

# School District of Indian River County



## 2018 Joint Plan

District Progress Update –

[Action Steps and Data](#)

January 2022 – March 2022

**Joint Plan**  
**District Progress Update – Action Steps and Data**  
**January 2022 – March 2022**



**Table of Contents**

Introduction .....	3
Joint Plan Section II – Mentoring of New Teachers and Instructional Staff .....	4
Joint Plan Section III – Strategies for Recruitment of African American Teachers .....	13
Joint Plan Section IV – Representation of African American Teachers and Instructional Staff .....	23
Joint Plan Section V – Partial Unitary Status and Continued Plan Supervision .....	28
Joint Plan Section VI – African American Student Achievement / Resource Allocation .....	29
Joint Plan Section VII – Student Assignments .....	48
Joint Plan Section VIII – Transportation .....	56
Joint Plan Section IX – Extracurricular .....	62

## Introduction

The provided data sets are inclusive of the October 2021 through March 2022 reporting window, as well as historical metrics dating back to the 2017 – 2018 academic year. The selection of the 2017 – 2018 academic year provides baseline data to appropriately assess the District’s progress with the required goals in accordance with the Joint Plan for the Achievement of Unitary Status in the matter styled *Sharpton, et al. v. School Board of Indian River County, FL*, No. 1:64-cv-00721 (S.D. Fla.).

On January 4, 2022, the Florida Department of Education released the 2020 – 2021 high school graduation rates. The information that was released can be found at the following link: <https://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml>. The District’s students, staff, and administrators have worked very hard to realize these accomplishments despite the numerous challenges faced during the 2020-2021 academic year. For the 2020-2021 academic year, the District achieved a 95% graduation rate, improving from a rate of 93.4% for the 2019-2020 school year. The District has significantly improved our graduation ranking over time when compared to Florida's 66 other districts, from 21st in 2018-2019 and 7th in 2019-2020 to 5th for the 2020-2021 school year. The District is now in the top 5 Florida districts for high school graduation rates, and has outperformed the state graduation rate for the 11th year in a row. Specifically, 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%,

With regard to graduation rates by race and ethnicity, for the 2020-2021 academic year the district achieved the following graduation rates and state rankings: African American - 93.3%/Ranking 8th; Hispanic - 96.9%/Ranking 5th; White - 94.7%/Ranking 8th. Notably, our graduation rate for African American students has increased by 13.3 percentage points since the 2016-2017 school year, with the District’s state ranking for graduation rate for African American students increasing from 20th in 2019-2020 to 8th in 2020-2021. Additionally, our state ranking with regard to the Black-White graduation gap has moved from a state ranking of 42nd in 2019-2020 to 22nd in 2020-2021, an increase of 20 state rankings.

<b>Graduation Rates</b> Retrieved 05/05/21; Source: FLDOE EdStats, African American Achievement Plan Monthly Progress Monitoring Retrieved 01/06/22; Source: FLDOE EdStats				
Race/Ethnicity	2017 – 2018	2018 – 2019	2019 – 2020	2021 - 2022
African American	82% (29 of 63) (167/204)	81% (37 of 65) (162/201)	90% (20 of 63) (199/221)	93.3% (8 of 61) (166/178)
White, Non-Hispanic	96% (4 of 67) (723/755)	92% (19 of 67) (698/761)	95% (7 of 67) (655/689)	94.7% (8 of 65) (694/733)
District Gap (% pts)	14	11	5	1.4%
State Gap (% pts)	8	8	5	4.7
Graduation Gap State Ranking	55	51	42	22

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

The District will continue its plan and practice of welcoming and providing a supportive professional environment for all 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 in the program. The program is coordinated by the district level Professional Development (“PD”) Specialists. Additionally, each school will have a PD Council [“PDC”] 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].

		<b>Action Steps Implemented</b>	<b>Ongoing and Next Steps for Implementation</b>
<i>II (A)</i>	<i>The District will continue its plan and practice of welcoming and providing a supportive professional environment for all its employees, including African American employees of the School District and its schools.</i>	<p>The District’s new teacher induction program - Strengthening Teachers to Achieve Results and Relationships (STARR) was established in 2017 and continues to be implemented according to processes outlined in the STARR manual which is available on the <a href="#">Department of Educator Quality’s publicly accessible website</a>.</p> <p>The Department of Educator Quality created and electronically shared the STARR manual with all school-based administrators on Monday, July 26, 2021.</p>	<p>The Department of Educator Quality will continue to collaborate with the Departments of Human Resources and Recruitment and Retention to publicize information regarding the STARR induction program to prospective teacher candidates (see additional narrative in Section III). The Department of Educator Quality will continue to refine the program to ensure the needs of all new teachers are being met.</p>
<i>II (B)</i>	<i>The current new teacher mentoring program is discussed during the new teacher orientation conference, which new teachers attend.</i>	<p>The STARR induction program was discussed during the new teacher orientation conference on July 27-29<sup>th</sup>, 2021 held at Sebastian River High School. New hires were invited to attend this orientation in a variety of ways: (1) Educator Quality and Human Resources provided a flyer directly to all new hires as an invitation; (2) Social media promotion through the SDIRC publicly accessible website, Facebook, and Twitter accounts; and (3) Hiring principals verbally communicated and shared the invitation/flyer with their new staff via a face-to-</p>	<p>The STARR induction program was discussed during the mid-year new teacher orientation conference on January 4, 2022, held at Gifford Middle School.</p> <p>Educator Quality will continue to work with the Department of Human Resources and hiring principals to ensure each new teacher is aware of the STARR Induction Program.</p>

		face visit or email communication. All instructional staff who were in years one through three of their teaching career were automatically enrolled in the STARR Mentoring Program.	
II (C)	<i>All teachers who are in years one through three of their teaching career in Indian River are automatically enrolled in the program.</i>	<p>The PD Specialists in Educator Quality review the School District of Indian River County’s Board Agenda every two weeks. From the list of personnel recommendations brought before the Board, STARR Administrators promptly receive an email from the Department of Educator Quality requesting specific information:</p> <ol style="list-style-type: none"> <li>1. Years of experience the new employee currently has (not including substitute or student teaching);</li> <li>2. Ethnicity of new hire; and</li> <li>3. STARR Administrators respond to the Department of Educator Quality, the data is kept in a spreadsheet, and the school notifies both the mentor and mentee of the pairing.</li> </ol>	<p>The PD Specialists in Educator Quality continue to review the School District of Indian River County’s Board Agenda every two weeks. From the list of personnel recommendations brought before the Board, STARR Administrators promptly receive an email from the Department of Educator Quality requesting specific information:</p> <ol style="list-style-type: none"> <li>1. Years of experience the new employee currently has (not including substitute or student teaching);</li> <li>2. Ethnicity of new hire; and</li> <li>3. STARR Administrators respond to the Department of Educator Quality, the data is kept in a spreadsheet, and the school notifies both the mentor and mentee of the pairing.</li> </ol>
II (D)	<i>The program is coordinated by the district level Professional Development (“PD”) Specialists.</i>	<p>As a subset of the Department of Educator Quality, two District PD Specialists support the new teachers, also known as mentees, as well as the mentors and each school-based PDC Representative. One District PD Specialist supports: Wabasso, Indian River Academy, Osceola Magnet, Citrus Elementary, Vero Beach Elementary, Glendale Elementary, Beachland Elementary, Rosewood Magnet, Oslo Middle, Gifford Middle, and Vero Beach High School. The other District PD Specialist supports: Dodgertown Elementary, Sebastian Elementary, Pelican Island Elementary, Liberty Magnet, Fellsmere Elementary, Treasure Coast</p>	<p>The two District PD Specialists continue to support new teachers based on quarterly survey results and targeted feedback based on classroom observations.</p>

		Elementary, Sebastian River Middle, Storm Grove Middle, Alternative Center for Education, and Sebastian River High School.	
II (E)	<i>Additionally, each school will have a PD Council ["PDC"] 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.</i>	PDC Representatives are the liaisons between each school and the Department of Educator Quality. PDC Representatives assist the STARR Administrator with the school-based STARR monthly meetings. Many of the PDC Representatives serve as mentors as well.	PDC Representatives often receive email communications from the Department of Educator Quality when district wide PD is offered. The PDC Representatives will continue to distribute the information to new and veteran teachers alike.
II (F)	<i>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.</i>	<p>First-year teachers were provided monthly face-to-face PD from their school-based administrator and PDC Representative. The District PD Specialists also attend the monthly PD to provide targeted support.</p> <p>First-year teachers were provided with quarterly PD from the Educator Quality Department via Microsoft Teams. On Monday, September 13, 2021, teachers were provided professional development on building relationships with students and colleagues, with time dedicated for teacher teachers to collaborate/network with one another. Four teachers attended this session. This topic was selected because forming appropriate and professional relationships with students and colleagues is the backbone of effective teaching. On Monday, December 6, 2021, one teacher attended the session on organization and time management. This topic was selected based on survey results from the second quarter. On February 7, 2022, teachers were provided professional development on engagement strategies to use in the classroom. This PD need was determined based on the third quarter needs assessment survey.</p>	<p>The District PD Specialist sent the quarterly new teacher needs assessment survey and will continue to electronically send a quarterly 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.</p> <p>District PD Specialists will continue to embrace a data-driven lens by tailoring the mentoring program to meet the academic and emotional needs of mentees through the building of professional relationships and results gleaned from quarterly surveys. Each quarterly survey will provide the avenue to obtain valuable information from the new teacher regarding his/her/their strengths, weaknesses, and needs. The survey will be distributed via an email communication with a Microsoft Forms link to the quarterly survey. Reminder emails will be distributed during a 7–10-day survey period to encourage survey completion. This survey will be distributed in the first week of each new quarter.</p> <p>For surveys not returned electronically, the Department of Educator Quality will enlist the</p>

		<p>Second- and Third-Year teachers were provided monthly PD via Microsoft Teams. Topics included building relationships with students and colleagues, ESOL strategies, and the Marzano Evaluation System. On August 19, 2021, the topic was building relationships with students and colleagues. On September 21, 2021, teachers were given professional development on strategies for working with ESOL students. On October 25, 2021, no teachers attended; however, the Marzano Evaluation System was on the agenda. The November 16, 2021 PD session was focused on ESOL strategies, with zero teachers electing to attend. December 14, 2021 was an open meeting where teachers could come with their celebrations, concerns, and questions. Two teachers attended this session. One teacher came with classroom management concerns and the other teacher wanted to discuss her alternative certification requirements. January's session was cancelled due to the rise of COVID-19 cases in the county. On</p> <p>All new teachers (years one through three) were provided with the opportunity to participate in a book study based on classroom management. Managing a classroom is one of the biggest challenges for a newer teacher. This was also a concern many teachers expressed on their first quarter survey. Harry Wong is a leading researcher in this area, so we were able to obtain copies of the book, <i>The First Days of School</i>. This was an optional professional development series consisting of seven sessions via Teams. Four teachers regularly came to the book study online.</p>	<p>mentors of new, African American teachers in individually asking survey questions to their mentees during mentorship meetings to gather feedback. Mentors will be given the questions from the survey to ask the new teacher, and the new teacher and mentor will discuss the responses. Teachers will be asked to include their responses in their Mentor Log.</p> <p>The District PD Specialists will continue to conduct classroom observations and provide feedback to new, African American teachers. Based on need, a coaching cycle, additional collaborative planning support, FTCE studying assistance, shoulder coaching, or classroom visits to effective veteran teachers are some of the additional supports provided, if needed or requested.</p> <p>A PD session for Second and Third-Year teachers is planned for Monday, February 22, 2022. The session will be focused on engagement strategies in the classroom and how that can lead to not only higher student achievement but less classroom disruptions. All monthly sessions are based on the new teacher needs assessment survey, classroom observations from the PD Specialists, or by teacher recommendation in a prior session. The Department of Educator Quality continues to provide tailored professional development for new teachers based on identified needs observed during classroom visits.</p> <p>The Department of Educator quality will seek to increase the diversity of mentors and staff providing coaching support as part of the STARR</p>
--	--	--	--

		<p>Mentors were provided quarterly support via Microsoft Teams. The August 24, 2021 session included a review of Clinical Educator skills (growth mindset, time management, collecting non-evaluative data and providing feedback, and collaborative planning) and mentoring responsibilities. Sixteen teachers were in attendance. The November 21, 2021 session provided mentors training on cultural competence through Motivational Interviewing. The Department of Educator Quality collaborated with Tykes and Teens for this professional learning session. Four teachers participated in this session.</p> <p>The PD Specialists electronically sent quarterly surveys to all African American teachers participating in the STARR program to gather feedback on their needs and experiences in order to tailor to provided level of supports provided by the District PD Specialists and Mentors.</p> <p>For surveys not returned electronically, the PD Specialists enlisted mentors of new, African American teachers with the request to individually asking the survey questions to their mentees during mentorship meetings to gather feedback.</p> <p>The Department of Educator Quality reviewed survey feedback from mentees as a PD Specialist Team and provided a summary of observations and any needed recommendations to mentors. This feedback also drove monthly meetings with</p>	<p>Mentoring program. Additionally, in accordance with F.S. 1004.04, those interested in becoming a mentor or hosting a college/university student, are also required to complete Clinical Educator training. Instituted by the Florida Department of Education, (updated in 2016) this requirement impacts the program as prospective mentors must commit to 14 classroom hours of Clinical Educator training. School-based administrators recommend their teachers for this training. The Department of Educator Quality provides oversight to ensure that school-based administrators recommend teachers based on the State’s requirements (Effective or highly effective evaluations, at least four years of teaching experience, and administrative recommendation) and a willingness to support new/developing teachers.</p> <p>The Department of Educator Quality will continue to collaborate with Tykes &amp; Teens to develop a training for mentors in trauma-informed practices.</p>
--	--	--	--

		<p>2<sup>nd</sup> and 3<sup>rd</sup> year teachers as well as quarterly meetings with first year teachers.</p> <p>The District PD Specialists conducted classroom observations and provided feedback to new African American teachers. For those instructional staff who needed additional support, PD Specialists provided shoulder coaching and classroom visitations to effective veteran teachers as a means to support developing teachers.</p>	
--	--	--	--

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 02/07/22, Source: Department of Educator Quality									
	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	October 2021	November 2021	December 2021	January 2022	February 2022
African American Teachers Retained (#)/African American Teachers Participating (#)	<i>This data was not tracked systematically prior to the 2018 - 2019 school year.</i>	17/21	18/19	33/34	34/34	31/34	34/37	34/37	34/37
African American Teachers Retained (%)		81%	95%	97%	100% (34/34)	91.2% (31 + 3 terminations/34)	91.9% (34 + 3 terminations/37)	91.9% (34 + 3 terminations/37)	91.9% (34 + 3 terminations/37)
Overall Teacher Retention Rate (%)		92%	90%	93%	99%	98%	97%	99%	100%

\*Note: Terminations or causes for dismissal for the following instances are not included in District reporting of retention rate - immortality, misconduct in office, gross insubordination, willful neglect of duty, or being convicted or found guilty of, or entering a plea of guilty to, regardless of adjudication of guilt, any crime involving moral turpitude. Counts will remain transparent to include terminations; however, the calculated percentage to measure the impact of a mentoring program will not include terminated instructional employees as these personal behaviors are not reflective of the success of the district's induction program.

