the link with the QR code to hear messages from each school principal. In November, the enrollment window opens through our FOCUS parent portal.




School and Community Resource Booklets


Use these QR codes to read about each School Choice Option and learn more about each schools unique offerings and points of pride.



Link to the School and Community Resource Booklet English



Link to the School and Community Resource Booklet Spanish



SDIRC: Choice & Community Extravaganza Break-out Sessions



Breakout Room Sessions

10:00-10:45 11:00-11:45 12:00-12:45

Room 112 A
Dr. Moore
Achieve
2025

Career and Technical
Education
Where Theory Meets
Practice

"¿Tu Sabías?"
Sesión de recursos
para padres
(Español)

"Did you know?"
Parent Resource
Session

Room 131 A
Elevate ESE

"You've Got a Friend In
Me"
Sign Language
Performance and
Tutorial

Sphero Robot Hands-
On Enrichment
Activity with SDIRC
Teachers of the
Gifted

Expert Roundtable
Answering
Frequently
Asked Questions
Related to ESE

Room 131 C
Community
Group

FAU CARD (Center
for Autism and
Related
Disabilities) -
Luann Bertaux

Positive Behavior
Support
- Kelly Walker

Coastal Behavior
Analysis - Randy
Arms

Room 131 B +++++++Health Screenings+++++++



Join us in the School
Choice area for
Free Face Painting &
Cookies




Artifact 7.2 – (Online Survey for families from the event)

ID	Start time	How many students do you have enrolled at SDIRC?	What is something you hope our district will offer in the future?
1	10/9/21 9:50:42	2	Spanish language classes for elementary and middle.
2	10/9/21 9:57:28	1	
3	10/9/21 10:08:10	0	Babysitting cpr educational babysitting
4	10/9/21 10:12:05	2	
5	10/9/21 10:14:58	1	
6	10/9/21 10:17:49	X	Yes
7	10/9/21 10:17:54	1	Mort art classes
8	10/9/21 10:21:25	4	The options are amazing now!
9	10/9/21 10:30:22	1	
10	10/9/21 10:33:01	0	
11	10/9/21 10:34:19	Zero	Support
12	10/9/21 10:33:10	1	Lessons on how to use focus., and tracking students progress
13	10/9/21 10:34:48	2	
14	10/9/21 10:35:51	1	
15	10/9/21 10:37:01	8	
16	10/9/21 10:39:41	1	Project 10
17	10/9/21 10:40:27	3	
18	10/9/21 10:40:44	3	
19	10/9/21 10:42:19	3	More tutoring opportunities
20	10/9/21 10:44:33	1	No
21	10/9/21 10:50:29	2	

22	10/9/21 10:51:11	2	More family functions
23	10/9/21 10:57:22	0	More Kid Community Activities
24	10/9/21 10:18:37	1	More vpk options in the charter and magnet schools
25	10/9/21 11:35:46	0	
26	10/9/21 11:35:55	2	
27	10/9/21 11:39:19	0	Peggy Jones
28	10/9/21 11:39:32	0 I have a 2017 graduate.	We have a plethora of options.
29	10/9/21 11:42:36	1	
30	10/9/21 11:41:01	1	More sports in elementary school and better communication within school
31	10/9/21 12:19:28	1	Good information for my son
32	10/9/21 12:22:42	1	We would love to have more free tutoring for students.
33	10/9/21 12:23:01	0	More early education programs
34	10/9/21 12:23:39	1	Tutoring help for students
35	10/9/21 12:31:19	1	
36	10/9/21 12:31:29	None	More vocational choices
37	10/9/21 16:42:11	2	
38	10/9/21 16:42:17	1	
39	10/9/21 20:29:25	2	Teamwork

Artifact 7.3 – (Examples of School Theme in Phase 2: Implementation of School Improvement Plan)

Dodgertown Elementary

Data & Systems Review Organizer	
	
School Theme Phase 2: Full Implementation	
Data Findings In addition to the data findings mentioned in the "Academic" section of Phase 1, classroom walk through observations, lesson plans, and our initial STEAM Day observations (October 26, 2021) indicate that our current trajectory will not meet the levels of our end-of-year goals and expectations.	
Data Selection Rationale Our School Theme is STEAM and the Community Partnership School (CPS) model. We selected data that would allow us to monitor our progression towards our STEAM goals, while enlisting support from our CPS partners to ensure our path and level of work around STEAM will meet the level of end-of-year expectations. We will utilize our CPS partners to plan events that support our STEAM theme and support progression towards our STEAM Plan and STEAM rubric goals.	
High Yield Strategy Collaborative Planning	

Pelican Island Elementary

School Theme Phase 2: Full Implementation	
Data Findings Based on the SDIRC STEAM Designation Elementary School Rubric for the 2020-2021 school year, PIE earned 61% (11/18 points) in the Student Learning Experiences indicator, with an overall designation of silver. In addition, the current proficiency rate on 2020-2021 Florida Science State Assessment (FSSA) was 38%.	
Data Selection Rationale As related to our school theme, our focus will be the cross-curricular implementation of STEAM education through the lens of a school of environmental science.	
STEAM Vertical Plan K - Gardening 1st - Recycling 2nd - Human Impact (Local) 3rd - Environmental Economics 4th - Composting Recycling 5th - Human Impact (Global) VE: Communications - Butterfly Garden VE: Behavioral - Greenhouse Grade Level Partnerships: Kindergarten & 3rd Grade, 1st Grade & 4th Grade, 2nd Grade & 5th Grade, ESE classes (Inclusion) "With the ever-increasing complexity in the scientific world, providing a strong foundation through a conceptual understanding of scientific processes, crosscutting concepts, and disciplinary core ideas is essential to supporting learners' progression toward increasing levels of sophistication and application to innovative contexts and problems." (Hattie, Fisher, Frey, & Almarode, 2018)	
High Yield Strategy Engagement Strategies	

