

Thank you for giving me the opportunity to share some of our accomplishments. You may or may not be aware that in my second year here we developed a Strategic Plan. We implemented the plan in my third year. I will use the five goal areas of the Strategic Plan to share the improvements that have happened in my tenure. By the way, just about every one of these are tied to the measurable objectives in the Strategic Plan and were a part of my evaluation.

Student Success (Academic Achievement).

Graduation Rate: The Graduation rate has risen dramatically under my tenure. As you can see, prior to my tenure our district graduation rate was 81%. We have **improved to 92%**, the highest grad rate ever and 7th in the state. What is more important is the sharp increase in minority graduation rates. **Black student grad rate has increased from 65% to 82%**. In other words, before my tenure only 2 out of 3 of black students were graduating, now it is 4 out of 5. **Hispanic student grad rate has increased from 79% to 88%**.

Graduation Rate		
	2014-2015	2017-2018
Overall	81.2%	92.0%
White	86.1%	95.8%
Black	64.6%	81.9%
Hispanic	78.9%	88.2%
Asian	83.3%	94.9%
Mixed Race	73.7%	94.1%

Many people believe that the graduation rate is the best single measure of a school district’s success. Obviously that measure has increased dramatically under my tenure. Our district had not had any significant graduation rate increases at all before my tenure.

Advanced Course Enrollment: We have significantly increased enrollment in advanced courses for all students, especially for minority students. Prior to my tenure there were practices in place that inhibited some students from enrolling in advanced courses. We removed those barriers and worked with staff members to identify students who had the potential to enroll in advanced courses, but were not enrolled and encouraged their enrollment. As a result, we have greatly increased the number of all students taking advanced courses. Here are the numbers. Note the sharp increase in **Black student enrollment from 8% to 21%** and the substantial increase in **Hispanic student enrollment from 15% to 24%**. Our efforts also increased **White student enrollment from 27% to 34%**.

Advanced Placement & International Baccalaureate Courses				
	2016-2017		2017-2018	
Black	69/892	7.74%	179/855	20.90%
Hispanic	176/1208	14.57%	316/1340	23.60%
White	858/3196	26.53%	1095/3199	34.20%

There is research that shows that enrolling in advanced course dramatically increases the future success of a student (<https://aphighered.collegeboard.org/sites/default/files/ap-student-success-college-recent-research.pdf>). Thus, exposing more students to challenging coursework will benefit all of these students.

Career and Technical Education: When I arrived here the district lacked a clear vision for expanding Career and Technical Education (CTE) courses. For example, we had accumulated a surplus in the Adult Education Work Force Program of over \$1.5 Million dollars and were being cited in audits for not utilizing those funds. After researching the work force needs here in our community we used those funds to open **Treasure Coast Technical College**. This consolidated our current adult education courses, mostly in Health Sciences, and added construction trades courses (ex: welding) – all on one campus in Gifford. This facility now offers CTE (vocational) training to adults in our community as well as Juniors and Seniors in our high schools.

In addition to Treasure Coast Technical College we also increased CTE offerings at our two comprehensive high school (VBHS and SRHS). In 2017 we formed a partnership with **Embry Riddle Aeronautical University** to offer dual enrollment program in Aeronautical Studies. The program consists of courses on our campus that will prepare a student for a career as a pilot (they get all training except for flying time), or certification to operate an unmanned aerial vehicle (UAV), a drone. These courses will transfer as college credit to Embry Riddle and other state colleges and universities. We also have strengthened the internship offerings for several of our CTE programs at the high schools. For example, our Automotive Technology students now have internship opportunities at local car dealerships in their service departments.

State Assessments: In my time here we have continued to make progress on our performance on the various state assessments. **We have increased in every tested subject area each year**, except for slight decrease in Social Studies last year due to a small dip in 7th Grade Civics scores. I have attached a screenshot of a page from our district report card that illustrates this steady improvement. This page lists the data used to calculate school and district grades by the Florida Department of Education. As you can see we have increased performance on the tests and our point total as a district has continued to increase. Just a few points shy of an “A.” By the way, creating our own school and district report cards was something that I instituted my

first year here. It is a great way to measure the success of our schools and our district. If you are not familiar with these report cards, you can find them on our website.

District Grade

District Grade Component Scores			
School Year	2015-16	2016-17	2017-18
District Grade	B	B	B
English Language Arts Achievement	51%	52%	53%
English Language Arts Gains	49%	50%	51%
English Language Arts Lowest 25% Gains	38%	40%	43%
Mathematics Achievement	51%	53%	57%
Mathematics Gains	52%	54%	59%
Mathematics Lowest 25% Gains	40%	43%	49%
Science Achievement	54%	53%	57%
Social Studies Achievement	70%	70%	68%
Middle School Acceleration	58%	58%	63%
College and Career Acceleration	62%	63%	68%
Graduation Rate	81%	87%	87%
Total Points Earned	55% or 606 pts.	57% or 623 pts.	60% or 655 pts.