**2021 – 2022 District PD Specialist School Support Assignments**

Source: Department of Educator Quality

District PD Specialist A		District PD Specialist B	
Elementary Schools	Alternative and Secondary Schools	Elementary Schools	Alternative and Secondary Schools
Beachland Elementary Citrus Elementary Glendale Elementary Indian River Academy Osceola Magnet Rosewood Magnet Vero Beach Elementary	Gifford Middle Oslo Middle Vero Beach High Wabasso School	Dodgertown Elementary Fellsmere Elementary Liberty Magnet Pelican Island Elementary Sebastian Elementary Treasure Coast Elementary	Alternative Center for Education Sebastian River High Sebastian River Middle Storm Grove Middle

**October 2021 – March 2022 District PD Specialist “A” School Support Log**

Source: Department of Educator Quality

Date	Time	Location	Purpose
10/5/2021	3:00-5:00 pm	Beachland	New Teacher Support
10/6/2021	8:00-8:45	Beachland	5 <sup>th</sup> Grade Collaborative Planning with new teacher
10/6/2021	2:15-3:00	Vero Beach HS Freshman Learning Center	Algebra I Collaborative Planning with new teacher
10/11/2021	11:00-2:00	Beachland	New Teacher Support
10/12/2021	8:00-2:00	Vero Beach HS Main Campus	New Teacher Support
10/13/2021	8:30-3:00	Online - New Teachers District Wide	New Teachers Support – Teams call to ask questions
10/13/2021	4:00-5:00	Online – New Teachers District Wide	Harry Wong’s First Days of School Book Study
10/14/2021	8:00-1:30	Glendale	New Teacher Support
10/15/2021	12:00-2:00	Oslo Middle	New Teacher Support
10/15/2021	2:00-6:00	Vero Beach Elementary	New Teacher Support
10/18/2021	1:15-2:30	Oslo Middle	Math Collaborative Planning with new teacher
10/19/2021	9:00-10:30	Indian River Academy	New Teacher Support
10/20/2021	3:30-4:15	Beachland	STARR Meeting
10/21/2021	3:30-4:15	Glendale	STARR Meeting
10/22/2021	9:00-10:00	Vero Beach HS Main Campus	New Teacher Support
10/25/2021	2:00-2:30	Teams – Sebastian River HS	Alternative Certification Support
10/25/2021	4:00-5:00	New Teachers District Wide – Teams	2 <sup>nd</sup> and 3 <sup>rd</sup> Year Teacher Monthly STARR Meeting
10/26/2022	9:00-10:30	Gifford Middle	New Teacher Support

10/26/2021	3:00-4:00	New Teachers District Wide- Teams	Alternative Certification Support
10/27/2021	3:00-4:00	New Teachers District Wide – Teams	Alternative Certification Support
10/28/2021	2:00-4:15	New Teacher District Wide – Teams	Alternative Certification Support
11/1/2021	4:00-5:00	Online- New Teacher District Wide	Harry Wong’s First Days of School Book Study
11/1/2021	3:00-3:45	New Teacher District Wide- Teams	Alternative Certification Support
11/2/2021	8:30-1:00	Oslo Middle	New Teacher Support
11/2/2021	3:15-3:45	New Teacher District Wide- Teams	Alternative Certification Support
11/3/2021	8:00-8:45	Vero Beach Elementary	Third Grade Collaborative Planning with new teachers
11/3/2021	5:00-5:30	New Teachers District Wide- Teams	Alternative Certification Support
11/5/2021	9:45-11:45	Beachland	New Teacher Support
11/8/2021 and 11/9/2021	8:00-4:30	District Office	Clinical Educator Training
11/10/2021	2:15-3:00	Vero Beach HS Main Campus	Collaborative Planning – World Languages new teachers
11/10/2021	2:15-3:30	New Teachers District Wide – Teams	Alternative Certification Support
11/10/2021	4:00-5:15	New Teachers District Wide – Teams	Harry Wong’s First Days of School Book Study
11/12/2021	3:45-4:30	New Teachers District Wide- Teams	Alternative Certification Program
11/15/2021	2:00-3:45	New Teachers District Wide – Teams	Alternative Certification Program
11/15/2021	3:00-4:00 and 4:00-5:00	Mentors District Wide – Teams	Quarterly Mentor Meet Up
11/16/2021	8:00-9:30	Oslo Middle	Science Collaborative Planning with new teachers
11/16/2021	4:00-5:00	New Teachers District Wide – Teams	2 <sup>nd</sup> and 3 <sup>rd</sup> Year Teachers STARR Monthly Meeting
11/17/2021	8:00-10:40	Vero Beach Elementary	New Teacher Support
11/17/2021	11:00-1:40	Gifford Middle	New Teacher Support
11/17/2021	2:15-3:00	Vero Beach HS Main Campus	US History Collaborative Planning with new teacher
11/19/2021	3:30-5:45	Glendale	New Teacher Support
12/1/2021	2:30-3:30	Glendale	New Teacher Support
12/1/2021	4:00-5:00	New Teachers District Wide- Teams	Harry Wong’s First Days of School Book Study
12/3/2021	8:00-4:15	Vero Beach HS Freshman Learning Center	New Teacher Support
12/4/2021	10:00-12:00	District Office	New Teacher Book Give-Away
12/6/2021	4:00-5:00	New Teachers District Wide – Teams	First Year Teachers Quarterly Meeting
12/8/2021	3:30-4:00	Vero Beach Elementary	STARR Meeting
12/10/2021	4:00-6:00	Vero Beach Elementary	Alternative Certification Program Support
12/13/2021	4:00-4:30	Rosewood Magnet	STARR Meeting – Sanford Harmony Training for new teachers
12/13/2021	4:45-5:45	Vero Beach Elementary	New Teacher Support
12/14/2021	4:00-5:00	New Teachers District Wide- Teams	2 <sup>nd</sup> and 3 <sup>rd</sup> Year Teachers STARR Monthly Meeting

12/17/2021	4:00-5:00	Vero Beach Elementary	New Teacher Support
1/4/2022	12:00-4:00	Gifford Middle	New Employee Orientation
1/5/2022	4:00-6:00	New Teachers District Wide- Teams	Alternative Certification Program Orientation
1/10/2022	3:45-5:30	VBHS	New Teacher Support
1/11/2022	8:00-9:50	Beachland	New Teacher Support
1/11/2022	1:30-3:45	Glendale	New Teacher Support
1/12/2022	9:40-10:20	Vero Beach Elementary	Collaborative Planning 3 <sup>rd</sup> grade ELA – new teachers
1/12/2022	4:30-5:30	Off Campus	Harry Wong's First Days of School Book Study
1/13/2022	8:00-10:00	Gifford Middle	Collaborative Planning ELA – new teacher
1/25/2022	8:00-10:00	Gifford Middle	Collaborative Planning ELA – new teacher
1/25/2022	12:00-1:00	Vero Beach Elementary	Collaborative Planning 4 <sup>th</sup> grade ELA – new teacher
1/26/2022	8:15-9:00	Gifford Middle	Collaborative Planning ELA – new teacher
1/26/2022	9:30-11:30	Vero Beach HS Freshman Learning Center	New Teacher Support
1/26/2022	11:45-2:00	Vero Beach HS Main Campus	New Teacher Support
1/27/2022	3:00-3:30	Gifford Middle	STARR Meeting
1/28/2022	8:15-9:00	Gifford Middle	Collaborative Planning ELA – new teacher
1/28/2022	10:30-3:30	Oslo Middle	New Teacher Support
2/1/2022	2:00-3:00	Vero Beach High School – Teams	Alternative Certification Support
2/2/2022	8:15-9:00	Gifford Middle	Collaborative Planning ELA – new teacher
2/2/2022	9:40-10:20	Vero Beach Elementary	Collaborative Planning 3 <sup>rd</sup> grade math – new teacher
2/2/2022	11:30-12:00	Vero Beach HS Freshman Learning Center	New Teacher Support
2/2/2022	12:15-1:45	Indian River Academy	New Teacher Support
2/2/2022	2:00-4:00	Osceola Magnet	New Teacher Support
2/3/2022	8:00-1:15	Glendale	New Teacher Support
2/8/2022	8:15-9:00	Gifford Middle	Collaborative Planning ELA – new teacher
2/8/2022	9:00-10:45	Gifford Middle	New Teacher Support
2/8/2022	12:00-1:00	Vero Beach Elementary	Collaborative Planning 4 <sup>th</sup> grade ELA – new teacher
2/8/2022	1:00-2:30	Glendale Elementary	Collaborative Planning 4 <sup>th</sup> grade ELA – new teacher
2/8/2022	2:30-3:00	Glendale Elementary	New Teacher Support
2/9/2022	8:00-8:45	Rosewood Magnet	Collaborative Planning 1 <sup>st</sup> grade – new teacher
2/9/2022	9:40-10:20	Vero Beach Elementary	Collaborative Planning 3 <sup>rd</sup> grade ELA – new teacher
2/9/2022	3:30-4:00	Vero Beach Elementary	STARR Meeting
2/11/2022	10:45-2:00	Vero Beach HS Main Campus	New Teacher Support
2/11/2022	2:15-4:00	Rosewood Magnet	New Teacher Support

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

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. [\[See page 7: https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf\]](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](http://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].

		<b>Action Steps Implemented</b>	<b>Ongoing and Next Steps for Implementation</b>
III (A)	<i>Using existing staff to facilitate recruiting;</i>	<p>Ensured involvement of African American staff members in contacts with career placements offices and/or HBCUs.</p> <p>Identified action steps and implementation timelines to address recruitment efforts for instructional vacancy needs.</p> <p>Conducted regular meeting(s) with the established Recruitment Focus Group of African American community members to identify and discuss recruitment strategies.</p>	<p>Identify action steps and implementation timelines to address recruitment efforts for instructional vacancy needs as outlined in the SDIRC Recruitment Plan. The SDIRC Recruitment Plan is posted on the following publicly accessible website:  <a href="https://www.indianriverschools.org/common/pages/DisplayFile.aspx?itemId=21514411">https://www.indianriverschools.org/common/pages/DisplayFile.aspx?itemId=21514411</a> .</p> <p>Continue to conduct regular meeting(s) with the established Recruitment Focus Group of African American community members to identify and discuss recruitment strategies.</p>
III (B)	<i>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&amp;M University, and Florida Memorial University), as well as the Florida Fund for Minority Teachers’ annual meeting;</i>	<p>The District has participated in thirty-three (33) career fairs since January 1, 2021. Of the thirty-three (33) career fairs, sixteen (16) or 48% were at HBCUs (including FAMU, Delaware State University, Grambling State University, Howard University, NC A&amp;T State University, Bethune-Cookman University, and Alabama State University). Additional career fairs in which the District participated were Florida Fund for Minority Teachers, Norfolk State University, Diversity in Education Virtual Fair, Diversity in Education STEM Virtual Fair, and Georgia State University.</p>	<p>The Director of Recruitment and Retention is currently organizing the Tour of Schools which is an event to host candidates from FAMU, UCF, and USF in April 2022.</p> <p>The Recruitment Team has created the SDIRC Talent Bench. The Talent Bench is a way to keep in contact with interested candidates through graduation. The Director of Recruitment and Retention emails a <a href="#">quarterly newsletter</a> to each participant and posts the link to the electronic newsletter on social media. The newsletter includes the highlights from the district as well as photos from schools. Currently, the Talent</p>

			Bench consists of 90 candidates from FAMU, UCF, Alabama State University, Michigan State University, Florida Polytechnical University, and University of South Florida.
III (C)	<i>Having the School District's Human Resources Director endeavor to establish and develop relationships with the career placement offices and officials at the HBCUs;</i>	<p>The District's investment to recruit a diverse and highly-qualified workforce was demonstrated through the creation of a district-level Director to oversee Recruitment and Retention efforts. Since the creation of the new position on June 23, 2020, the Director of Recruitment and Retention has made concerted efforts to build relationships with HBCU Career Centers including FAMU, Bethune-Cookman University, Florida Memorial University, Albany State University, Alabama State University, NC A&amp;T State University, South Carolina State University, Delaware State University. Additionally, through Handshake, the District has established connections with over 100 colleges and universities including Spelman College, Tuskegee University, and Grambling State University.</p> <p>Utilized multiple methods of communication to establish and grow relationship between the District and Historically Black Colleges and Universities.</p> <p>Reviewed position vacancies to tailor identified strategies to instructional vacancy needs.</p>	<p>Utilize multiple methods of communication to establish and grow the relationship between the District and Historically Black Colleges and Universities. Handshake and LinkedIn have provided an extended approach to communicating. Twitter is also used to tag specific colleges and follow their board.</p> <p>Review position vacancies to tailor identified strategies to instructional vacancy needs.</p>
III (D)	<i>Continuing to recruit at HBCUs outside Florida;</i>	<p>Since January 2021, the District has recruited at the following HBCUs located outside the state of Florida: Delaware State University, Grambling State University, Howard University, NC A&amp;T State University, Alabama State University, Norfolk State University, and Georgia State University.</p>	