Oslo Middle School

School Theme Phase 2: Full Implementation	
Data Findings Although ELA Achievement rose by 2%, ELA learning gains decreased by 7 percentage points, and ELA Bottom Quartile Learning gains decreased by 6%. MATH achievement dropped 8%, Math Learning gains dropped 15%, and Math Bottom Quartile learning gains dropped 17%. Science Achievement dropped 3%. Social Studies Achievement Increased 3% MS Acceleration increased 7%	
Data Selection Rationale This data indicates a need for higher levels of engagement in multiple subject areas. Through Design Thinking Lesson planning and implementation, we will focus on increasing engagement and inquiry-based, student-centered classrooms. Using the design thinking process students will work collaboratively and critically to solve problems. Students will engage in inquiry cycles to develop a deeper understanding of the content. Using the design thinking process across content areas, students will increase the depth at which they proceed through the inquiry cycle. Each quarter, we will see an additional two classrooms using the LAUNCH cycle during instruction as we move toward future full-school implementation.	
High Yield Strategy Engagement Strategies	

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 (which requirements were not changed by the 1994 order) with respect to transportation, which mandates that (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. The Equity Committee shall be responsible for monitoring the School District's compliance with transportation requirements. The School Board shall ensure that information requested by the Equity Committee which is reasonably related to its responsibility for monitoring student assignments is timely made available to the Equity Committee through appropriate channels determined by the School Board. Data provided shall include numbers of students accessing bus transportation broken down by student groups. (Joint Plan at 7)

Action Steps
8.1 Continued to provide school transportation depot stops districtwide to schools of choice. <i>(J. Idlette)</i>
8.2 Continued to provide ongoing technical support/embedded professional development to school transportation professionals to provide positive, safe, and supportive school climates to students while using school transportation. <i>(J. Idlette)</i>
8.3 Utilized ZPass system to increase accuracy in student ridership accountability and reporting. <i>(J. Idlette)</i>
8.4 Continued providing depot stop locations to ensure equitable access to school bus transportation. <i>(J. Idlette)</i>
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 percentage of students utilizing school transportation depot stops are African American?• Has technical support/embedded professional development been provided to school transportation professionals to support the provision of positive student experiences related to school transportation?

Artifacts of Actions Taken: ZPass Quick Fact Sheet and Photos of the Department of Transportation at the SDIRC Choice and Community Extravaganza event.

Progress Update: Prior to the arrival of the current Superintendent, transportation barriers existed for students and families. Upon the arrival of the current Superintendent, the Director of Transportation established Depot Stops during the 2019 – 2020 academic year. The creation of Depot Stops addressed the dissatisfaction expressed by families regarding the length of time students were spending on the bus ride to and/or from school.

In response to additional barriers shared with the District by families, the District implemented School Choice transportation beginning in the 2020 – 2021 academic year. School Choice transportation allows for all students to truly choose specific programming that they are interested in at each level – elementary, middle, and high – with all bus stops currently serving as Depot Stops. Depot Stops allow families to take their child to the closest bus stop, as opposed to the previous process in which the parents would have to arrange transportation from the home location to the school of choice. Prior to the 2020 – 2021 academic year, students electing to enroll in a school outside of their zoned or “home” school had to attend with the understanding that families would need to provide transportation to and from the school. As of October 2021-2022, FL Student Ridership Survey, African American students represent 36.58% of all students transported for choice school selections.

As on December 1, 2021, Imagine Schools at South Vero and Indian River Charter High School do not provide school transportation.