**2017-2018
School Grade
Point Scale**

A = 62 percent of total applicable points or higher
 B = 54 to 61 percent of total applicable points
 C = 41 to 53 percent of total applicable points
 D = 32 to 40 percent of total applicable points
 F = 31 percent of total applicable points or less

Try not to get confused with the graduation rate data of 87%. For the School and District Grade calculation, the prior year grad rate is used because we do not get the current year's grad rate in time for school grade to be calculated, so that is the 2016-2017 grad rate. It is called lagging data and I can explain it further if need be.

Culture & Climate

Student Discipline: We have made steady progress in this area as well. The year prior to my arrival the district was cited by the FLDOE for a higher rate of suspensions for Black students as compared to other students. We were tasked with creating a plan to address this and we did. We have implemented a program called Positive Behavior Intervention and Support (PBIS) at all our schools. This is a research based program sponsored by the University of South Florida. It drives the focus to desired behavior and there are several school based initiatives that support it such as CHAMPS and Conscious Discipline. It would take me another paper to explain these and I will if need be. In addition, we have changed a lot of the practices utilized to respond to student misbehavior, such as implementing alternatives to suspension and training our staff on the use of restorative practices. After my first year here we were cleared from the citation from the FLDOE, and have not been cited since. Regardless, we have continued to work on this area. I have attached a chart that shows **a decrease in the number of discipline referrals, the number of students receiving referrals, the number of referrals that led to suspensions, and finally, the number of students receiving suspensions.** This also is a part of the Strategic Plan.

Office Discipline Referrals				
	2016-2017	2017-2018	Delta	
Percent of Students	20.5%	19.5%	1.1%	-1.1%
Number of Referrals	14,609	12,560	2049	-14%
Number of Students	3,694	3449	245	-7%

Out of School Suspensions				
	2016-2017	2017-2018	Delta	
Number of Referrals	1,166	1,129	-37	-3%
Percent of Students	6.5%	6.3%	.2%	-.2%

Safety and Security: In response to the tragedy at Marjory Stoneman Douglas High School last February we immediately worked with our local law enforcement agencies **to place a School Resource Officer on every school campus.** We already had them at our middle and high school campuses, but added them to elementary and other schools. This is a true partnership between the district and these agencies – the Indian River County Sheriff’s Office, the Sebastian Police Department, and the Vero Beach Police Department. This partnership has continued throughout this year and we are on track to have this in place next year as well. Having an “armed security officer” on each school campus was a requirement of legislation passed last Spring. I am proud to say that we accomplished that immediately and we have been able to maintain it. Unfortunately, there are districts that to this day, that have not been able to meet this requirement. In addition to immediately placing an SRO at every campus, we reviewed our safety and security procedures and implemented changes to our Active Shooter Response protocols and **adopted the ALICE protocol (Alert, Lockdown, Inform, Counter, Evacuate).** We

implemented these changes right after the tragedy at Parkland and trained our school staff on the changes prior to practicing Active Shooter Drills with our students last spring. We conduct reviews after each drill to ensure we are providing the best options for our students and staff.

Physical Security: Even before the tragedy at Marjory Stoneman Douglas High School last February we had been working to improve the physical security at our schools. In response to a security audit of our schools conducted in 2013 we had been making physical upgrades to our schools, with increased security cameras, upgraded fencing and the installation of a “single point of entry” at each campus. We conducted another security audit last summer and are incorporating recommendations from that audit into our comprehensive capital improvement plan. In addition to some immediate improvements we are implementing a new approach to single point of entry projects, we are adding web based notification and communication systems, updating and increasing the number of security cameras, and much more. **We have been able to aggressively pursue these physical security upgrades** because we reprioritized some projects in the Capital Improvement plan and we have received grant funding from the state to address facility upgrades for security.

High Quality Workforce

Competitive Wages and Benefits: Even though we are currently negotiating our contract with the Indian River County Education Association (teacher’s union) many seem to have forgotten the significant strides that were made in the past. **In my first year here we negotiated a 3 year contract with the teacher’s union that guaranteed every teacher a \$900 raise each year.** That amounts to \$2,700 dollars and is in their base salary. In addition, our classroom teachers also receive performance pay that can result in an increase ranging from \$600 to \$1,200 – that is also added in to their base salary. The chart below is the last analysis we did (over a year ago). It shows that we have the highest the highest average teacher salary in our area. This may have changed as some of those districts have now completed negotiations for this year.