III (E)	<p><i>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.</i></p> <p><u><a href="https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf">See page 7: https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf</a></u></p>	<p>The District established the teachIR Academy to encourage, motivate, and invest in our middle and high school students as a pipeline to serve as a proactive solution to address teacher shortages. Instituted in August 2021, the teachIR Academy provides high school students in the SDIRC with the opportunity to graduate with an AA degree by participating in a dual enrollment track. Additionally, students who complete the teachIR Academy will earn a Conditional Letter of Employment. This new Dual Enrollment track intends to inspire and encourage a diverse group of students to participate and return to Indian River County to serve as educators.</p>	<p>Implement the SDIRC teachIR Academy for the 2021-2022 school year and meet with the FFEA chapters at high schools. All middle and high schools have a FFEA chapter established.</p> <p>Establish a Florida Future Educators of American (FFEA) Scholarship program for the 2021-2022 school year. This program has been approved and school board policy was updated to reflect a payroll deduction for this purpose. Schools will showcase the program and distribute forms after Spring Break.</p>
III (F)	<p><i>Having potential African American candidates for teaching and other instructional positions visit Indian River County if the candidate so desires;</i></p>	<p>During the 2020 – 2021 academic year, eight candidates - five (5) African American, one (1) Hispanic, and one (1) White – visited the District. As a result of the intentional outreach and relationship cultivation, five (5) candidates were hired one (1) White, Non-Hispanic, and four (4) African American.</p>	<p>TOUR OF SCHOOLS will be initiated in Fall 2021 to include connections with local realtors to assist with the relocation process. As the 2021–2022 Recruitment Team engages with candidates during career fairs, Tour of Schools will be a personalized strategy extended. On January 13, 2022, the Director of Recruitment and Retention and the Superintendent attended the Realtors Association of Indian River County (RAIRC) annual meeting. On the meeting agenda as a guest speaker, the Superintendent discussed the state of the district and the need for a partnership to accommodate the housing needs of new teachers. The Director of Recruitment and Retention shared the <i>Adopt a Teacher Program</i> flyer with each of the 65 realtors present. This program provides realtors with the opportunity to adopt a teacher for the 2022-2023 school year to assist with rent, security deposit, or other housing needs.</p> <p>For the 2022-2023 school year, a Tour of Schools is planned for April 2023. The District is</p>

			partnering with The Learning Alliance for this event. The Learning Alliance is non-profit organization with mission to dramatically improve student literacy by providing front line educators with the knowledge, skills, and tools to effectively teach all children to read.
III (G)	<i>Working with the teachers' union to facilitate the employment of African American teachers and other instructional staff;</i>	Worked with the teachers' union, Indian River County Education Association, to facilitate employment of African American instructional staff.	Work with IRCEA to facilitate the employment of African American instructional staff through the continued involvement of the Vice President of the teacher's union serving as a member of the 2021 – 2022 SDIRC Recruitment Team. As of February 2022, the Vice President of IRCEA has attended ten career fairs either virtually or in person.
III (H)	<i>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>	<p>The Director of Human Resources ensures that school administrator teams use fair hiring practices and common interviewing questions. To support the expectation of fair hiring practices, the Director of Recruitment completed a course offered by the National Association of School Psychologists entitled Mastering the Art of Culturally Responsive Interviewing. The Director of Recruitment utilized information gleaned from the course to develop District professional development for hiring administrators. The District included evidence of the common hiring forms as well as the Culturally Competent Interviewing Strategies in the quarterly district-provided progress monitoring accessible via <a href="https://indianriver.instructure.com/courses/103312">https://indianriver.instructure.com/courses/103312</a>.</p> <p>Continued to partner with the Office of Strategic Planning &amp; Support Services to update and streamline an IR Recruitment Data Dashboard to assist school teams.</p>	Continue to partner with the Office of Strategic Planning and Support Services to update and streamline an IR Recruitment Data Dashboard to assist school teams.

III (I)	Listing the Indian River NAACP as a community partner on the School District's website;	Listed the IRC-NAACP as a community partner on district's publicly accessible website: <a href="https://www.indianriverschools.org/district/about_our_district">https://www.indianriverschools.org/district/about_our_district</a> .	Continued listing of the NAACP as a community partner on the District's publicly accessible website: <a href="https://www.indianriverschools.org/district/about_our_district">https://www.indianriverschools.org/district/about_our_district</a> . *Scroll towards the bottom of the webpage under "Community Partnerships."
III (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;	Created and built a recruiting program, Wepromise, that advertises the supports and resources that are strengths of SDIRC. ( <a href="https://www.youtube.com/watch?v=HBmCeAgfpfU">https://www.youtube.com/watch?v=HBmCeAgfpfU</a> )  Publicized the New Teacher Mentoring program at career fairs and/or HBCUs.  Advertised school choice options as part of recruiting to show diversity of programs and innovation that exists in SDIRC.  Initiated the distribution of an onboarding package to new employees that includes information about benefits, wellness center, District Strategic Plan, discounts from the community, recruiting partners, basic moving information, (e.g., utilities, cable, etc.), as well as SDIRC gear and wear.	The District continually markets the Wepromise Program to potential candidates at career fairs. The Wepromise program outlines structures in place to listen, to support, to make inclusion and equity a priority, to build future leaders, and to work stronger together. Members of the SDIRC Recruitment Team provide potential candidates with access to the materials outlining the STARR Mentoring Program, the Alternative Certification Program, and the Wepromise program. The Director of Recruitment filmed an overview video of the aspects of the Wepromise Program for potential candidates to access on the District's public Recruitment webpage <a href="https://www.indianriverschools.org/cms/One.aspx?portalId=1549525&amp;pageId=235467">https://www.indianriverschools.org/cms/One.aspx?portalId=1549525&amp;pageId=235467</a> .  Distribute 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.
III (K)	Ensuring that the School District advertises teaching job openings in the Diversity in Ed Magazine and on the Diversity in Ed website ( <a href="http://www.diversityrecruitmentpartners.com">www.diversityrecruitmentpartners.com</a> );	Held an SDIRC Virtual Career Fair in collaboration with "Diversity in Education", and included invitations to HBCUs, in April 2021.	The SDIRC has an annual contract with Diversity in Education. All job vacancies are posted and updated regularly on the Diversity in Education Job Board. Our home page on <a href="http://www.diversityined.com">www.diversityined.com</a> provides a brief

			<p>overview of the district and lists any current vacancies.</p> <p>The Director of Recruitment and Retention received an invitation to serve on the <a href="#">Diversity Recruitment Partners Advisory Board</a>. “The Diversity Recruitment Partners Board of Advisors consists of academicians and individuals with business expertise willing to provide collaborative guidance on 21<sup>st</sup> century industry trends and insights to Diversity in Ed magazine, online job boards[,] and virtual recruitment services.</p> <p>On March 16, 2022, the District will partner with Diversity in Education to host the 2022 SDIRC VIRTUAL CAREER FAIR.</p>
III (L)	<p><i>Require District principals to interview, whenever possible, a diverse pool of applicants.</i></p>		<p>The wePROMISE recruitment program was created to attract a diverse group of candidates. The District prioritizes equity and inclusivity across all systems. This promise is intended to ensure supports and resources for all new teachers to the district. School administrator teams are required to interview all qualified candidates. The Director of Human Resources monitors all interview committee members as well as candidates interviewed. This helps ensure the most diverse interviewees possible.</p>

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

Representation of Applicants for Instructional Positions by Race (%)																		
Districtwide; PK-12, Non-Charter Schools in the SDIRC																		
Retrieved 02/07/22, Source: Applitrack*																		
Race/Ethnicity	June 2017	June 2018	June 2019		June 2020		June 2021		October 2021		November 2021		December 2021		January 2022		February 2022	
			# of Applicants	% of Applicants														
African American	<i>This data was not tracked systematically prior to the 2018 – 2019 school year.</i>		9	6%	145	10%	298	15%	23	8%	3	5%	13	10%	8	14%	2	22%
White, Non-Hispanic			129	84%	1,197	82%	1,414	73%	69	24%	55	90%	99	76%	35	60%	7	78%
District Total			154		1,461		1,937		284		61		131		58		9	
African American/White Gap			120	78%	1,052	72%	1,116	58%	46	16%	52	85%	86	66%	27	46%	5	56%

\*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; PK-12, Non-Charter Schools in the SDIRC																		
Retrieved 02/07/22, Source: Office of Human Capital and Operations																		
Race/Ethnicity	June 2017	June 2018	June 2019		June 2020		June 2021		October 2021		November 2021		December 2021		January 2022		February 2022	
			# of Interviewers	% of Interviewers														
African American	<i>This data was not tracked systematically prior to April 2019. Therefore, 2018 – 2019 data only includes May through June 2019.</i>		6	21%	59	17%	26	25%	12	23%	10	38%	4	21%	6	13%	3	43%
White, Non-Hispanic			23	79%	269	79%	67	64%	36	59%	16	62%	15	79%	39	85%	4	57%
District Total			29		340		105		52		26		19		46		7	
African American/White Gap			17	59%	210	62%	41	39%	24	36%	6	24%	5	56%	33	72%	1	14%

Representation of Interviewees by Race (%)																		
Districtwide; PK-12, Non-Charter Schools in the SDIRC																		
Retrieved 02/07/22, Source: Office of Human Capital and Operations																		
Race/Ethnicity	June 2017	June 2018	June 2019		June 2020		June 2021		October 2021		November 2021		December 2021		January 2022		February 2022	
			# of Interviewees	% of Interviewees														
African American	<i>This data was not tracked systematically prior to April 2019. Therefore, 2018 – 2019 data only includes May through June 2019.</i>		3	7%	66	12%	77	15%	4	10%	2	4%	5	18%	5	14%	3	38%
White, Non-Hispanic			35	83%	461	82%	370	74%	35	85%	41	79%	22	79%	25	69%	5	63%
District Total			42		564		500		41		52		28		36		8	
African American/White Gap			32	76%	395	70%	293	59%	31	75%	39	75%	17	61%	20	55%	2	15%

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

**2021 – 2022 Career Fair Recruiting Schedule**  
 Retrieved 02/010/22, Source: Department of Recruitment and Retention

<b>Date</b>	<b>Time</b>	<b>Career Fair</b>
6/15/2021	11:00 -2:00 PM	Pace University - Job Fair for Recent Graduates
7/9/2021	11:00 -2:00 PM	Georgia State University Virtual Alumni Career Fair
9/2/2021	11:00 -2:00 PM	Cornell University Career Fair Days 2021
9/15/2021	12:00 – 4:00 PM	Wake Forest University Career Fair
9/15/2021	12:00 – 4:00 PM	NC A&T State University Fall Career Awareness Fair
9/21/2021	4:00 PM	FAU Diversity Recruiting Showcase
9/28/2021	5:00 PM	Howard University Fall 2021 Virtual All Majors Job and Internship Fair
9/29/2021	4:00 PM	FAMU Fall 2021 All Majors Career & Internship Expo
10/25/2021	4:00 PM	Delaware State University Fall 2021 Career Fair
10/27/2021	7:00 PM	Bethune-Cookman University's Fall 2021 Virtual Graduate School and Career Fair
11/19/2021	1:00 -3:00 PM	UCF Fall 2021 Virtual Career Expo
11/3/2021	10:00 – 2:00 PM	UNF Diversity, Equity, and Inclusion Career Summit
11/4/2021	11:00 – 1:00 PM	Alabama State University College of Education Virtual Career Fair
1/14/2021	1:00 – 3:00 PM	UCF Resume Building with an Employer
12/8/2021	12:00 – 4:00 PM	Diversity in Education Career Fair
12/8/2021	10:00 - 11:30 AM	West Chester University of Pennsylvania Virtual Town Hall
1/12/2022	2:00 – 5:00 PM	Virtual Career and Internship Connection 2022
1/25/2022	12:00 PM	Recruit at U of SC: A Roadmap to Recruiting at the University of South Carolina
1/26/2022	10:00 – 4:00 PM	FAMU Spring 2022 All Majors Career & Internship Expo
1/28/2022	10:00 – 1:00 PM	Georgia State University College of Education and Human Development Virtual Career Fair
2/1/2022	1:00 – 4:00 PM	UCF Spring 2022 In-person Career Expo
2/2/2022	3:00 - 6:00 PM	Michigan State University Diversity Career Fair 2022
2/4/2022	12:00 – 4:00 PM	USF Virtual Career Fair
2/8/2022	10:00 – 4:00 PM	Florida Polytechnical University Spring 2022 Career Fair
2/9/2022	11:00 – 3:00 PM	FIU Spring 2022 On-Campus Career Fair
2/23/2022	1:00 – 5:00 PM	University of Miami Job & Internship Expo Spring 2022
2/23/2022	5:00 - 6:30 PM	UNF Virtual Education Career Fair
2/24/2022	5:30 - 7:30 PM	Stanford Careers in Education Fair
3/16/2022	12:00 – 6:00 PM	School District of Indian River County Virtual Career Fair
3/31/2022	11:00 – 3:00 PM	FAU Virtual Career Expo Spring 2022
4/12/2022	1:00 – 6:00 PM	UDC (University of District of Columbia) Jobs and Internships Virtual Fair Spring 2022

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

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, 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].