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				
School	February 2020		February 2021	
	African American	White, Non-Hispanic	African American	White, Non-Hispanic
Alternative Center for Education	29.4% (15/51)	11.8% (6/51)	22.2% (6/27)	11.1% (3/27)
Beachland Elementary School	12.8% (62/485)	13.2% (64/485)	8.1% (42/518)	7.9% (41/518)
Citrus Elementary School	8.6% (62/718)	9.7% (70/718)	9.1% (63/691)	6.9% (48/691)
Dodgertown Elementary School	32.3% (140/434)	10.1% (44/434)	21.0% (97/461)	6.5% (30/461)
Fellsmere Elementary School	2.0% (12/592)	2.4% (14/592)	0.5% (3/575)	1.7% (10/575)
Gifford Middle School	17.4% (116/666)	29.4% (196/666)	12.8% (84/656)	22.3% (146/656)
Glendale Elementary School	10.2% (56/551)	11.1% (61/551)	5.4% (29/541)	9.1% (49/541)
Imagine Schools at South Vero	0% (0/877)	0.1% (1/877)	0% (0/859)	0% (0/859)
Indian River Academy	11.7% (53/452)	8.8% (40/452)	9.3% (42/454)	4.6% (21/454)
Indian River Charter High School	0% (0/687)	0.4% (3/687)	0% (0/711)	0% (0/711)
Liberty Magnet School	3.9% (21/541)	8.7% (47/541)	3.8% (20/521)	7.7% (44/521)
North County Charter School	4.9% (19/385)	11.7% (43/385)	4.0% (15/376)	9.8% (37/376)
Osceola Magnet School	4.7% (25/536)	2.4% (13/536)	2.5% (13/524)	1.7% (9/524)
Oslo Middle School	10.1% (94/929)	16.8% (156/929)	7.2% (65/908)	12.4% (113/908)
Pelican Island Elementary	9.7% (35/359)	6.7% (24/359)	7.3% (27/369)	6.5% (24/369)
Rosewood Magnet School	4.8% (26/547)	3.3% (18/547)	4.4% (23/526)	1.5% (8/526)
Sebastian Charter Jr. High	3.8% (10/265)	30.6% (81/265)	2.8% (8/283)	18.7% (53/283)
Sebastian Elementary School of the Arts	20.1% (81/402)	10.7% (43/402)	18.4% (61/331)	7.3% (24/331)
Sebastian River High School	8.7% (164/1891)	21% (397/1891)	7% (125/1895)	16.4% (310/1895)
Sebastian River Middle School	8.1% (75/921)	25.6% (235/921)	7.9% (68/857)	21.6% (185/857)
Storm Grove Middle School	10.1% (108/1068)	36.4% (389/1068)	6.8% (71/1044)	26.9% (281/1044)

St. Peter's Academy	27.3% (39/143)	4.2% (6/143)	24% (31/129)	0.8% (1/129)
Treasure Coast Elementary School	5.3% (36/678)	18.9% (128/678)	5.5% (37/675)	14.4% (97/675)
Vero Beach Elementary School	14.1% (87/619)	7.4% (46/619)	9.8% (59/600)	6.5% (39/600)
Vero Beach High School	11.7% (336/2870)	15.2% (435/2870)	7.4% (216/2917)	10.9% (319/2917)
Wabasso School	20.6% (14/68)	35.1% (24/68)	19.7% (12/61)	24.6% (15/61)

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.

Joint Plan Section VIII – Transportation Artifacts





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County #SDIRCStrongerTogether

Date:	December 10, 2021
Office/Departments(s):	Department of Transportation
Report generated by:	S. Bass, Deputy Superintendent J. Idlette, Director of Transportation
Action Step (please include the description provided in the District Progress Update Joint Plan):	<ul style="list-style-type: none">8.1 Continue to provide transportation depot stops district wide to schools of choice8.2 Continue to implement the ZPass system by Zonar to increase communication with parents regarding school transportation8.3 Participated in the SDIRC Choice and Community Extravaganza on October 9, 2021, though the availability of staff from the Department of Transportation to answer transportation-related questions form families8.4 Provided school bus transportation to families from three pickup/drop locations, so transportation was not a barrier for families who desired to attend the SDIRC Choice and Community Extravaganza.
Explanation of Evidence:	<ul style="list-style-type: none">8.1 (No evidence provided attached) School Transportation Depot Stops continue to be provided so that every child in the SDIRC has the opportunity to choose a school based on his /her interests as well as family preference. If a parent wishes to have his/her child attend a school of choice, transportation is provided through our Depot Photos of interactions with students and parents. 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 (no evidence provided)8.2 The ZPass system is being implemented during the 2021 – 2022 school year as a response to increase transparency for school bus transportation.8.3 The Department of Transportation participated in the SDIRC Choice and Community Extravaganza on October 8, 2021. Photos from the event are included as artifacts to illustrate how the setup allowed parents to directly ask transportation-related questions.8.4 School buses were provided from (1 bus) Fellsmere Elementary (Driver - Ms. Croteau), (2 buses) Sebastian River High School (Drivers: Ms. Jones & Ms. Edwards), and (2 buses) Gifford Youth Achievement Center (Drivers: Mr. Gonzalez & Mr. Szoyka), per requisition submitted in FOCUS.
Results of Action Taken:	All bus stop locations will continue to serve as depot stops for choice schools. As of October 2021-2022 FL Student Ridership Survey, African American students represent 36.58% of all students transported for choice school selections. These data will continue to be updated as student enroll in school choice schools. The ZPass program continues to be implemented for the 2021 – 2022 school year.

Reflection/Next Steps:

There will be continued monitoring of choice enrollment data and the Director of Transportation will continue to be open to feedback from all stakeholders to improve the current practices and processes in place.

Z PassTM

Student Ridership Visibility

RECORD

Time, date and location of entrance & exit

INCREASE

Child safety in case of emergency

ANSWER

Questions instantly and accurately

AUTOMATE

Medicaid reimbursement reporting



Smarter Student Transportation

Z Pass improves the safety and efficiency of pupil transportation with a patented RFID data collection process that provides instant ridership information to decision makers. With Z Pass, schools know the time, date and location of each entry and exit from the bus for real-time child search, child check and Medicaid reporting.

Ridership Tracking

Each student is issued a unique Z Pass RFID card. Upon entering or exiting the bus, the time, date and location is captured, securely transmitted and accessible via Zonar's Ground Traffic Control and the Z Pass[®] parent portal.

Z Pass helps reduce parent inquiries, increase safety and streamline Medicaid reimbursements.