Average Salary – 10 Month Instructional Employee	
Indian River	\$ 48,093
Brevard	\$ 47,271
Martin	\$ 46,528
Osceola	\$ 45,354
St. Lucie	\$ 44,963
Average	\$ 46,442

As for Benefits, we did significantly raise premiums a little over two years ago, for both the employee contribution and the employer contribution, but we have not raised premiums since then. Most other companies cannot state that they haven’t raised premiums either of the last two years. Also, as part of our benefits package we offer three different health plans. The

employee groups have voiced strong support for this range of choices, and even though it may be more cost effective to go to a single plan, I have supported the request of the employees to keep the three different plans. Finally, we also continue to maintain a health clinic as part of our plan. This has also been a very high priority for the employee groups, and even though there has been discussion about eliminating it, I have supported it because it is a benefit that our employees find very valuable.

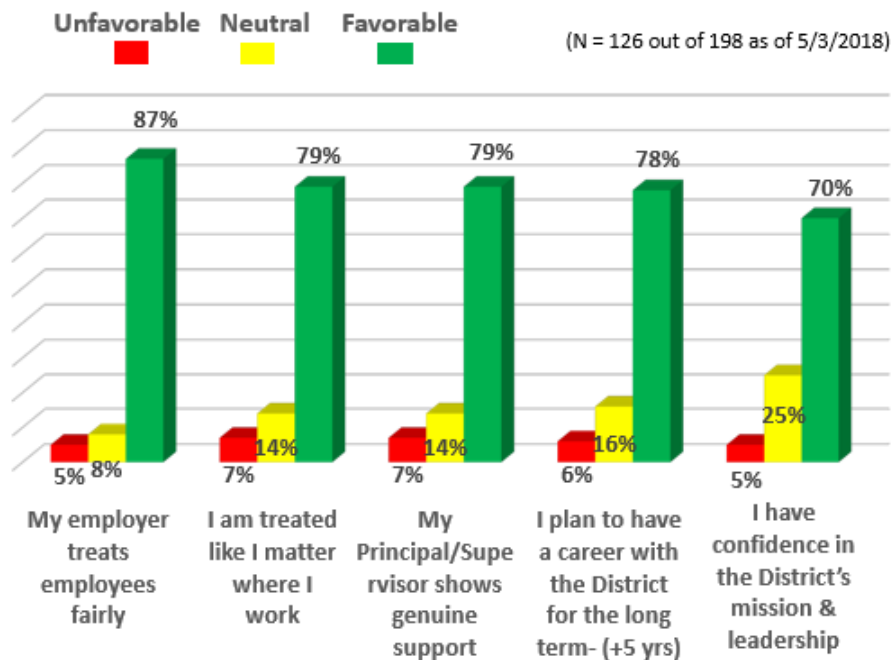
Recruitment and Retention: We have significantly increased our efforts to go into other areas to recruit teachers. For example, in the past we had recruited primarily from Florida Colleges and Universities (UF, UCF, etc.). This also included Historically Black Colleges and Universities in Florida (FAMU, Bethune Cookman, etc.). But we had not gone out of state. Over the last two years we have attended recruiting fairs in Michigan and other states. This includes trips to Historically Black Colleges and Universities in states such as Georgia, North Carolina and South Carolina. This has increased our ability to attract high quality teachers. In addition, we have held our own “Job Fairs” here. Last month we had a **Teacher job fair** in which we had over 75 participants. Many of whom were teachers from out of state that were planning to move to our area this summer. We also held a **Bus Driver and Bus Assistant Job Fair** last week and we had over 30 participants. These are tangible example of our efforts to recruit high quality employees. As for retention, we analyzed the data last year, as it is a goal in our Strategic Plan. As you can see from the chart below, we were able to increase our retention rate in almost every category. What should be noted is an increase of 2.3% in IRCEA employees (teachers) to **almost a 90% retention rate** (normal retention rate is 85%). Even more encouraging is the **retention rate for first year non-bargaining employees at 100%!**

Employee Retention Rates				
IRCEA	1st Year	2017	69.6%	
		2018	71.7%	+2.1%
	All	2017	87.6%	
		2018	89.9%	+2.3%
CWA	1st Year	2017	89.8%	
		2018	82.1%	-7.7%
	All	2017	91.2%	
		2018	91.6%	+0.4%
Non Bargaining	1st Year	2017	81.0%	
		2018	100.0%	+19.0%
	All	2017	90.2%	
		2018	92.2%	+2.0%
Total	1st Year	2017	76.8%	
		2018	76.6%	-0.2%
	All	2017	89.2%	
		2018	90.8%	+1.6%