		<b>Action Steps Implemented</b>	<b>Ongoing and Next Steps for Implementation</b>
IV (A)	<i>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.</i>	<p>Publicized the New Teacher Mentoring program at career fairs and/or HBCUs.</p> <p>Provided professional development related to Culturally Competent Interviewing Strategies to principals and assistant principals via the Canvas platform.</p> <p>Initiated a Workforce Housing Committee to research affordable housing options in the local community.</p> <p>Worked collaboratively with the teacher’s union for competitive salary and instructional calendar.</p>	<p>Continue to publicized the New Teacher Mentoring program at career fairs and/or HBCUs.</p> <p>Continue providing professional development related to Culturally Competent Interviewing Strategies to principals and assistant principals via the Canvas platform.</p> <p>Continue to facilitate a Workforce Housing Committee meeting to plan for affordable housing options in the local community.</p>

<p>IV (B)</p>	<p><i>The District shall endeavor to employ 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.</i></p>	<p>Employed at least one African American teacher at each elementary, middle, high, and alternative school.</p> <p>Shared and posted a virtual session on January 22, 2021, facilitated by Florida Atlantic University on “A Roundtable Discussion for Students Interested in Pursuing Teaching Certification and Careers in Teaching.”</p> <p>Posted instructional vacancies on the District’s publicly accessible website and Diversity in Education website.</p> <p>Posted critical need vacancies on Handshake.</p>	<p>Continue to employ at least one African American teacher at each elementary, middle, high, and alternative school.</p> <p>Continue to post instructional vacancies on the District’s publicly accessible website and Diversity in Education website.</p> <p>Continue to post critical need vacancies on Handshake.</p> <p>Hiring administrators continue to be mindful of the percentage of instructional staff members employed at each location as the District strives to match or exceed the percentage of African American instructional staff to the percentage of African American students at each school site.</p>
<p>IV (C)</p>	<p>To allow the School Board to assess the reasonableness of the distribution of African American teachers and instructional staff, the Board shall:</p> <ul style="list-style-type: none"> <li>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;</li> </ul>	<p>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 school included in the October 2021 – December 2021 District Joint Plan Quarterly Update. The report is accessible on the District’s publicly accessible website. (<a href="#">2018 Joint Plan Document Repository</a>)</p>	<p>The District adheres to structured hiring practices. The Department of Human Resources maintains information about all vacancy announcements. Before obtaining approval to formally recommend a candidate for a position, hiring administrators must ensure that all eligible candidates interviewed must be identified along with the total number of applicants for each position. Added levels of accountability provides a level of assurance that all qualified applicants, being granted an interview, are given equal consideration without regard to race, color, religion, age, gender, national origin, or disability.</p>

IV (D)	[R]equire 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	Generated a report of race/ethnicity of all instructional staff by school to include in the October 2021 – December 2021 District Joint Plan Quarterly Update. The report is available on the District’s publicly accessible website. ( <a href="#">2018 Joint Plan Document Repository</a> )	
IV (E)	[r]equire 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.	Generated a report of retention of African American instructional staff by school location school included in the October 2021 – December 2021 District Joint Plan Quarterly Update. The report is available on the District’s publicly accessible website. ( <a href="#">2018 Joint Plan Document Repository</a> )	

**Instructional Staff Counts by Location**  
**Districtwide; PK-12, Non-Charter Schools in the SDIRC**  
 Retrieved: 02/10/22, Source: Office of Human Capital and Operations

Location	Asian	Black	Hispanic	Native American	Multi-Racial	Pacific Islander	White	Total
Alternative Center for Education		6			1		5	12
Beachland Elementary		4					35	39
Citrus Elementary		4	4				52	60
Dodgertown Elementary		12	1				24	37
Fellsmere Elementary		1	10				34	45
Gifford Middle		12	2		1		31	46
Glendale Elementary		3	2				37	42
Indian River Academy		2	3		1		31	36
Liberty Magnet School		3	4	3	0		31	41
Osceola Magnet School		2					39	41
Oslo Middle		18	2				40	60
Pelican Island Elementary		3	2				29	34
Rosewood Elementary		4	3				36	43
Sebastian Elementary		5					27	32
Sebastian River High		14	14			1	85	114
Sebastian River Middle	1	7	9			1	40	58
Storm Grove Middle		8	3				60	71
Treasure Coast Elementary	1	1	2		1	1	45	51
Treasure Coast Technical College		1					4	5
Vero Beach Elementary		4	2				43	49
Vero Beach High	1	20	14			2	123	160
Wabasso School for Exceptional Education		1	1				12	14

**Representation of Certified Instructors by Race (%)\***  
**Districtwide; PK-12, Non-Charter Schools in the SDIRC**  
 Retrieved 02/07/22, Source: Office of Human Capital and Operations

Race/Ethnicity	2017-2018		2018-2019		2019-2020		2020-2021		October 2021		November 2021		December 2021		January 2022		February 2022	
	# of Teachers	% of Teachers																
African American	105	9%	108	9%	102	9%	122	11%	144	13%	142	13%	142	13%	146	13%	144	13%
White, Non-Hispanic	1,007	84%	1,021	85%	935	84%	941	82%	905	79%	935	82%	930	82%	981	86%	972	86%
<b>District Total</b>	<b>1,196</b>		<b>1,207</b>		<b>1,114</b>		<b>1,152</b>		<b>1,145</b>		<b>1,134</b>		<b>1,130</b>		<b>1,144</b>		<b>1,135</b>	
African American/White Gap	902	75%	913	76%	833	75%	819	71%	761	66%	793	69%	788	69%	835	73%	828	73%

**Representation of New Instructional Staff Hires by Race**  
**Districtwide; PK-12, Non-Charter Schools in the SDIRC**  
 Retrieved 02/07/22, Source: Office of Human Capital and Operations

Race/Ethnicity	2017-2018		2018-2019		2019-2020		2020-2021		October 2021		November 2021		December 2021		January 2022		February 2022	
	# of New Hires	% of New Hires	# of New Hires	% of New Hires	# of New Hires	% of New Hires	# of New Hires	% of New Hires	# of New Hires	% of New Hires	# of New Hires	% of New Hires	# of New Hires	% of New Hires	# of New Hires	% of New Hires	# of New Hires	% of New Hires
African American	13	9%	12	8%	7	9%	14	12%	0	0%	0	0%	0	0%	0	0%	0	0%
White, Non-Hispanic	113	82%	101	66%	60	73%	80	71%	5	71%	9	100%	0	0%	14	100%	2	100%
<b>District Total</b>	<b>137</b>		<b>154</b>		<b>82</b>		<b>113</b>		<b>7</b>		<b>9</b>		<b>0</b>		<b>14</b>		<b>2</b>	
African American/White Gap	100	73%	89	58%	53	65%	66	58%	5	71%	9	100%	0	0%	14	100%	2	100%

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

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 Section at 6].

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

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 Section at 6].

		<b>Action Steps Implemented</b>	<b>Ongoing and Next Steps for Implementation</b>
VI (A)	<p><i>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.</i></p>	<p>Required that all out-of-school suspensions are approved by the principal’s supervisor prior to assigning an out-of-school suspension to a student.</p> <p>Provided training to all principals and assistant principals in Courageous Conversations as part of the United Through Equity micro-credentialing.</p> <p>Initiated the development of school-based monitoring of the African American Achievement Plan through the District-established School Improvement Plan platform.</p>	<p>Continued the implementation and monitoring of the African American Achievement Plan. The African American Achievement Plan identifies barriers to the academic achievement of African American students, lists the strategies, procedures, and/or programs that will be implemented to improve the academic achievement of African American students, sets measurable goals for the improvement of African American student achievement, and addresses the disparate discipline of African American students and the assignment of African American students to special programs, such exceptional student education (ESE) and Alternative Education programs, including whether such assignments exceed state and district averages for other groups.</p> <p>The C.L.I.M.A.T.E. Task Force, Convening Leaders In Maximizing Access to Education, was established as a direct community to district partnership. The task force is facilitated by a Chair – Mr. John Thornton and a Vice Chair – Mrs. Stacey Klim. The members of task force, parents, grandparents, and community members are assessing district opportunities for growth. One area in which the members of the task force are assessing and preparing to develop a solution driven action plan is Academic Success. Specifically, the members are exploring recommendations that seek to increase the representation of African American student sin advanced coursework. The Chair of the task force provided at update to the School Board on January 24, 2022 in which he described</p>

			the task force’s structure, progress, and next steps. ( <a href="#">School Board Member Discussion Sessions, Item 5. B.</a> )
VI (B)	<p><i>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.</i></p>	<p>Revised the “Checklist of Gifted Characteristics” to include characteristics that assist in identifying gifted students from underrepresented populations.</p> <p>Revised the required intellectual test score, in alignment with state feedback, for Gifted “Plan B” to capture a broader range of intellectual profiles.</p> <p>Expanded professional development and technical support related to revisions to the “Checklist of Gifted Characteristics” and revised Gifted “Plan B criteria.”</p> <p>The implementation of alternative discipline interventions and supports for African American students is supported through monthly coaching and training delivered to our ASPIRE teachers and Success Coaches. Classroom visits and campus walkthroughs provide opportunities to monitor fidelity and provide program specific feedback. The teams engage in problem-solving data chats, exploring discipline disparities and the impact on outcomes for African American students. Success Coaches and ASPIRE teachers model culturally responsive pedagogies to promote equitable practices across our campuses. These embedded supports strengthen the implementation and the continuity of the program across secondary schools. The restorative practices training as well as the coaching and modeling provided to</p>	<p>The following key performance indicators and strategies in the District Strategic Plan continue to address the disparate discipline of African American students and the assignment of African American students to special programs:</p> <ul style="list-style-type: none"> <li>a) Target 2.1: Decrease the number of assigned out-of-school suspensions by 75% compared to Baseline 2019 – 2020;</li> <li>b) Target 2.2: Decrease disparities in classroom removals of all racial/ethnic subgroups of students by .59 risk ratio points;</li> <li>c) Target 2.4: Increase the District’s state ranking related to Least Restrictive Environment for students with disabilities by six (6) rank positions;</li> <li>d) Strategy 2.1: Infuse alternative discipline supports into classroom settings utilizing focused staff, mentors, and an Alternative Intervention Measures (AIM) advocate;</li> <li>e) Strategy 2.2: Implement district and school-level data-driven problem solving for areas identified for improvement and systematically allocate needs-based supports,</li> <li>f) Strategy 2.4: Build the knowledge and skills of school staff related to meeting the needs of students with disabilities through specialized professional development;</li> </ul>

		<p>our ASPIRE and Success Coaches have had a positive impact on the students.</p> <p>Culturally Responsive Practices are embedded within the structures of the ALTOSS program. Of the 112 African American students who attended the program August 2021 through January 2022, 14 students (13%) were reassigned, indicating a low recidivism rate. Program staff provide academic support, including tutoring, and encourage students to complete missing assignments, resulting in improved grades. The program seeks to develop students' social and emotional skills to navigate the complexities of large secondary school campuses and make success inducing decisions.</p> <p>The AIM Student Advocate and Secondary Lead Counselor have worked with thirty-one (34) students. Meetings with the students take place based on recommendations by each school weekly. They are averaging 5 to 6 students per school who fall in the bottom quartile academically.</p>	<p>g) AAAP 2.1: Decrease the gap in the percentage of African American and White students assigned one or more out-of-school suspension as compared with Baseline 2019 – 2020 by 0.5 percentage points; and</p> <p>h) AAAP 2.2: Decrease African American – White disparities in classroom removals by .56 risk ratio points.</p> <p>State rankings were utilized in the District Strategic Plan and African American Achievement Plan to understand the District's relative improvement in achievement and achievement gaps for African American students amidst a pandemic that impacted all districts in the State of Florida.</p> <p>Conduct professional development/technical support related to revisions to the "Checklist of Gifted Characteristics" and revised Gifted "Plan B criteria to identified school-based staff."<sup>1,2</sup> To increase representation of culturally and linguistically diverse populations within the Gifted Program, the cutoff IQ score for Plan B eligibility, which includes ELL and economically disadvantage populations, was reduced from 119 to 115. Also, the Gifted Characteristics Checklist was completely revised to include gifted characteristics not commonly recognized by teachers, to capture a broader spectrum of potential students. Training was provided to pertinent ESE staff, including the Resource Specialists and the School Psychologists. As a result, the District had one elementary school with chronic underrepresentation increase their gifted population by 250% when compared to</p>
--	--	---	--

			<p>the previous school year. Most of the new eligibilities have been under Plan B.</p> <p>The Local Education Agency (LEA) profile is intended to provide Local Education Agencies with a tool for use in planning for systemic improvement in exceptional education programs. It reflects data from the previous school year. The profile contains a series of data indicators that describe several measures and provides information about LEA performance as compared to State Educational Agency (SEA) level targets in Florida's State Performance Plan/Annual Performance Report (SPP/APR). One of those indicators includes measures of prevalence related to ESE eligibility. Below you will find data that represents the 2020 school year's Student Membership by Racial/Ethnic Category Racial/Ethnic Membership data for Students with Disabilities (SWDs) and for all students ages 6-21. Data is presented for both the SEA and LEA. Additionally you will find eligibility data that is disaggregated by race/ethnicity and specific ESE eligibility, including Specific Learning Disability (SLD), Emotional Behavioral Disability (EBD), and Intellectual Disability (InD). Lastly, you will find the Risk Ratios for Students Placed in Exceptional Student Education (ESE). This demonstrates the risk that students of a given race will be identified as a SWD or a student in selected disability categories when compared to students of all other races. A risk ratio of 1.0 indicates the students of a given race are equally likely as all other races combined to be identified as SWD. The data are presented for all SWDs who are identified with the following</p>
--	--	--	--

			<p>exceptionalities: IND, EBD, SLD, Autism Spectrum Disorder (ASD), a Speech or Language Impairment (SI-LI), other health impairment (OHI), or a homebound or hospitalized (HH) student. The data are presented for the LEA and the SEA. A blank cell indicates less than 10 students of a specific race/ethnicity with the given disability.</p> <p>The following are the action steps the Department of Exceptional Student Education has taken to problem-solve through overrepresentation and disproportionality of certain ESE eligibilities:</p> <ul style="list-style-type: none"><li>• The ESE Department provided an extensive review and targeted professional development (PD) of the LEA Profile at the beginning of the current school year. The PD included having them identify specific barriers and resources to problem solve through identified barriers. This PD and review were held for the following groups:<ul style="list-style-type: none"><li>o all elementary and secondary administration</li><li>o ESE Resource Specialists (LEA's)</li><li>o School Psychologists</li><li>o Behavior Analysts</li><li>o ESE Service Providers (Speech Pathologists, Occupational Therapists, Physical Therapists, and Teachers of the Visually Impaired and Deaf and Hard of Hearing)</li><li>o ESE Support Staff (Teacher Assistants and Behavior Technicians)</li></ul></li></ul>
--	--	--	--