Features and Capabilities

- RFID reader
- Passive RFID cards
- Z Pass+ parental portal
- Immediate data transmission
- Simple mounting system
- Low-power sleep mode
- Web-based reporting
- Special needs reimbursement
- 4.2" W x 4.2" L x 1.2" H
- Edison Award Winner



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Rev 10/28/15

POWERED BY ZONARTM

Artifact 8.3 – Photos of the Department of Transportation at the SDIRC Choice and Community Extravaganza event on October 9, 2021





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 (which requirements were not changed by the 1994 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. The Equity Committee shall be responsible for monitoring participation in extracurricular activities. The School Board shall ensure that information requested by the Equity Committee which is reasonably related to its responsibility for monitoring student participation is timely made available to the Equity Committee through appropriate channels determined by the School Board. Data provided shall include the number of participants in each activity by race. (Joint Plan at 8.)

Action Steps
9.1 Held African American Student Council meetings at secondary schools to continue to gather feedback related to their perceptions of their school experiences. ² (E. Seymour)
9.2 Implemented the Good Cause Committee to establish Eligibility Standards for Extracurricular Activities when students face undue hardship(s). ² (E. Seymour)
9.3 Finalized facility-use agreements through the Park Partners Program which is a new public-to-public partnership with Indian River County Parks and Recreation that will provide more opportunities to practice and compete at a regulated venue for students participating in lacrosse, baseball, soccer, and swimming. ^{2,3} (E. Seymour)
9.4 Continued the Champions List Program which lists all extracurricular activities at each school site on individual school and District websites as well as provides handouts at each school and community partners. ² (E. Seymour and C. Maddux)
9.5 Created and communicated clear and consistent data processes for inputting student participation in extracurricular activities within Focus Student Information System. ⁴ (K. Schafte)
9.6 Created comprehensive contact list of current or potential community partners or agencies with missions compatible with providing increased access to funding to participate in extracurricular activities/programming. (P. Kawi)
9.7 Emailed current and potential partners to communicate current extracurricular offerings and why more needs to be done to reach all students. (P. Kawi)
Staff Responsible
S. Bass, Deputy Superintendent E. Seymour, Assistant Superintendent of Student Affairs, Advocacy & Access C. Maddux, Public Information Officer P. Kawi, Coordinator of Parental and Community Involvement K. Schafte, Coordinator of Equity
Considerations for Monitoring Progress
<ul style="list-style-type: none"> What is the overall percentage of African American students participating in school-sponsored extracurricular activities? Has this percentage increased over time? Are there specific extracurricular activities for which racial/ethnic disparities in participation can be identified?

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

¹Ask school administrators to identify all extracurricular activities offered on the school campus.

²Establish resources and policies for equity with those activities.

Artifacts of Actions Taken: Draft of resource outlining extracurricular activities, informational materials to begin African American Student Council meetings at secondary school sites, information regarding the Park Partners Program, and Champions List resources.

Progress Update: African American Student Achievement Councils have been established at secondary schools began meeting during Quarter 1 to gather feedback from African American students on their perceptions and feedback related to their school experiences.

Growing evidence demonstrates the overall value of participation in organized activities for positive youth development, including fewer behavior problems, improved academic self-concept, and increased educational achievement. The Office of Student Affairs Advocacy and Access continues to monitor student participation in Extracurricular Activities through Focus. Pending review and approval from each school, a digital brochure will be placed on each school's website, and a dedicated page on our district website, for families to access information regarding extracurricular activities. Section 1006.15(2), Florida Statutes, defines extracurricular activities as "any school-authorized or education-related activity occurring during or outside the regular instructional school day."

Representation of Students Participating in Extracurricular Activities by Race – K - 12 Districtwide, Non-Charter Schools Retrieved January 2021; Source: Focus School Software								
	2017 - 2018	2018 - 2019	2019 - 2020		*2020 - 2021		2021 - 2022	
Race/Ethnicity	This data was not tracked systematically prior to the adoption of the 2019 – 2020 African American Achievement Plan.		Number	Percentage	Number	Percentage	Number	Percentage
African American			1904	20%	1348	18%	827	19.3%
White, Non-Hispanic			5491	58%	4160	55%	2530	59.1%
All Students			9535		7539		4283	

Joint Plan Section IX – Extracurricular Artifacts





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County #SDIRCStrongerTogether