Communication & Engagement

Internal Engagement: As part of our Strategic Plan in the area of High Quality Workforce we analyze exit interview data from employees who have left our district. In order to gain more information about how our employees view the school or department they are in we decided to **implement Stay Surveys**. This is a survey you give to current employees to gain insight into what is working and what may not be working in your organization. In accordance with our Strategic Plan in year one (last year) we surveyed all of our first year employees. The results were very positive. As you can see from the chart below, 87% of our first year employees believe their employer treats them fairly. Almost 80% feel they are treated like they matter and have genuine support from their supervisor. Important to us as an organization is that **almost 80% plan to have a career with us for the long term**. That is great news. While only 70% rated favorable for the confidence in district mission and leadership, the unfavorable rating was only 5%, which is consistent with previous questions. The large number of neutral responses to this question (25%) indicates a lack of knowledge about the district's mission and leadership. Which indicates to me a need for education about our district's mission – especially for our newer employees. This year we are going to increase the sample size and conduct Stay Surveys with current employees, not just first year employees.

Internal Engagement Stay Surveys of 1st Year Employees



External Engagement: One of the programs that I implemented when I arrived is **Casual for a Cause**. This program has reaped more benefits than I had ever imagined. I am not sure if you are aware of the program. Each month we highlight a different organization in our community. On a specified day that month students and employees across the district can make a donation in order to dress more casually. All the funds are then donated to that organization. We raise **between \$4,000 to \$5,000 dollars each month** to donate to local organizations. That is the part most people know about. But there is more. Each month our schools engage with the specific organization to learn about the organization and what it does. This has proven to an invaluable experience for everyone involved. For example, we honor the Veterans Council of Indian River County each November, but the relationships that have been built between our schools and the Veterans now extend throughout the school year. The Veterans are in our classroom all year long with the **Veterans in the Classroom** program – not just in November. United Way of Indian River County is another organization with which we now have a stronger partnership. Every single one of our schools participates in the **United Way Day of Caring** each Fall. **We provide the single largest number of volunteers** in the entire county. What I originally brought to the district as an exercise to teach our students about the value of giving back to their community has grown into an incredible series of partnerships. These are the organizations we are working with this year. I encourage you to reach out to them to get their perspective on the Casual for a Cause program.

- American Cancer Society
- American Heart Association
- Autism Speaks
- Indian River Education Foundation
- Leukemia and Lymphoma Society
- March of Dimes
- Salvation Army
- United Way of Indian River County
- Veterans Council of Indian River County

Strategic Partnerships

Student Support – Outside the School Day: One of our Strategic Plan objectives is to strengthen existing partnerships with organizations in our community and seek out opportunities with other organizations. One of our focus areas last year was to strengthen our relationship with local organizations that support our students outside of the school day and to look for opportunities to partner with additional organizations. As you can see from the chart, not only did we increase the number of organizations, **we increased the number of students receiving support, by 40%**. We tracked the number of organizations and the number of students involved through data release forms. The data release forms, which require parental consent, allow the staff at these organizations to view limited student data through our system. For example, counselors at these organizations can look up a student’s grades and attendance. Access to this data has enabled these agencies to really impact the academic success of these students. This access was a change in practice that I implemented my second year, which our partners had been requesting for several years. We are fortunate to have so many agencies doing this work.

2016-17		2017-18	
Agency	Student Count	Agency	Student Count
Boys and Girls Club	699	Boys and Girls Club	515
Crossover Mission	63	Crossover Mission	71
Big Brothers Big Sisters	43	Big Brothers Big Sisters	43
Dasie Hope Center	37	Dasie Hope Center	65
GYAC	211	GYAC	192
Total	1,053	Youth Guidance Program	177
		Twenty First Century	274
		Castle	103
		Total	1,440

Student Support – Inside the School Day: Another one of our Strategic Goal Objectives is to embrace and value the contributions of the individuals in our community who volunteer in our schools. We are so fortunate to have such strong support from our community. Last year, members of our community **volunteered 47,663 hours our schools!** Many of these hours are part of structured volunteer programs in which the community member works with a specific group of students on an academic goal or objective. For example, a group called AmeriCorps recruits volunteers to work with small groups of students in our schools on literacy skills. The volunteers receive training before working with the students. At my direction we implemented a new mentoring program last year called **RISE UP (Reaching Individual Students Everyday through United Partnerships)**. We partnered with Big Brothers Big Sisters to recruit, screen, and train volunteers to work one-on-one with students. Our focus was elementary school students. The adult volunteers actually become official Big Brothers/Big Sisters, vetted by the organization. They meet with their mentee for 30 minutes each week. To lead the way, I was one of the first volunteers. I also made the decision to offer any of our employees 1 hour of release time to volunteer (15 min of travel each way and 30 min of mentoring). Last year, in the first year of the program, **we paired over 30 volunteer mentors with students.** I have been mentoring the same young man last year and this year. I have seen a great commitment from our employees to this initiative and can't wait to see the numbers for this year.