			<ul style="list-style-type: none"><li>• This PD is scheduled with SDIRC Instructional Coaches on February 10<sup>th</sup> of the current school year. A document was created and implemented that lists specific rule-out factors that must be considered by the School Based Individual Problem-Solving Teams prior to parental consent for an ESE eligibility consideration and eligibility consideration. One of the considerations the teams must check off is that Culturally Responsive Teaching Practices were implemented and that a lack of these teaching practices is being ruled out as having a direct impact on the student being identified as a student with a disability. Training on the document and its use was held for the ESE Resource Specialists (LEA's) and the School Psychologists. The form requires the signature of the lead building administrator.</li></ul> <p>Continue to require that all out-of-school suspensions be approved by the principal's supervisor before assigning an out-of-school suspension to a student. Strategy AAAP 2.3 states that all schools will: Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student. Quarterly documentation of this assurance can be viewed as an artifact on the publicly accessible <a href="#">2018 Joint Plan Document Repository</a> under 2021 – 2022 Evidence of Implementation.</p> <p>The ASPIRE ("Alternative School-based Program to Inspire Renewed Excellence") Program serves</p>
--	--	--	---

			<p>as a short-term, on-site intervention classroom initiative designed to address the unique needs of students who have committed a school level behavioral offense. The classroom components help students develop more effective coping skills, social emotional learning competencies, and pro-social behaviors, while remaining on track with academics in the classroom. Restorative Practices are included as appropriate in the ASPIRE program and used in congruence with the classroom components. ASPIRE classroom practices consist of a morning orientation that includes rules and expectations for the day, academic curriculum, Social Emotional Behavioral (“SEB”) curriculum (i.e., Ripple Effects or other evidence-based SEB programming), and re-entry planning. Restorative justice circles may be conducted as needed via push in from Success Coaches or other District staff trained to provide Restorative Practices. Relationship building is key to successful implementation of the APSIRE Program. The ASPIRE teacher follows up with students who previously participated in the program to provide additional behavioral support, enabling students to maintain their current academic progress. To provide for conditions that will reduce potential misbehavior, the ASPIRE teacher and/or Success Coach reviews Early Warning Systems (EWS) data to determine which students may benefit from a proactive relational approach and will visit with those students in their assigned classrooms.</p> <p>The Department of Student Services provides training to ASPIRE teachers and Success Coaches</p>
--	--	--	---

			<p>to ensure they have the resources and the tools to support our students.</p> <p>The ALTOSS (“Alternative to Out of School Suspension”) Program is a partnership between the SDIRC and Tykes &amp; Teens, a 501c3 nonprofit agency recognized locally for their expertise in the delivery of trauma-informed care and mental health services for children, teens, and families. The program is designed to reduce recidivism (i.e., repeat of serious behaviors that adversely impact the educational environment) related to level 3 or 4 behavioral infractions. Students are assigned to the ALTOSS Program following a serious behavioral violation. Students have opportunities to complete schoolwork, engage in community service activities, and participate in evidence-based therapeutic and restorative interventions. These interventions are designed to help increase student insight regarding their behavior, repair harm when applicable and possible, and plan for re-entry to school.</p> <p>AIM (Alternative Intervention Measures) Program is designed to identify students in need of support services using the PowerBi dashboard for Early Warning Indicators, as well as ALTOSS teacher recommendation. The District’s 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, the AIM Student Advocate monitors school-based implementation of AIM recommendations, provides intervention and</p>
--	--	--	---

			<p>follow-up support, and monitor Response to Intervention (RtI) and problem-solve with the team as needed.</p> <p>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 each student. Upcoming meetings will focus on fading out students that have shown a decrease in ODRs, poor attendance, and have shown academic progress. Utilizing the Early Warning System (EWS) list, new students will be identified to participate in this intervention.</p>
VI (C)	<p><i>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.</i></p>	<p>Revised and received School Board approval for the 2021-2022 African American Achievement Plan.</p> <p>Incorporated the 2021-2022 African American Achievement Plan into the School Board-approved District Strategic Plan.</p>	<p>Continue school-based monitoring of the African American Achievement Plan through the District-established School Improvement Plan platform. Quarterly evidence of implementation for schools, charter schools, and district offices are located on the district’s publicly accessible <a href="#">2018 Joint Plan Document Repository</a>.</p>
VI (D)	<p><i>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</i></p>	<p>On July 8, 2021, the District presented the revised structure for the African American Achievement Plan to the Equity Committee. Additionally, feedback/recommendations were gathered from the 2021 Equity Committee for consideration for incorporation into the revised District Strategic Plan and African American</p>	

	<p><i>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.</i></p>	<p>Achievement Plan. The Committee's feedback/recommendations supported the development of the revised plans.</p>	
VI (E)	<p><i>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.</i></p>	<p>Conducted Cabinet Level reviews of academic and discipline data, including racial/ethnic disparities in achievement and discipline.</p> <p>Conducted DataCom reviews with principals to identify identified needs related to achievement and discipline disparities and follow-up action steps.</p> <p>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.</p> <p>All secondary schools held African American Student Council meetings to provide tailored leadership experiences and continue to gather</p>	<p>Continue to conduct Cabinet Level reviews of academic and discipline data, including racial/ethnic disparities in achievement and discipline.</p> <p>Provide additional District problem solving and technical support to schools, as identified as needed through District data reviews, related to identified achievement and discipline disparities.</p> <p>The District provides quarterly updates to ensure compliance with the progress of actions steps associated with the African American Achievement Plan. Included in each update is verification of the following assurances:</p> <ol style="list-style-type: none"> <li>a) Action steps included within the 2021-2022 African American Achievement Plan have been</li> </ol>

		<p>feedback related to the perceptions of school experiences for African American students.</p> <p>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.</p> <p>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> <p>Implemented processes to ensure that African American students have equitable access to advanced and accelerated courses in middle school and high school.</p> <p>Provided additional academic supports for African American students through extended learning opportunities after school, as well as Project A2: Acclimate &amp; Accelerate provided during the school day.</p> <p>Provided professional development sessions on trauma-informed care, restorative practices, and prevention and corrective intervention strategies.</p> <p>Reduced barriers (e.g., outreach, registration, cost, location, transportation) to increase African American student participation in extended learning programs.</p>	<p>implemented with consistency and purpose to eliminate the achievement gap;</p> <ul style="list-style-type: none"> <li>b) Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American Achievement Plan;</li> <li>c) Data reviews have been conducted to identify areas of strength and concern and disaggregated data will be provided upon request; and</li> <li>d) Progress related to the elimination of the achievement gap has been monitored in an ongoing way and needed modifications have been made as identified.</li> </ul> <p>Continue with the implementation of African American Student Council meetings at all secondary schools to provide tailored leadership experiences and continue to gather feedback related to their perceptions of their school experiences.</p> <p>Ensure that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready receive targeted reading intervention as defined by the District’s Reading Plan.</p> <p>Use Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on track to graduate.</p>
--	--	---	--

		<p>Ensured that administrators address how schools are providing interventions related to achievement gaps for African American students in the School Improvement Plan platform.</p> <p>The Quarter 1 update of the District Strategic and African American Plan update was presented to the School Board during the November 16, 2021, Business Meeting. (<a href="#">See item 2.A. on the agenda.</a>)</p> <p>Created and updated regular data reporting through Power BI Data Dashboards embedded the District’s website that enables members of the public to review and filter data across a multitude of areas including: Racial/Ethnic breakdown of students and staff; student attendance; student attendance including referrals, suspensions, and arrests; graduation; student enrollment including demographic filters for choice enrollment, ese status, primary exceptionality, Plan B Gifted Eligibility, among others; academic progress monitoring data including unit assessments and iReady; Least Restrictive Environment, and Extracurricular Activities. Additionally, where appropriate, five-year historical trends are included.</p>	<p>Implemented processes to ensure that African American students have equitable access to advanced and accelerated courses in middle school and high school.</p> <p>Seek School Board approval of the revised job description for the “Multicultural Coordinators” to align supports provided by the positions to currently identified staff and student needs.</p> <p>Reduce barriers (e.g., outreach, registration, cost, location, transportation) to increase African American student participation in extended learning programs.</p> <p>Ensure that administrators address how schools are providing interventions related to achievement gaps for African American students in the School Improvement Plan platform.</p> <p>Continue 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. The District posts five-year disaggregated data on student achievement by school, by grade, and by race, on the public website:  <a href="https://www.indianriverschools.org/cms/One.aspx?portalId=1549525&amp;pageId=9329835">https://www.indianriverschools.org/cms/One.aspx?portalId=1549525&amp;pageId=9329835</a>.  Historical five-year progress monitoring data was relocated to the 2018 Joint Plan Document Repository which is publicly accessible via the following link:  <a href="https://indianriver.instructure.com/courses/103312">https://indianriver.instructure.com/courses/103312</a>. Additional Power BI dashboards in the areas of advanced coursework, early warning</p>
--	--	---	---

indicators, staff hiring, and state assessments are currently being built.

**Annual Outcome Measures  
SDIRC Achievement Gaps on Spring 2021 Assessment Results  
As of 07/29/21; Source: FLDOE**

	2017 - 2018				2018 - 2019				2019 - 2020	2020 - 2021			
	White, Non-Hispanic (% 3+)	African American (% 3+)	Gap	State Ranking	White, Non-Hispanic (% 3+)	African American (% 3+)	Gap	State Ranking		White, Non-Hispanic (% 3+)	African American (% 3+)	Gap	State Ranking
<b>ELA – Grades 3-10 (Level 3+)</b>	61.5%	30.8%	30.7%	47	64.2%	34.6%	29.6%	47	<a href="#">Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1</a> , spring K-12 statewide assessment test administrations for the 2019 - 2020 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-2020 school year.	62.0%	31.5%	30.5%	48
<b>Mathematics Combined (Level 3+)</b>	65.4%	33.7%	31.7%	48	66.0%	34.5%	31.5%	44		59.6%	26.8%	32.8%	46

**Unit Assessments – English Language Arts by Race – Grades 3 - 12**  
**Percentage of Students Performing at 55% and Above\***  
**Districtwide, Non-Charter Schools**  
**Retrieved 02/11/22, Source: Performance Matters/UNIFY**

Race/Ethnicity	June 2019		June 2020		June 2021		October 2021		November 2021		December 2021		January 2022		February 2022	
	# 55 and Above	% 55 and Above	# 55 and Above	% 55 and Above	# 55 and Above	% 55 and Above	# 55 and Above	% 55 and Above	# 55 and Above	% 55 and Above	# 55 and Above	% 55 and Above	# 55 and Above	% 55 and Above	# 55 and Above	% 55 and Above
<b>African American</b>	619	36%	688	39%	600	32%	488	35%	682	41%	707	42%	683	41%	691	41%
<b>White, Non-Hispanic</b>	3,002	64%	2,868	64%	2,702	59%	2,051	53%	2,684	62%	2,728	64%	2,714	63%	2,741	64%
<b>African American/White Gap</b>	28%		25%		27%		19%		21%		22%		23%		23%	

\*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 areas, typically a Unit Assessment Weighted Average score of between 55%-65% correlates to a Level 3 on statewide assessments.

**Unit Assessments – Combined Mathematics (Math, Algebra, Geometry) by Race – Grades 3 - 12**  
**Percentage of Students Performing at 55% and Above\***  
**Districtwide, Non-Charter Schools**  
**Retrieved 02/11/22, Source: Performance Matters/UNIFY**

Race/Ethnicity	June 2019		June 2020		June 2021		October 2021		November 2021		December 2021		January 2022		February 2022	
	# 55 and Above	% 55 and Above	# 55 and Above	% 55 and Above	# 55 and Above	% 55 and Above	# 55 and Above	% 55 and Above	# 55 and Above	% 55 and Above	# 55 and Above	% 55 and Above	# 55 and Above	% 55 and Above	# 55 and Above	% 55 and Above
<b>African American</b>	728	44%	825	45%	648	35%	480	42%	716	42%	699	41%	693	40%	691	41%
<b>White, Non-Hispanic</b>	2748	64%	2758	64%	2254	50%	1,820	64%	2,430	60%	2,366	59%	2,351	58%	2,376	59%
<b>African American/White Gap</b>	20%		19%		15%		22%		18%		18%		18%		18%	

\*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 areas, typically a Unit Assessment Weighted Average score of between 55%-65% correlates to a Level 3 on statewide assessments.

**Percentage of Students within Each Racial Subgroup with One or More Office Discipline Referral (ODR) – Grades K - 12**  
**Districtwide, Non-Charter and Charter Schools Total Enrolled Year to Date**  
 Retrieved 02/14/22, Source: Focus School Software and Power BI

Race/ Ethnicity	June 2018			June 2019			June 2020			June 2021		
	# of Students with ODRs	Total Enrolled	% of Students with ODRs	# of Students with ODRs	Total Enrolled	% of Students with ODRs	# of Students with ODRs	Total Enrolled	% of Students with ODRs	# of Students with ODRs	Total Enrolled	% of Students with ODRs
African American	1,080	3,267	33%	965	3,464	28%	897	3,564	25%	451	3,259	14%
White, Non-Hispanic	1,508	10,836	14%	1,390	10,839	13%	1,229	10,142	12%	649	9,796	7%
District Total	3,457	19,644	18%	3,134	20,080	16%	2,692	19,565	14%	1484	18,394	8%
African American/White Gap	428	7,569	19%	425	7,375	15%	332	6,578	13%	198	6,537	7%

Race/ Ethnicity	October 2021			November 2021			December 2021			January 2022			February 2022		
	# of Students with ODRs	Total Enrolled	% of Students with ODRs	# of Students with ODRs	Total Enrolled	% of Students with ODRs	# of Students with ODRs	Total Enrolled	% of Students with ODRs	# of Students with ODRs	Total Enrolled	% of Students with ODRs	# of Students with ODRs	Total Enrolled	% of Students with ODRs
African American	368	3,143	12%	464	3,169	15%	520	3,192	16%	584	3,205	18%	632	3,251	19%
White, Non-Hispanic	428	9,559	4%	512	9,610	5%	597	9,662	6%	670	9,675	7%	733	9,799	7%
District Total	1,036	17,829	6%	1,270	17,959	7%	1,447	18,076	8%	1,629	18,109	9%	1,784	18,346	10%
African American/White Gap	60	6,416	8%	48	6,441	10%	77	6,470	10%	86	6,470	11%	101	6,548	12%

**Percentage of Students within Each Racial Subgroup with One or More In-School-Suspension – Grades K - 12**  
**Districtwide, Non-Charter and Charter Schools Total Enrolled Year to Date**  
**Retrieved 02/14/22, Source: Focus School Software and Power BI**