Date:	December 17, 2021
Office/Department(s):	Office of Communications Office of Student Affairs, Advocacy, & Access
Report generated by:	E. Seymour, Assistant Superintendent of Student Affairs, Advocacy & Access C. Maddux, Public Information Officer P. Kawi, Coordinator of Parental and Community Involvement K. Schafte, Coordinator of Equity
Action Step (please include the description provided in the District Progress Update Joint Plan):	<p>9.1 Held African American Student Council meetings at secondary schools to continue to gather feedback related to their perceptions of their school experiences. <i>(E. Seymour)</i></p> <p>9.2 Implemented the Good Cause Committee to establish Eligibility Standards for Extracurricular Activities when students face undue hardship(s). <i>(E. Seymour)</i></p> <p>9.3 Finalized facility-use agreements through the Park Partners Program which is a new public-to-public partnership with Indian River County Parks and Recreation that will provide more opportunities to practice and compete at a regulated venue for students participating in lacrosse, baseball, soccer, and swimming. <i>(E. Seymour)</i></p> <p>9.4 Continued the CHAMPIONS List Program which lists all extracurricular activities at each school site on individual school and District websites as well as provides handouts at each school and community partners. <i>(E. Seymour and C. Maddux)</i></p> <p>9.5 Created and communicated clear and consistent data processes for inputting student participation in extracurricular activities within Focus Student Information System. <i>(K. Schafte)</i></p> <p>9.6 Created comprehensive contact list of current or potential community partners or agencies with missions compatible with providing increased access to funding to participate in extracurricular activities/programming. <i>(P. Kawi)</i></p> <p>9.7</p>
Explanation of Evidence:	<p>9.1 African American Student Councils have been established at all four (4) middle schools – Gifford, Oslo, Sebastian River Middle, and Storm Grove – and both high schools – Sebastian River High and Vero Beach. The activity sponsor(s) guide the meetings according to the need and schedules of their students.</p> <p>9.2 During the October 2021 – December 2021 timeframe, no students were referred to the Good Cause Committee for review.</p> <p>9.3 As of December 17, the articulation agreement between the SDIRC and Indian River County Parks and Recreation is matriculating through the proper review according to provisions established by Risk Management.</p> <p>9.4 The Office of Communications designed publications reflective of the extracurricular activities offered at each school location. The CHAMPIONS list will support schools in the expectation to list extracurricular activities on each school's</p>

publicly, accessible website, and make handouts available on campuses as well as at the local community partnership program.

9.5 In accordance with Strategy AAA Plan 3.1, all schools are expected to “Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools. A screenshot of the data table is included as an artifact. Additionally, each school locations’ quarterly monitoring of the African American Achievement Plan is accessible by visiting: <https://indianriver.instructure.com/courses/103312>.

9.6 Comprehensive community partner contact list utilized to communicate with, provide extracurricular offerings, partner in workshops, and invite our community partners to participate in SDIRC parent engagement activity to further the district AAAP and Strategic Plan 2025 Goals.

9.7

Results of Action Taken:

The Office of Communications and Student Affairs, Advocacy, and Access collaborated on the creation of a comprehensive document – entitled the CHAMPIONS List – to outline all available extracurricular activities offered at each location. Section 1006.15(2), Florida Statutes, defines extracurricular activities as “any school-authorized or education-related activity occurring during or outside the regular instructional school day.”

The Office of Student Affairs, Advocacy, and Access has streamlined the reporting of student participation in extracurriculars within Focus. The expectation for school administrators to maintain accurate records of student participation in extracurriculars allows for utilization of the student information system for real-time data reporting by location, extracurricular, and race.

In collaboration with multiple SDIRC departments, a comprehensive contact list for current, and potential community partners was developed to expand the district’s opportunities and resources for our families and students to engage, achieve academically, and thrive in personal wellness.

Reflection/Next Steps:

The SDIRC will distribute the CHAMPIONS List brochure with schools for access, as well as display the brochures at the District Office. A plan will be developed to house a comprehensive, digital CHAMPIONS List publication on the publicly available website.

The Office of Student Affairs, Advocacy, and Access will continue reviewing data aligned to the strategies of the African American Achievement plan on a quarterly basis for school-based monitoring, charter school monitoring, and district monitoring. Working within SDIRC and the community to create a comprehensive, up-to-date contact list for current and potential community partners has supported the Office of Student Affairs, Advocacy, and Access and the district goals of increased parent workshop and engagement opportunities, as well as brought needed resources and activity to enhance our programming. The contact list is a living, breathing document that will be kept current and used to continue to partner in ways that support the district mission.

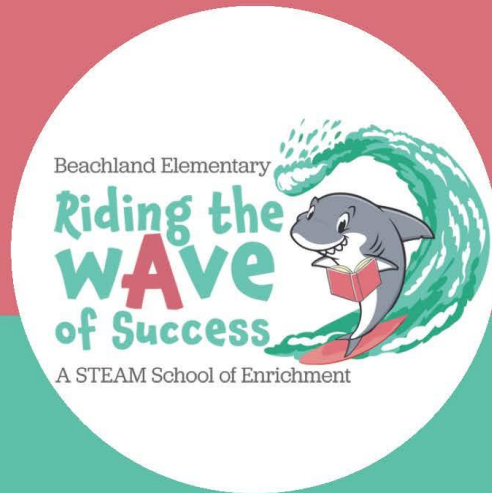
Artifact 9.1 – (Example Agenda from Sebastian River Middle School’s African American Student Council Meeting)

Evidence Upload for SRMS - 2nd Q

Agenda
SRMS African American Student Advisory Council
Tuesday – November 16, 2021

- I. Introductions & Welcome
- II. Improving Teacher/Student Interactions (how)
- III. Morning Announcements
 - a. Moment of Silence
 - i. stand or sit (to pray or meditate)
- IV. Topics you would like to discuss at future:
 - a. What do you think would motivate Black students to increase their ELA, Math, and Reading scores on i-Ready, FSA, progress reports, and report cards.

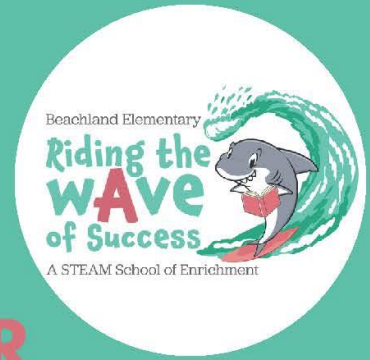
School District of Indian River County



EXTRACURRICULAR PROGRAMS GUIDE

Beachland Elementary School
2021-2022 Edition





BES EXTRACURRICULAR PROGRAMS

Art Club:

Participate in art club before school or during extended day to explore different methods to design and create.

Shark Singers (Chorus):

Students sing and participate in school and community events outside of the regular school day.

Chess Club:

Learn how to play chess or master already learned skills with a Grand Master chess player.

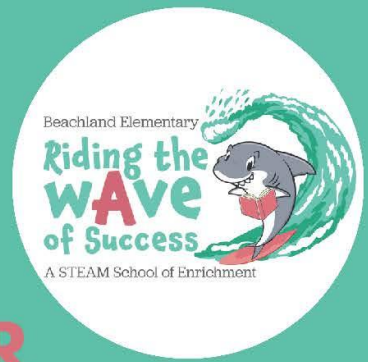
Gardening:

Students learn about hydroponic gardening, sustaining gardening beds, and learning about planting, maintaining and caring for plants as well as the impact to our community.



Student Council:

The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out school activities and service projects. In addition to planning events that contribute to school spirit and community welfare, the student council is the voice of the student body.



BES EXTRACURRICULAR PROGRAMS

Safety Patrol:

5th grade student leadership opportunity to assist with a safe and welcoming environment for all students.

Science Olympiad:

Science Olympiad allows students to compete in events pertaining to various scientific disciplines, including earth science, biology, chemistry, physics, and engineering.

Sailing:

Partnering with Youth Sailing Foundation, fourth and fifth grade students have the opportunity to sail once a week.

Girls on the Run:

Girls on the Run is an evidence-based, physical activity-based program for girls in grades 3-5. During the program, girls learn specific skills and strategies such as how to manage emotions, help others, make intentional decisions, and resolve conflict.

Moonshot Academy:

Through our partnership with the Learning Alliance, Moonshot is an after-school reading tutoring program.

Track:

Engage in the sport of running, conditioning, and competing at the annual elementary track meet.

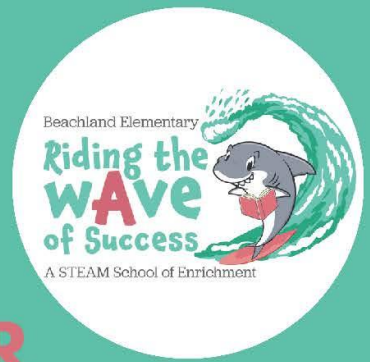
Book Battle:

Read books to demonstrate abilities and test knowledge with peers.

Academic Games:

Students to compete in academic challenges across different subject areas with other school teams.





BES EXTRACURRICULAR PROGRAMS

Go Sharks!

Vex Kits:

Robotics program to encourages creativity, problem-solving, and teamwork.

Science Fair:

Additional time for students to conduct experiments and create science fair boards for the annual district science fair.

Riding the
Wave of
Success

DTE Extra Curricular



Racine, Kristen

To: Schafte, Kyra

Cc: Seymour, Eric; Vernetta, Aretha

You replied to this message on 10/14/2021 8:33 AM.

If there are problems with how this message is displayed, click here to view it in a web browser.



Reply Reply All Forward

Wed 10/13/2021 5:50 PM

Good evening,

Please find our completed spreadsheet attached.

Thank you,

*Wishing You Well,
Kristen S. Racine*

Assistant Principal

Dodgertown Elementary

4350 43rd Ave

Vero Beach, FL 32967

772.564.4102

Home of the Little Dodgers

Bring Your A Game

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

RE: Program Guides



Maddux, Cristen

To: Schafte, Kyra

Reply Reply All Forward

Tue 1/11/2022 2:23 PM

Dr. Schafte,

Thank you for following up with me. We are looking forward to supporting this effort throughout the district. Please let us know what we can do as we move into the CHAMPION Guide distribution process.

Thank you,

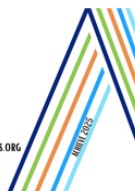


CRISTEN MADDUX

PUBLIC INFORMATION OFFICER

(772) 564- 5527


CRISTEN.MADDUX@INDIANRIVERSCHOOLS.ORG



SCHOOL DISTRICT OF INDIAN RIVER COUNTY

6500 57TH ST. VERO BEACH. 32967

Artifact 9.5 – (Screenshots of school data for Strategy AAA Plan 3.1 within the African American Achievement Plan Platform)

☐  Sebastian Elementary School of the Arts


Quarter 2

12/13/2021

L. Whitfield-Hart

[Strategy 1.1](#) [Strategy 1.2](#) [Strategy 1.3](#) [Strategy 1.4](#) [Strategy 2.1](#) [Strategy 2.2](#) [Strategy 2.3](#) [Strategy 2.4](#) [Strategy 3.1](#) [Strategy 4.3](#)

[Quarter 2 Evidence Upload](#)



Strategy AAAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.

[Directions - How to Mass Add Log Records](#)

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 12/13/2021


Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
22	104	21 %

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:

In our cheering program we have 22 of our 104 African American Students in Cheering. This equates to 21% of our African American Population participating in cheering.

However, when we break this down further we see that we currently have a total of 49 African American Females and 22 of those AA females participate in Cheerleading. Which means that 45 % of our African American Females are participating in cheering.