*\*For 2021-2022 Academic Year, In-school Suspension at the secondary level was replaced with ASPIRE.*

Race/Ethnicity	June 2018	June 2019	June 2020	June 2021	October 2021	November 2021	December 2021	January 2022	February 2022
African American	9%	11%	6%	5%	4% (140/3143)	6% (179/3169)	6% (196/3192)	7% (233/3205)	8% (268/3251)
White, Hispanic	3%	4%	3%	2%	2% (161/9559)	2% (185/9610)	2% (232/9662)	3% (257/9675)	3% (278/9799)

**Percentage of Students within Each Racial Subgroup with One or More Out-of-School Suspension – Grades K - 12**  
**Districtwide, Non-Charter and Charter Schools Total Enrolled Year to Date**  
**Retrieved 02/14/22, Source: Focus School Software and Power BI**

Race/Ethnicity	June 2018	June 2019	June 2020	June 2021	October 2021	November 2021	December 2021	January 2022	February 2022
African American	14%	13%	9%	1%	1.3% (42/3143)	1.9% (60/3169)	2.3% (73/3192)	2.5% (81/3205)	2.7% (89/3251)
White, Hispanic	4%	4%	4%	0.6%	0.2% (21/9559)	0.3% (30/9610)	0.4% (40/9662)	0.5% (51/9675)	0.6% (59/9799)

**Racial Representation in the Alternative Disciplinary School (Alternative Center for Education) – Grades 6 -12**  
**Districtwide, Non-Charter and Charter Schools Total Enrolled Year to Date**  
**Retrieved 02/14/22, Source: Focus School Software**

Race/Ethnicity	June 2018			June 2019			June 2020			June 2021		
	Students Assigned	Total # Enrolled	% Student Assigned	Students Assigned	Total # Enrolled	% Student Assigned	Students Assigned	Total # Enrolled	% Student Assigned	Students Assigned	Total # Enrolled	% Student Assigned
African American	67	3,267	2%	62	3464	2%	45	3,564	1%	32	3,259	1%
White, Non-Hispanic	36	10,836	0.3%	29	10,839	0.3%	30	10,142	0.3%	18	9,796	0.2%
<b>District Total</b>	<b>122</b>	<b>19,644</b>	<b>1%</b>	<b>93</b>	<b>20,080</b>	<b>0.5</b>	<b>93</b>	<b>19,565</b>	<b>0.5%</b>	<b>58</b>	<b>18,394</b>	<b>0.3%</b>
<b>African American/White Gap</b>	<b>-31</b>	<b>7,569</b>	<b>-2%</b>	<b>-15</b>	<b>6,578</b>	<b>-1%</b>	<b>-15</b>	<b>6,578</b>	<b>-1%</b>	<b>14</b>	<b>6683</b>	<b>0.8%</b>
<b>African American/White Risk Ratio</b>	<b>6.17</b>			<b>6.69</b>			<b>4.27</b>			<b>5.34</b>		

Race/Ethnicity	October 2021			November 2021			December 2021			January 2022			February 2022		
	Students Assigned	Total # Enrolled	% Student Assigned	Students Assigned	Total # Enrolled	% Student Assigned	Students Assigned	Total # Enrolled	% Student Assigned	Students Assigned	Total # Enrolled	% Student Assigned	Students Assigned	Total # Enrolled	% Student Assigned
African American	22	3,143	0.7%	23	3,169	0.7%	29	3,192	0.9%	34	3,205	1%	37	3,251	1.1%
White, Non-Hispanic	**	9,559	**	**	9,610	**	**	9,662	**	13	9,675	0.1%	15	9,799	0.2%
District Total	30	17,829	**	37	17,959	**	46	18,076	**	55	18,109	0.3%	61	18,346	0.3%
African American/White Gap	**	6,416	**	**	6,441	**	**	6,470	**	21	6,470	0.9%	22	6,548	0.9%
African American/White Risk Ratio	**			**			**			7.9			7.43		

ESE Identification															
5-Year Baseline Report for Exceptional Student Education															
Districtwide, Non-Charter and Charter Schools, FLDOE Survey 2 Enrollment (approximately mid-October)															
Retrieved 2/14/22, Source: FLDOE EdStats															
Race/ Ethnicity	2017 - 2018			2018-2019			2019-2020			2020-2021			2021-2022		
	# of ESE Students	Total # of Students	% of ESE Students	# of ESE Students	Total # of Students	% of ESE Students	# of ESE Students	Total # of Students	% of ESE Students	Number of ESE Students	Total # of Students	% of ESE Students	Number of ESE Students	Total # of Students	% of ESE Students
African American	612	3,007	20%	652	3,018	22%	709	3,122	23%	685	3,066	22%	654	3,072	21%
White	1,295	9,689	13%	1,351	9,686	14%	1,373	9,662	14%	1,358	9,499	14%	1,326	9,220	14%
State Total	385,447	2,833,115	14%	401,627	2,846,857	14%	414,352	2,858,949	14%	406,944	2,791,687	14.6%	415,980	2,833,179	15%
District Total	2,629	17,792	15%	2,629	17,861	15%	2,890	17,872	16%	2,851	17,570	16%	2,750	17,366	16%

<b>District Gap</b>	683	6,682	7%	699	6,668	7%	664	6,540	8%	673	6,433	8%	672	6,148	7%
<b>State Gap</b>	51,213	451,336	1.8%	50,567	439,487	1.9%	50,508	435,860	2.1%	46,593	415,843	2.3%	47,971	47,971	2.3%

## Joint Plan Section VII – Student Assignments

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].

		<b>Action Steps Implemented</b>	<b>Ongoing and Next Steps for Implementation</b>
VII (A)	<p><i>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.</i></p>	<p>Prior to the January 31, 2022 Choice Lottery for the 2022-2023 academic year, school enrollment percentages were evaluated. African American students were placed as Priority 1 students at schools below or within low to mid-range of the 19% enrollment as of January 2022. Three schools were identified as over percentage: Dodgertown Elementary, Gifford Middle School, and Sebastian Elementary School. African American students were not given priority 1 in the choice lottery for these locations. Each applicant can choose up to three schools. Therefore, a student may not have received their first choice due to evaluation of the racial balance; however, the student may still have been offered a choice seat elsewhere. During each lottery there are three levels of priority. Priority 1 is for military, siblings, and employees, Priority 4 is for all other students</p>	<p>The Coordinator of Assessment and Virtual Education supports individual schools outside of the mandated enrollment ratios to promote their programs. The Choice Lottery is dictated by the parameters of the Desegregation Order, thereby working to bring the schools into the correct population ratio to be in compliance.</p> <p>Initiate the evaluation of the impact that school choice, including magnet enrollment, is having on the representation of African American students at specific schools, with a particular focus on racially identifiable schools.</p> <p>For the 2022-2023 Choice Lottery applicant pool: Fellsmere Elementary School had zero (0) African American applicants to give priority for their below percentage enrollment. Fellsmere had one (1) other race applicant that was offered a seat.</p>

		<p>within the county. Priority 7 is for out of county students. Priority 1 was either given or held back based on racial balancing needs at each location.</p>	<p>Dodgertown Elementary School had nine (9) African American applicants who were not given Priority 1 due to the above range percentage of enrollment. They had three (3) other race applicants that were offered seats. Gifford Middle School had one (1) African American applicant who was not given Priority 1 due to the above range percentage of enrollment. They had 14 other race applicants that were offered seats. Sebastian Elementary School had two (2) African American applicants that were not given Priority 1 due to the above range percentage of enrollment. They had five (5) other race applicants that were offered a seat. Applicants have until February 14, 2022 to accept or decline their choice offering. Then the choice application will re-open from February 14-February 25, 2022 for the March Lottery.</p>
<p>VII (B)</p>	<p><i>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.</i></p>	<p>During the 2019 - 2020 academic year, the District provided families with the opportunity to choose their school of enrollment for their students. Seats were made available at each school for students to enroll until individual schools reached 90% capacity. Transportation was provided through depot stops. Depot stops were strategically identified school bus transportation stops in centralized locations throughout the community to support the transport of students to choose schools outside their home zone area. In the spring of 2020, the threshold for capacity for the 2020 – 2021 school year was raised to 95% at each school, which added 708 available seats across all non-charter, non-magnet schools.</p>	<p>Once the full range of potential grade configurations and programming options are identified through the Master Planning process, then the District will begin exploring potential changes to new boundaries and their anticipated impact on student demographics. Recommendations for modifications to school boundaries will be one of the culminating stages of this process and recommendations will be made in concert with information gathered (e.g., enrollment trends, demographic trends, grade configuration decisions, new/revised programming decisions, budgetary considerations/availability of funds, etc.) earlier in the planning process.</p> <p>Continue to publicize school choice programming and application through multiple approaches</p>

		<p>During the fall of 2020 - 2021, three different instructional models were offered and implemented, in response to COVID-19, to meet the diverse health and instructional needs of the students and families of the SDIRC.</p> <p>Communicated parent/family feedback related to school choice to school administrators for further improvements or modifications to programming.</p> <p>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. A Facebook Live Session with the Superintendent and the Director of Instructional Innovation was held on Friday, February 26, and featured programs at each school and provided information for enrollment. All of the communication methods used for the first round of school choice were used again for the second round, in addition to providing hard copies of flyers to targeted groups and organizations in our community to ensure everyone had an equal opportunity to receive information. The booklet is available in <a href="#">English</a> and <a href="#">Spanish</a> versions. Through analytics, the resource booklets received over 2530 views in the digital format. In addition, the school choice videos were sent out through social media and included in a single link for families available on our <a href="#">website</a>. The School Choice video link has been viewed over 2,628 times based on the 12/13/2021 analytics. An email distribution group of community leaders was also compiled to share information quickly and efficiently, as it is shared online.</p>	<p>such as Facebook, Twitter, and reaching out to community partners to share process for school choice.</p> <p>Enhance school choice and magnet school offerings, including transportation to access school choice, districtwide to maximize opportunities for African American students to enroll in schools that best align with their needs and interests.</p> <p>The Career and Technical Education (CTE) Department of Indian River County Schools wrote and received a competitive grant to create an Entrepreneurial Focus throughout CTE. One component is to deliver an <a href="#">Entrepreneurial Ecosystem Symposium</a>. This event will take place on February 24, 2022. at Storm Grove Middle School. The event will showcase the variety of CTE programs available across our District.</p>
--	--	--	--

This method of virtual and digital information allows for direct distribution by these community members and their organizations, additionally, the District extended the invitation to organizations to deliver physical copies of the materials to their specific locations.

Subsequent application rounds resulted in an additional 115 applications for African American students for choice or magnet schools. Of the total of 255 African American students who applied for enrollment in a school of choice or magnet school for the 2021-2022 academic year, 215 were offered a seat. As of June 6, 2021, 84% of African American students have been offered a seat at a school of choice or magnet program, as compared to 66% of White, Non-Hispanic students who applied and were offered a seat. It is important to note that the Alternative Center for Education and Wabasso School are not Choice Schools. Student placement at one of the two aforementioned schools is based on an IEP/504/Behavior Plan. Students cannot apply to go to these schools, nor can they choose to leave these schools. They are placed based on data taken over time for the student's educational plan.

Developed options and recommendations for the Master Plan based upon the draft "State of the Schools" report. The report summarizes information gathered as part of an initial stage of the District's Master Planning Process, which the District is completing in collaboration with an outside consultant. As part of the initial stage of Master Planning, information was gathered on historical, baseline, and projected trends in

		<p>student enrollment and demographics. The gathering of this information is a necessary first step to then identify the full range of potential grade configurations and programming options that may be feasible based upon the specific nature of enrollment patterns, as well as determinations as to whether new student seats and/or replacement seats are options based upon outlined requirements.</p> <p>Gathered stakeholder feedback for the Master Plan based upon the draft “State of the Schools” report.</p> <p>Planned a Choice and Community Extravaganza for families and community members to learn more about the District and school choice programming. The inaugural event took place October 9, 2021 at the Intergenerational Recreation Center (iG Center) with over 500 people participating.</p> <p>Enhanced school choice and magnet school offerings districtwide to maximize opportunities for African American students to enroll in schools that best align with their needs and interests.</p>	
VII (C)	<p><i>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</i></p>		<p>Data provided in the table below.</p>

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.