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):

☐  Storm Grove Middle School


Quarter 2

1/3/2022

AB

[Strategy 1.1](#) [Strategy 1.2](#) [Strategy 1.3](#) [Strategy 1.4](#) [Strategy 2.1](#) [Strategy 2.2](#) [Strategy 2.3](#) [Strategy 2.4](#) [Strategy 3.1](#) [Strategy 4.3](#)

[Quarter 2 Evidence Upload](#)



Strategy AAAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.

[Directions - How to Mass Add Log Records](#)

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:

Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
40	129	31 %

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:

Tryouts are announced in the morning and at lunch with the times and locations.

The availability for support for fees/equipment is announced during pre season announcements and during all lunches.

Teachers are reminded to look out for and refer to administration students who might want to try out but mention in class or to a friend that the expense is too great.

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels): 13

Vero Beach High School


Quarter 2

12/10/2021

Shawn O'Keefe

[Strategy 1.1](#)
[Strategy 1.2](#)
[Strategy 1.3](#)
[Strategy 1.4](#)
[Strategy 2.1](#)
[Strategy 2.2](#)
[Strategy 2.3](#)
[Strategy 2.4](#)
[Strategy 3.1](#)
[Strategy 4.3](#)

[Quarter 2 Evidence Upload](#)



Strategy AAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.

[Directions - How to Mass Add Log Records](#)

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 12/10/2021

Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
210	618	34 %

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:

VBHS has two days of "CLUB RUSH" where all clubs set up booths during lunch and the club sponsors share the vision and mission of the club, club meeting dates and times. Students can ask questions and sign up if they would like to join.

Sports recruitment is shared during daily announcements. Coaches put up flyers around campus to notify students of important dates and times of tryouts.

Daily announcements are added to a PPT slideshow played in the cafeteria during all lunches for students.

The front office has informational flyers available for all parents with a list of sports by season and the coaches information for contact.

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels): 5

Artifact 9.6 – (Redacted Community Partner Contact Information)

Community Partner Contact List						
Agency	Title/Position	Last Name	First Name	Email Address	Phone #	Address
Ballet Vero Beach	Artistic Director/CEO	Schnell	Adam			
Bg Brothers Big Sisters	Program Coordinator (Theresa Lacey)	Embrick	Olivia			
Bg Brothers Big Sisters	BBBS Reads	Taylor	Samantha			
Bg Brothers Big Sisters	Rt. Pierce Office	Hawley	Debbie			
Boys & Girls Clubs of Indian River	Family Engagement Specialist	Ryall	Christine			
Boys & Girls Clubs of Indian River	Executive Director	Thomason	Elizabeth			
Boys & Girls Clubs of Indian River	Director of Operations- Ms. Thomason requests to bring	Lindiger	Laura			
Child Care Resources of IRC	Director/Program Services and Outreach	Cheskie	Monica			
Childcare Resources of IRC	Enrollment & Tuition and Sr. Administrative Assistant	Carlisle	Crystal			
Children's Home Society/Community Partnership School	Director	Miller	Gerrod			
Communities Conneced for Kids	IR County Director	Toole	Caryn			
Crossover Mission	Executive Assistant	Butcher	Marley			
Crossover Mission	Executive Director	DeSchauwer	Satherine			
Crossover Mission	Direct or of Education	Hanley	Kim or Ryan will attend			
Crossover Mission	Co-Founder and CEO	Jennings	Antone			
DASIE Hope Center	Assistant Director	Wright	Kimberly			
Education Foundation of Indian River County	Executive Director	Herron	Douglas			
ELC Environmental Learning Center	Executive Director	Kord	Barbara Schlatt			
FAU CARD (Center for Autism and Related Disabilities)	Director	Quinn-Lummy	Maryellen			
FAU CARD (Center for Autism and Related Disabilities)	Clinical Support Specialist assigned to SDIRC	Bertaux	Luann			
FIN (Florida Inclusion Network)	Consultant	Perman	Erin			
Gifford Youth Achievement Center, Inc	Youth Program Director	Webb	Curtis			
Gifford Youth Achievement Center, Inc	Director of Public-Relations & Facilities Operations	Woolfolk	Nedra			
Gifford Youth Achievement Center, Inc	Executive Assistant	Pearce	Barbara			
Gifford Youth Achievement Center, Inc	Executive Director	Perry	Angelia			
Gifford Youth Orchestra		Bujol	Crystal			
Gifford Youth Orchestra	Program Coordinator	Scott	Linda			
Girl Scouts of Southeast Florida	Community Manager	Skarie	Kristin			
Hart and Soul Foundation	Founder and CEO	Hart	Donald			
Hibiscus Children's Center (Willage) IRC						
Indian River County Sheriff's Office Law Enforcement Explorer Program, Post 556		Smith	Roderick			
Indian River 4-H	Program Assistant	Zugay	Olivia			
Indian River 4-H						
Indian River 4-H						
Indian River Community Foundation	President and CEO	Pickering	Pickering			
Brooke Sauserman <Brooke@communityfoundation.org>		Sauserman	Brooke			
IRC Retired Educators & Support Staff & Pelican Island Audubon Society	President/Board Member	Swanson	Bonnie			
		Swanson	Alfred			
Jackie Robinson Sports Complex	Managing Director	Madrigal	Rachelle			
Laporte Farms	Owner	LShorte	Laura			
Literacy Services of Indian River County	Executive Director	Schmitt	Jessica			
Mental Health Association	Chief Executive Officer	Cromer	Philip			
Mental Health Association	Chief Operating Officer	Guzenski	Angela			
Mental Health Association		Wagner	Amy			
Miss B's Learning Bees		Bullard	Lakova			
OCF Community Outreach	Founder/CEO	Anderson	Constance			
OCF Community Outreach		Peterson	Bishop Dr. Orville			
One Caring Adult, Inc	Chief Executive Officer	Morris	Crystal			
QuitDoc Foundation	Project Director	Savore	Kyleigh			
Retired Educators & Support Staff Association	Vice President	Dillon	Deborah			
Rise Center IRC	Owner	Kelley	Rowe			
SAFIR Substance Abuse Awareness Center	Executive Director	Maynard-Lester	Carrie			
SAFIR Coalition	Director	Buldo	Michelle			
Sebastian River Rowing	Head Coach	Lange	Tom			
Special Equestrians of the Treasure Coast		Penly	Vickie			
Sunrise Rotary Club VB	Literacy Chairperson Scholarship and Youth Services	Ward	Cheryl			
Sunrise Rotary Club VB		Poland	Ernie			
Sunrise Rotary Club VB	President	Lewis	Marty			
Sunrise Rotary Club VB	President Elect	O'Donnell	Pam			
Sunrise Rotary Club VB		Steinkraus	Christine			
Sunrise Rotary Club VB		Avery	Debbie			
Sunrise Rotary Club VB		McCabe	Bob			
Sunrise Rotary Club VB		Cookley	Joe			
The Learning Alliance	Educational Consultant and Teaching Artist	Asensieux	Debby			
The Learning Alliance	CEO and Co-Founder	Hammond	Barbara			
The Learning Alliance	Director of Professional Development and Co-founder	Remington	Liz			
The Learning Alliance		Adams (McDonough?)	Fran			
The Learning Alliance	Director of Marketing and Community Outreach	O'Brien	Marie			
The Learning Alliance	Arts/Literacy Educator and Manager of The Reading Rocket	Lyons	Bridget			
The Learning Alliance	Chairman of the Board and Founder	Oglethorpe	Ray (Raymond?)			
The Salvation Army	Volunteer & Special Events Coordinator	Soethe	Tracey			
The Young Journalist	Chairman	Hardy	Thomas			
The Young Journalist		Brown	Bonnie			
Treasure Coast Community Health	CEO	Soulé	Vicki			
Treasure Coast Community Health	Director of Operations	Helmyer	Steve			
Treasure Coast Girls Coalition	vero	Edwards	Shala			
Tyler's and Teens			Andrea			
United Against Poverty	Executive Director	Tanner	Matt			
United Against Poverty	Matt Tanner invitee from UP	?	?			
United Way of IRC	United Way of IRC	Beneara	Stacy			
United Way of IRC	United Way of IRC	Bruckner	Nate			
United Way of IRC	Chief Executive Officer	Scan	Meredith			
Vero Beach Outlets	Marketing Coordinator	Higier	Beth			
Vero Beach Rowing	Vero Beach Rowing	Lajore	Shotsi			
Vero Beach Rowing, Inc	Rowing Coach/ Community Program Coordinator	Sanchez	Julio			
Winners Walk Tall		Johnson	Edward			
Youth Guidance Mentoring	Executive Director	Barnes (Edcomb)	Phil (Andrew)			
NAACP		Brown	Tony			
NAACP		Jacqueline	Warrior			
Team Success Enterprises INC.	President	Marsh	Michael			
Exchange Club of Sebastian FL	President	Kahn	Arlene			
		Rhodeback	Jonathan			
Per Mr. Hart handing out flyer invitations to Edwin Offutt, who provided emails to send invite to the following Councilman:						
Indian River County District 4	Councilman	O'Bryan	Peter D.			
I.A.C.T. Fellsmere		Brown	Annie Mae			
Florida Department of Health	Community Health Improvement Manager	Steinwald	Mary Catherine (Molly)			
ORC Services, Inc.	President	Ogilvie	Adam			
Fellsmere Police Department	Police Chief	Touchberry	Keith			
Fellsmere Police Department	Lieutenant	Newson	Scott			
Vero Beach Rotary Club	President	Angelone	Opey			
Vero Beach Rotary Club	President Elect	Corklin	Jason			
Vero Beach Rotary Club	Secretary	Bradley	Brenda			
Indian River County Sheriff's Office	Deputy Chief	Thomson	Mia			
Indian River County Sheriff's Office	Sheriff	Flowers	Eric			
Sebastian Police Department	Chief	Acosta	Daniel			
Sebastian Police Department	Deputy Chief	Wet	Greg			
Sebastian Police Department	Operations Captain	Wood	Timothy			
Sebastian Police Department	Criminal Investigations- Lieutenant	Sawicki	Constance			
Sebastian Police Department	Support Lieutenant	Vallades	Robert			
Vero Beach Police Department	Chief	Currey	David			
Vero Beach Police Department	Captain	Monsao	Matthew			
Vero Beach Police Department	Master Police Officer	Rivers	Daniel			
Vero Beach Police Department	Community Services	Pederson	Lt. John			
Vero Beach Police Department	Detective Division	Roberts	Lt. Chris			
MPF Kids	President	Fish	Tom			
MPF Kids	Executive Director	Fish	Sally			
MPF Kids	Executive Director	Southerly	Lynn			
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