**Racial Representation of Students by School (Non-Charter and Charter Schools) and Percentage Occupancy**  
 Retrieved 11/23/21 for 2017-2021; Retrieved 2/7/22 for 2021-2022, Source: Focus School Software

School	2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022				
	African American	White, Non-Hispanic	Total Student Enrollment <i>*Data retrieved 2/7/22</i>	Building Capacity	Percentage Occupancy								
<i>District</i>	17%	55%	17%	54%	18%	54%	18%	54%	19%	53%			
Beachland Elementary School	23%	59%	19%	63%	19%	64%	17%	58%	14%	61%	513	580	88%
Citrus Elementary School	19%	54%	21%	53%	21%	54%	22%	55%	19%	54%	670	746	90%
Dodgertown Elementary School	42%	24%	50%	21%	52%	21%	52%	20%	47%	20%	465	530	88%
Fellsmere Elementary School	4%	12%	3%	11%	4%	12%	4%	15%	3%	12%	591	733	80%
Gifford Middle School	31%	46%	35%	43%	36%	41%	35%	41%	33%	40%	571	934	61%
Glendale Elementary School	24%	53%	19%	61%	17%	63%	17%	66%	17%	64%	480	644	75%
Indian River Academy	26%	45%	25%	40%	24%	43%	24%	40%	25%	34%	424	568	74%
IR Virtual	*	71%	<1%	53%	<1%	63%	<1%	63%	18%	78%	133	<i>There is no capacity set for virtual enrollment.</i>	
Liberty Magnet School	13%	65%	13%	64%	15%	64%	14%	63%	14%	61%	547	554	101%

Osceola Magnet School	15%	61%	15%	62%	15%	62%	18%	61%	16%	60%	517	554	96%
Oslo Middle School	24%	46%	24%	44%	26%	45%	23%	45%	23%	42%	914	964	93%
Pelican Island Elementary	27%	58%	27%	57%	23%	60%	21%	65%	22%	58%	372	555	66%
Rosewood Magnet School	14%	70%	14%	69%	15%	67%	18%	63%	23%	59%	522	536	97%
Sebastian Elementary School of the Arts	21%	61%	23%	61%	26%	61%	28%	60%	29%	59%	352	616	57%
Sebastian River High School	12%	54%	12%	52%	12%	52%	11%	51%	12%	51%	1843	2307	80%
Sebastian River Middle School	10%	48%	11%	47%	11%	45%	13%	45%	13%	47%	818	1101	74%
Storm Grove Middle School	13%	61%	12%	61%	13%	58%	12%	60%	13%	66%	996	1244	91%
Treasure Coast Elementary School	10%	63%	9%	66%	9%	69%	11%	67%	14%	70%	629	781	81%
Vero Beach Elementary School	25%	36%	24%	42%	26%	40%	27%	41%	32%	48%	578	724	80%
Vero Beach High School	19%	56%	19%	55%	20%	53%	20%	53%	22%	53%	2856	2900	98%

**OTHER: ALTERNATIVE AND NON-TRADITIONAL SCHOOLS**

School	2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022				
	African American	White, Non-Hispanic	Total Student Enrollment <i>*Data retrieved 2/7/22</i>	Building Capacity	Percentage Occupancy								
Alternative Center for Education (ACE)	56%	28%	61%	<1%	55%	29%	45%	42%	61%	25%	51	157	32%
Wabasso School (WS)	25%	52%	24%	55%	25%	49%	27%	47%	29%	44%	48	81	60%

**\*CHARTER SCHOOLS**

Imagine School at South Vero (ISV)	3.4%	65.9%	3%	82%	4%	83%	5%	83%	7%	86%	875	970	90%
Indian River Charter High School (IRCHS)	5.4%	54.7%	5%	71%	4%	74%	4%	74%	9%	78%	717	750	96%
North County Charter School (NCCS)	11.0%	44.4%	11%	67%	11%	68%	11%	70%	13%	76%	375	375 (30 are VPK)	100%
Sebastian Charter Junior High (SCJHS)	3.7%	39.5%	5%	68%	6%	69%	7%	68%	8%	73%	290	290	100%
St. Peter's Academy (SPA)	49.3%	7.7%	50%	12%	51%	11%	48%	11%	54%	7%	126	150	84%

"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" [Joint Plan at 7]. Schools that have a student enrollment population meeting the percentage range are highlighted in green.

## Joint Plan Section VIII – Transportation

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 mandate (1) no student shall be segregated or discriminated against on account of race or color in any service, activity, or program, including transportation, and that (2) where transportation is generally provided, buses must be routed to the maximum extent feasible in light of the geographic distribution of students, so as to serve students assigned in accordance with the provisions of this plan.

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].

		<b>Action Steps Implemented</b>	<b>Ongoing and Next Steps for Implementation</b>
VIII (A)	<p><i>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 mandate (1) no student shall be segregated or discriminated against on account of race or color in any service, activity, or program, including transportation, and that (2) where transportation is generally provided, buses must be routed to the maximum extent feasible in light of the geographic distribution of students, so as to serve students assigned in accordance with the provisions of this plan.</i></p>	<p>Provided school transportation depot stops district wide to schools of choice. 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. All SDIRC bus stops serve as bus depot stops. Students may access transportation to and from school using the closest, established bus stop to their school of choice (not their home-zoned school) in the District.</p> <p>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</p>	<p>School Choice transportation continues to allow 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. Continue to provide ongoing technical support/embedded professional development to school transportation professionals to provide positive, safe, and supportive school climates to students while using school transportation.</p> <p>Implementing the the ZPass system for the 2021-2022 school year to increase communication with parents regarding school transportation.</p> <p>Implemented a school transportation plan that includes the use of school transportation depot</p>

		<p>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.</p> <p>Reviewed school choice applications submitted for the 2021-2022 academic year to analyze and identify any revisions in needs related to school transportation depot stops for school choice.</p>	<p>stops to ensure equitable access to school transportation.</p>
VIII (B)	<p><i>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.</i></p>		<p>The numbers of students accessing bus transportation broken down by student groups in the table below.</p>

**Percentage of Students Within Each Racial/Ethnic Subgroup Utilizing School Transportation by School**

School	February 2019				February 2020				February 2021				October 2021			
	African American		White, Non-Hispanic		African American		White, Non-Hispanic		African American		White, Non-Hispanic		African American		White, Non-Hispanic	
	Total Zoned Students Transported	Total School Choice Students Transported	Total Zoned Students Transported	Total School Choice Students Transported	Total Zoned Students Transported	Total School Choice Students Transported	Total Zoned Students Transported	Total School Choice Students Transported	Total Zoned Students Transported	Total School Choice Students Transported	Total Zoned Students Transported	Total School Choice Students Transported	Total Zoned Students Transported	Total School Choice Students Transported	Total Zoned Students Transported	Total School Choice Students Transported
Alternative Center for Education	32.8% (20/61)	0% (0/0)	11.5% (7/61)	0% (0/0)	29.4% (15/51)	0% (0/0)	11.8% (6/51)	0% (0/0)	22.2% (6/27)	0% (0/0)	11.1% (3/27)	0% (0/0)	35.5% (11/31)	30.8% (4/13)	<1% (3/31)	<1% (1/13)
Beachland Elementary School	13.7% (66/482)	9.5% (13/137)	14.3% (69/482)	2.9% (4/137)	12.4% (60/485)	7.8% (13/167)	16.5% (80/485)	4.2% (7/167)	8.1% (42/518)	7.2% (11/152)	7.9% (41/518)	1.97% (3/152)	9.1% (46/505)	9% (20/223)	11.1% (56/505)	1.3% (3/223)
Citrus Elementary School	12% (84/701)	15.5% (20/129)	15.3% (107/701)	5.4% (7/129)	8.8% (63/718)	9.4% (9/121)	13.9% (100/718)	1.7% (2/121)	9.1% (63/691)	10.3% (11/107)	6.9% (48/691)	<1% (1/107)	8.2% (54/656)	8.5% (14/165)	13.9% (91/656)	5.5% (9/165)
Dodgertown Elementary School	29.2% (123/421)	66.7% (14/21)	11.4% (48/421)	0% (0/21)	32% (139/434)	58.3% (14/24)	11.5% (50/434)	0% (0/24)	21.0% (97/461)	52.2% (12/23)	6.5% (30/461)	0% (0/23)	17.8% (79/444)	28.6% (16/56)	7.9% (35/444)	3.6% (2/56)
Fellsmere Elementary School	1.7% (10/595)	0% (0/20)	4.4% (26/595)	0% (0/20)	2.0% (12/592)	0% (0/25)	4.2% (25/592)	0% (0/25)	<1% (3/575)	0% (0/25)	1.7% (10/575)	4% (1/25)	1.7% (10/585)	3.1% (1/32)	3.9% (23/585)	0% (0/32)
Gifford Middle School	16.3% (110/673)	15.7% (8/51)	33.3% (224/673)	17.6% (9/51)	17.4% (116/666)	11.5% (9/78)	29.9% (199/666)	11.5% (9/78)	12.8% (84/656)	9.5% (6/63)	22.3% (146/656)	11.1% (7/63)	13.9% (79/567)	21.3% (16/75)	23.6% (134/567)	9.3% (7/75)

Glendale Elementary School	12.2% (72/589)	12.2% (15/123)	17.3% (102/589)	4.9% (6/123)	10.2% (56/551)	8.3% (9/108)	12.7% (70/551)	3.7% (4/108)	5.4% (29/541)	1.8% (2/109)	9.1% (49/541)	5.5% (6/109)	7.6% (37/489)	9.1% (17/186)	14.9% (73/489)	5.4% (10/186)
**Imagine Schools at South Vero	0% (0/884)	0% (0/0)	0% (8/884)	0% (0/0)	0% (0/877)	0% (0/0)	0.1% (1/877)	0% (0/0)	0% (0/859)	0% (0/0)	0% (0/859)	0% (0/0)	0% (0/882)	0% (0/8)	0% (0/882)	0% (0/8)
Indian River Academy	11.9% (54/452)	0% (0/32)	10.2% (46/452)	12.5% (4/32)	11.7% (53/452)	2.8% (1/36)	8.8% (40/452)	8.3% (3/36)	9.3% (42/454)	0% (0/38)	4.6% (21/454)	5.3% (2/38)	8.7% (37/426)	7.3% (4/55)	4.5% (19/426)	0% (0/55)
**Indian River Charter High School	<1% (1/693)	0% (0/0)	0% (0/693)	0% (0/0)	0% (0/687)	0% (0/0)	0.4% (3/687)	0% (0/0)	0% (0/711)	0% (0/0)	0% (0/711)	0% (0/0)	0% (0/732)	0% (0/0)	0% (0/732)	0% (0/0)
*Liberty Magnet School	5.9% (32/542)	25% (1/4)	8.5% (46/542)	25% (1/4)	3.9% (21/541)	42.9% (3/7)	8.9% (48/541)	14.3% (1/7)	3.8% (20/521)	28.6% (2/7)	7.7% (44/521)	14.3% (1/7)	5.9% (32/544)	6.0% (32/530)	9.7% (53/544)	9.4% (50/530)
**North County Charter	6% (22/367)	0% (0/0)	11.2% (41/367)	0% (0/0)	4.9% (19/385)	0% (0/0)	11.9% (46/385)	0% (0/0)	4.0% (15/376)	0% (0/0)	9.8% (37/376)	0% (0/0)	4.7% (18/379)	0% (0/0)	7.1% (27/379)	0% (0/0)
*Osceola Magnet School	4.7% (25/529)	0% (0/4)	1.1% (6/529)	50% (2/4)	4.7% (25/536)	0% (0/2)	2.4% (13/536)	100% (2/2)	2.5% (13/524)	0% (0/5)	1.7% (9/524)	40% (2/5)	2.9% (15/515)	2.8% (14/498)	2.1% (11/515)	1.8% (9/498)
Oslo Middle School	12.4% (111/896)	1.5% (1/67)	18.6% (167/896)	9% (6/67)	9.9% (92/929)	0% (0/70)	16.9% (157/929)	7.1% (5/70)	6.9% (63/908)	5.5% (4/73)	12.4% (113/908)	2.7% (2/73)	7.2% (65/897)	4.4% (5/113)	14.0% (126/897)	5.3% (6/113)

Pelican Island Elementary	13.3% (57/430)	14.4% (12/83)	8.4% (36/430)	4.8% (4/83)	9.7% (35/359)	7.1% (5/70)	7% (25/359)	8.6% (6/70)	7.0% (26/369)	6.8% (4/59)	7.0% (26/369)	1.7% (1/59)	6.4% (23/360)	12.5% (12/96)	7.2% (26/360)	11.5% (11/96)
*Rosewood Magnet School	3.9% (21/541)	0% (0/2)	1.8% (10/541)	0% (0/2)	4.8% (26/547)	0% (0/2)	3.3% (18/547)	50% (1/2)	4.4% (23/526)	0% (0/2)	1.5% (8/526)	50% (1/2)	8.2% (44/534)	8.1% (42/519)	1.3% (7/534)	1.2% (6/519)
**Sebastian Charter Jr. High	1.9% (5/262)	0% (0/0)	27.9% (73/262)	0% (0/0)	3.8% (10/265)	0% (0/0)	30.6% (81/265)	0% (0/0)	2.8% (8/283)	0% (0/0)	19.1% (54/283)	0% (0/0)	3.6% (10/279)	0% (0/0)	22.6% (63/279)	0% (0/0)
Sebastian Elementary School of the	18.7% (76/406)	3% (1/33)	17.7% (72/406)	0% (0/33)	20.2% (80/397)	11.1% 4/36	11.1% (44/397)	5.6% 2/36	18.4% (61/331)	13.8% (4/29)	7.6% (25/331)	0% (0/29)	18.3% (64/349)	19% (11/58)	8.9% (31/349)	5.2% (3/58)
Sebastian River High School	9.4% (176/1874)	20.4% (11/54)	21.3% (399/1874)	13% (7/54)	8.5% (161/1891)	14% (8/57)	21.3% (402/1891)	15.8% (9/57)	6.8% (128/1895)	14.8% (9/61)	16.9% (321/1895)	8.2% (5/61)	8.1% (155/1907)	13.6% (11/81)	20% (381/1907)	11.1% (9/81)
Sebastian River Middle School	9.9% (93/940)	3.4% <b>(3/88)</b>	31.7% (298/940)	22.7% (20/88)	8.3% (76/921)	5.2% (5/97)	27.6% (254/921)	12.4% (12/97)	7.8% (67/857)	4.2% (4/96)	22.3% (191/857)	15.6% (15/96)	9.8% (82/840)	7.5% (10/134)	23.8% (200/840)	20.1% (27/134)
Storm Grove Middle School	9.3% (96/1036)	2% (2/100)	41.7% (432/1036)	24% (24/100)	10.2% (109/1068)	3.3% (3/91)	37.1% (396/1068)	17.6% (16/91)	6.7% (70/1044)	2.4% 2/85	27.9% (291/1044)	11.8% 10/85	8.7% (88/1007)	7.6% (12/157)	30.8% (310/1007)	15.3% (24/157)
**St. Peter's Academy	28.3% (39/138)	0% (0/0)	5.8% (8/138)	0% (0/0)	27.3% (39/143)	0% (0/0)	10.5% (15/143)	0% (0/0)	24% (31/129)	0% (0/0)	7% (9/129)	0% (0/0)	28.7% (37/129)	0% (0/0)	7.8% (10/129)	0% (0/0)

Treasure Coast Elementary	6.6% (43/655)	3.1% (2/64)	24.6% (161/655)	3.1% (2/64)	5.3% (36/678)	3.6% (3/83)	18.7% (127/678)	1.2% (1/83)	5.3% (36/675)	1.4% (1/74)	15.1% (102/675)	4.1% (3/74)	4.4% (28/639)	11.7% (15/128)	17.2% (110/639)	7.0% (9/128)
Vero Beach Elementary School	12.3% (76/619)	11.1% (7/63)	12.9% (80/619)	3.2% (2/63)	13.3% (82/618)	5.7% (4/70)	8.1% (50/618)	1.4% (1/70)	9% (54/600)	5.3% (4/75)	7.7% (46/600)	4% (3/75)	7% (40/573)	6.1% (9/147)	6.5% (37/573)	4.8% (7/147)
Vero Beach High School	12.9% (368/2844)	10.4% (13/125)	17.4% (495/2844)	10.4% (13/125)	11.6% (334/2870)	11.2% (15/134)	15.4% (442/2870)	3.7% (5/134)	7.3% (214/2916)	7.3% (10/137)	11% (320/2916)	3.6% (5/137)	9.7% (284/2915)	6.8% (11/162)	13% (378/2915)	3.1% (5/162)
Wabasso School	19.8% (16/81)	100% (1/1)	45.7% (37/81)	0% (0/1)	20.6% (14/68)	0% (0/0)	33.8% (23/68)	0% (0/0)	19.7% (12/61)	0% (0/0)	23% (14/61)	0% (0/0)	28.6% (16/56)	38.2% (13/34)	34% (19/56)	29.4% (10/34)

\*In compliance with Section 1011.62(1)(a), Florida Statutes (F.S.), requires Florida school districts to report Full-Time Equivalent (FTE) student membership by conducting periodic surveys throughout the school year. In accordance, the District reports transportation ridership data within the Florida Department of Education's Survey 2 (October) and Survey 3 (February) reporting windows. Due to the fluctuation of ridership data during the fall Survey 2 window, as well as a subsequent correction window to verify the accuracy of survey data submitted, the District assesses transportation ridership data for the purpose of monitoring progress in relation to the 2018 Joint Plan during the February Survey 3 window.

\*\* The SDIRC has three magnet elementary schools: Liberty, Rosewood, and Osceola. The three elementary magnet schools are filled by the choice lottery for 100% of the available student capacity. All remaining SDIRC schools are Choice schools. These schools are filled by their zoned students and 5% of their capacity is reserved for the choice lottery system. The SDIRC Magnet and Choice application is open each year from November 1 to January 15. When the application window closes, the applicants are screened for specific categories such as siblings already placed at the school, military families, and students that would assist in meeting the federal mandate of the Desegregation Order and the 2018 Joint Plan. The lottery is typically held on January 31. Once families receive their offers, seats that are not accepted by families are then filled in a second lottery run. The Magnet and Choice application is re-opened after the lottery for the remainder of the year.

\*\*\* 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. Additionally, Charter Schools are run by independent governing bodies, and the SDIRC is not involved in their application process. The SDIRC did inform the charter schools that the Federal Desegregation order takes precedence over the state statutes on Charter School lottery admissions processes. Since that time, the charter schools have allowed for African American applicants that qualify for their school to enroll prior to the state legislated lottery process. This has assisted our charter schools with meeting the plus or minus 9 percentage of our total African American student population.

## Joint Plan Section IX – Extracurricular

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].

		<b>Action Steps Implemented</b>	<b>Ongoing and Next Steps for Implementation</b>
IX (A)	<p><i>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.</i></p>	<p>Prior to March 2020, extracurricular activities were not systemically and systematically evaluated for racial/ethnic disparities. Upon the School Board’s approval of the 2019 – 2020 African American Achievement Plan, the District collected and evaluated student participation in extracurricular activities by school. The data revealed an overall non-disparity when assessing total student participation. Approximately 58% of all students involved in extracurriculars were White, Non-Hispanic, and approximately 20% were African American, somewhat mirroring the overall racial/ethnic breakdown in student enrollment. As part of the accountability expectations for monitoring the African American Achievement Plan, each school engages in data-driven decision making and problem solving, to identify specific actions steps and plans to reduce pockets of disparity within specific extracurricular activities at specific school locations. Increased emphasis and oversight provided greater accountability to</p>	<p>Developing an extracurricular program guide for each school, entitled The Champions List. The Champions List will be made available in print form and on posted on every school’s publicly accessible website. The purpose of The Champions List and is to communicate the range of extracurricular activities available to students. The parameters included in The Champions List are outlined in compliance with F.S. 1014.05 (e) Procedures, pursuant to s. 1006.195(1)(a), for a parent to learn about the nature and purpose of clubs and activities offered at his or her minor child’s school, including those that are extracurricular or part of the school curriculum.</p> <p>Continue to hold African American Student Council meetings at all secondary schools to continue to gather feedback related to their perceptions of their school experiences.</p> <p>Implementing the Good Cause Committee to establish Eligibility Standards for Extracurricular Activities when students face undue hardship(s).</p>

		<p>monitor and improve student participation in extracurricular activities.</p> <p>In May 2020, the District underwent an organizational change. As part of the reorganization, a new director – Advocacy, Athletics, and Student Activities – was added to the District’s staffing plan to serve as the centralized point of contact when families need to elevate concerns and issues to the district-level of support, as well as the centralized point of contact for the oversight and coordination of athletics and student activities. The Director of Advocacy, Athletics, and Student Activities was charged with helping students and families when they have a complaint of discrimination or inaccessibility pertaining to extracurricular activities, among other areas pertaining to access.</p> <p>Initiated the development of a resource to be made available via various forms of media to communicate the range of extracurricular activities available to students.</p> <p>Conducted a needs analysis with secondary school athletic directors and administrators related to factors impacting equitable access to extracurricular activities.</p> <p>To facilitate the identification of barriers and promote student-led problem solving, all secondary schools in the District have African American Student Councils. African American Student Council meetings provide a leadership</p>	<p>As we approach the second half of the 2021 – 2022 academic year COVID-19 will continue to be monitored when planning and offering extracurricular activities as student safety remains the highest level of priority.</p> <p>In the process of seeking a fully, executed facility-use agreement 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.</p> <p>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. Quarterly monitoring in accordance with Strategy African American Achievement Plan 3.1 requires all schools “increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.”</p> <p>On January 26, 2021, the Jimmy Graves Foundation offered to donate the 16th Street fields to the School District of Indian River County. Today, the District is working with stakeholders across Indian River County to help develop the <a href="#">Vero Beach Community Complex</a> to serve our local families through the development of this project. The District completed a feasibility</p>
--	--	--	--

		<p>opportunity for African American secondary students. During these meetings, students are asked to provide feedback related to topics that impact their school experiences, as well as engage in planning for school events. The gathering of feedback from African American students consistently provides vital information in the identification of barriers that may or may not be unique to each school and contribute to inequitable school experiences and disparities in educational outcomes. The establishment of African American Student Councils at all secondary schools is monitored in the African American Achievement Plan. Specifically, Target AAAP 3.2: Increase the number of students participating in African American Student Councils at secondary schools from 69 students to 83 students</p> <p>Gathered and summarized feedback from students related to perceptions and factors affecting equitable access to extracurricular activities through the Superintendent’s Student Advisory Council.</p> <p>The members of the Superintendent’s Student Advisory Council provided feedback regarding the activities and athletics available at their schools and whether or not they felt that these athletics and activities met and supported the needs of a diverse school population, both culturally and educationally. Eleven out of twenty students on the Superintendent’s Student Advisory Council “strongly agreed” that extracurricular activities offered on their</p>	<p>study in December 2021 and are currently working with an advisory team and an executive committee on the next steps of the project.</p>
--	--	---	--

		<p>campuses were still able to meet and were available to everyone both in-person and/or online, with COVID-19 health and safety precautions in place. Two out of twenty students “strongly agreed” that the activities provided by the schools were considered “diverse.”</p> <p>In Spring 2021, the District created the Good Cause Committee to establish Eligibility Standards for Extracurricular Activities when a student experiences undue hardships(s). Members of the Good Cause Committee included the five (5) athletic directors from the secondary schools in the district, one (1) assistant principal, the Director of Advocacy, Athletics, and Student Activities, and a School Board member. On May 7, 2021, the Good Cause Committee met virtually to assess the eligibility of two students.</p> <p>On May 21, 2021, the School Board approved one of the most significant organizational restructurings through the expansion of the Department of Advocacy, Athletics, and Student Activities to the Office of Student Affairs, Advocacy, and Access. The elevation of the Director to an Assistant Superintendent provided a direct line of communication and response to parent and student rights and advocacy needs present in the district. To ensure direct supports are being provided to schools and school leadership for compliance with the 1967 Desegregation Order, and Cabinet-level supervision is appropriately</p>	
--	--	---	--

		<p>aligned with these priorities, the previously existing position of Coordinator of Equity, Family, and Community Engagement was shifted from the Department of Curriculum and Instruction and repurposed under the newly established Office of Student Affairs, Advocacy, and Access, with a primary focus on direct support to schools as related to equity (i.e., Coordinator of Equity). Also, in support of this Office is a Coordinator of Parental and Community Involvement designated to specifically support response processes related to parent and student needs and concerns. The Coordinator of Parental Involvement is also charged with coordinating and providing parent workshops and equipping families with the tools and skills to effectively navigate through the educational system while advocating for their individual needs. As part of this work, this staff member leverages community resources to support parents and families. Finally, this Office has the support of a Community Liaison, who will work to strengthen district community connections, as well as establish strategic partnerships with community organizations and community members. This staff member is responsible for identifying and infusing community resources into the supports of the district framework.</p> <p>Initiated the development of the Park Partners Program which is a new public-to-public partnership with Indian River County Parks and Recreation that will provide more opportunities to practice and compete at a regulated venue</p>	
--	--	---	--

		<p>for students participating in lacrosse, baseball, soccer, and swimming.</p> <p>Created and communicated clear and consistent data processes for inputting student participation in extracurricular activities within Focus Student Information System.</p> <p>On January 31, 2022, a professional development session was provided for Athletic Directors and Coaches of athletic extracurriculars. The objectives for this session included:</p> <ul style="list-style-type: none"> <li>• Identifying the various types of “team bonding” that is considered hazing and should be avoided at all costs;</li> <li>• Recognizing and facilitating all athletic programs to be in compliance with Title IX as required by law;</li> <li>• How to identify and report the signs of sexual harassment and abuse regarding students and personnel;</li> <li>• How to facilitate and adjust your athletic program for athletes with disabilities; and</li> <li>• Learning the 14 legal duties presented by the National Federation of High Schools so as to be compliance within the confines of the law.</li> </ul>	
--	--	---	--

IX (B)	<p>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.</p>		<p>Through the use of Microsoft Power BI, the district has created a dynamic and interactive data visualization to review student participation in extracurricular activities by filters such as month, school, school type, grade, extracurricular activity, race/ethnicity, economically disadvantages, ESE, ELL, and gender. The Extracurricular Activities Dashboard is available on the district’s publicly accessible website: <a href="https://www.indianriverschools.org/cms/One.aspx?portalId=1549525&amp;pageId=9329835">https://www.indianriverschools.org/cms/One.aspx?portalId=1549525&amp;pageId=9329835</a>. This dashboard will update once a month.</p>
--------	---	--	--

**Representation of Students Involved in One or More Extracurricular Activity by Race – K - 12**  
**Districtwide, Non-Charter Schools**  
**Retrieved February 2022, Source: Power BI**  
**Publicly accessible by visiting the [Extracurricular Activities Dashboard](#)**

Race/Ethnicity	2017 - 2018	2018 - 2019	2019 - 2020		2020 - 2021		*January 2022		February 2022	
	This data was not tracked systematically prior to the adoption of the 2019 – 2020 African American Achievement Plan.		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
<b>African American</b>			1904	20%	1348	18%	601	18.56%	707	19.65%
<b>White, Non-Hispanic</b>			5491	58%	4160	55%	1,660	51.27%	1,847	51.33%
<b>Total</b>			9535		7539		3,183		3,538	

\*The count of students indicates students who are involved with one or more extracurricular activity. Beginning January 2022, students are not counted more than once in the counts even if they are involved in more than one activity.

**Count of Students Participating in Extracurriculars by Activity**  
**Retrieved February 4, 2022, Source: Power BI**  
**Publicly accessible by visiting the [Extracurricular Activities Dashboard](#)**

Extracurricular Activity	African American	White, Non-Hispanic	Total Count of Students Participating
<b>21st Century</b>	2	8	10
<b>4-H Club</b>	1	7	8
<b>Achievers in Action</b>	1	5	6
<b>Act of Kindness Committee</b>		1	1
<b>African American Student Council</b>	98	5	103

Algebra Tutoring	3	18	21
Art Club	6	56	62
Audubon Advocates	4	18	22
Band	18	53	71
Basketball	50	54	104
Book Club	1	8	9
Bowling		39	39
Boys Club	2	1	3
Campus Life	15	17	32
Cheerleading	16	52	68
Chick-Fil-A Academy		3	3
Chorus	7	20	27
Cross Country	19	83	102
Dance Marathon		34	34
Drama Club	13	37	50
Dungeons and Dragons		6	6
Elite Indians	8		8
Empowerment Club	4		4
FFEA Club	1	2	3
First Priority	2	28	30
Football	143	163	306
Future Florida Educators of America	2	12	14
Garden Club	6	38	44
Geometry		1	1
Girls Lunch a Bunch		4	4
Girls on the Run		13	13
Golf		27	27
Golf (Boys & Girls)		11	11
H.O.S.A.	23	57	80
Inclusion Club	6	7	13
Instrumental Ensemble	1	9	10
International Club	2	3	5
Jam Club	1	1	2

Kickball Club	4	11	15
Knitting Club		1	1
Masterminds	8	14	22
Moonshot Academy	29	81	110
Multi Cultural Club	11	8	19
Music Club	1	13	14
National Honor Society	4	11	15
National Junior Honor Society	7	119	126
Orchestra	6	18	24
Peer 2 Peer	13	11	24
Peer Mentoring (5th Graders)		1	1
Poetry	1	3	4
Running Club	13	140	153
S.A.F.I.R./S.W.A.T.		2	2
Safety Patrol	25	42	67
Sailing Club		12	12
Science Club	1	2	3
Soccer	1	20	21
Soccer (Co-Ed)	8	27	35
STEAM	3	16	19
Student Council	2	33	35
Swimming		32	32
Tutoring	52	67	119
Volleyball	4	95	99
Weightlifting	6	55	61
Wrestling	2	24	26
Young Author's Club	6	20	26
<b>Total</b>	<b>662</b>	<b>1779</b>	<b>2441</b>

\*Beginning in Quarter 1 of the 2021 – 2022 academic year, processes are in place to monitor student participation in Extracurricular Activities in the Focus Student Information System. 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.”