



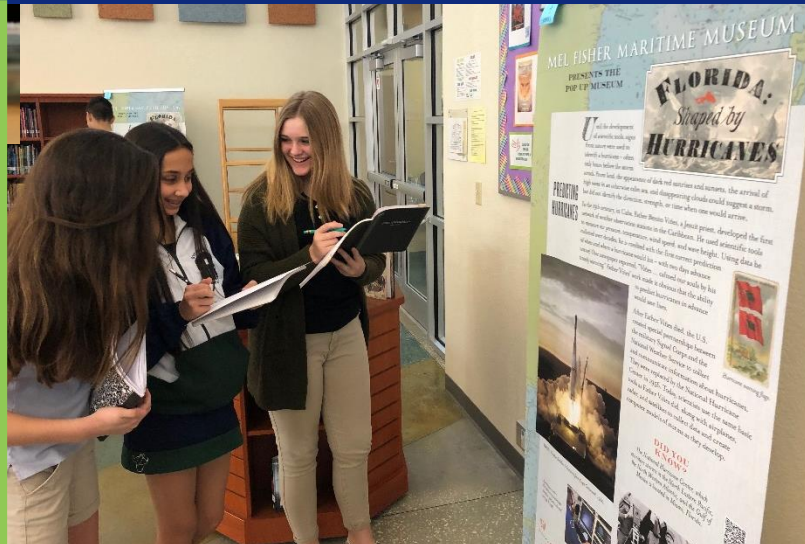
*Transforming education to inspire & empower.
All students to maximize their full potential.*



DISTRICT STRATEGIC PLAN 2020-2025



School District of Indian River County



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OUR SCHOOL BOARD



**Laura Zorc, Chair
District 3**

The School Board members of the School District of Indian River County have played a key role in the development and enhancement of our ACHIEVE 2025 District Strategic Plan. As part of their ongoing support for effective plan implementation, the School Board is provided with quarterly updates on the District's progress related to plan implementation and also takes part in providing feedback and guidance related to annual plan updates and needed revisions to the ACHIEVE 2025 Strategic Plan.



**Dr. Mara Schiff, Vice Chair
District 1**



**Jacqueline Rosario
District 2**



**Teri L. Barenborg
District 4**



**Tiffany M. Justice
District 5**

SUPERINTENDENT'S MESSAGE

"The work of our district is grounded in the belief that all students deserve equitable access to an education that will prepare them for the 21st Century."

In January of 2020, the School District of Indian River County embarked on a mission to re-envision school excellence in ways that cultivate optimal learning conditions and school environments for students and staff to maximize educational outcomes for each and every student served by our district. Our ACHIEVE 2025 District Strategic Plan has been developed to guide our district through the needed transformations to realize unprecedented levels of student achievement. Towards this end, our district has clearly established and outlined a Unifying Mission, Guiding Principles, Transformational Impacts, Focus Areas, Five-Year Targets, and Annual Strategies and Targets for implementation



David K. Moore, Ed.D.
SDIRC Superintendent



within our organization. Over the course of the next five years, our district will be actively and fully implementing this work on behalf of students to ensure that they will have the knowledge and skills to thrive in the communities of tomorrow and to ensure our actions are "Best by Kids!"



21st
Century
Skills



EXECUTIVE SUMMARY

“Innovation is not about tools.
It’s about people, processes, and pedagogy.”
-Thomas C. Murray

Our ACHIEVE 2025 District Strategic Plan has been carefully designed and structured based upon a data-driven decision-making process that involved a diverse cross-section of our school communities and communities at large. The importance of the involvement of a broad range of stakeholders in the development of our plan cannot be understated, given the diversity of the strengths, needs, interests, and backgrounds of our student populations. The process that was used in developing the Strategic Plan was thoughtfully designed to support educational equity, innovation, improvement, and transformation across our district. Below, information related to the various approaches utilized in gathering data and developing our ACHIEVE 2025 Plan is outlined to provide a clear understanding of the planning process.

Listen & Learn Feedback

During the first “Listen & Learn” phase of the Superintendent’s 90-Day Plan, site visits and faculty meetings were conducted by the superintendent at all schools to learn more about the needs of the district. Additionally, community Town Halls, community contacts, stakeholder surveys, and district data reviews took place to gather additional information to accurately describe the reality of the district. These activities generated over 10,000 data points and over 1,700 contacts with school and community members.

Focus Group Feedback

During all phases of the strategic planning process, focus groups were held to gather more detailed information and additional perspectives related to the current reality of the district, areas of opportunity for improvement, and the drafted revisions of various components of the current ACHIEVE 2025 District Strategic Plan. A total of 20 formalized focus groups were held during the development of the strategic plan.

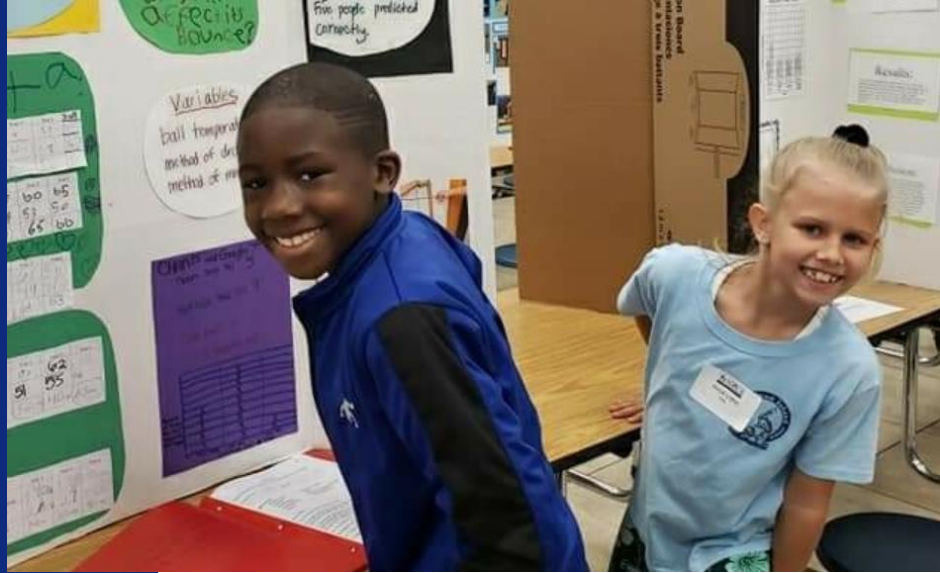
Strategic Plan Workgroups

As the ACHIEVE 2025 District Strategic Plan was drafted, over 20 formal and informal workgroups were held, including district and school-based leadership, to assist in drafting various components of the plan using the information gathered through other approaches described above.

School Board Feedback

During scheduled superintendent’s workshops and individual superintendent-board member meetings, school board members provided feedback and guidance on the crafting of the District Strategic Plan and suggestions for improvement during the planning process.

UNIFIED MISSION



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

Our district has identified “Transforming education to inspire & empower ALL students to reach their full potential” as our unifying mission. The underlying rationale for establishing a unifying mission is to clearly communicate the overarching educational priority in our district, while connecting all those supporting the work of the Strategic Plan to a common and meaningful purpose.

Our district’s unified mission is supported by five Guiding Principles that set the standards by which all our decisions, behaviors, and outcomes are judged. These Guiding Principles are based upon our district’s collective core values and have been specifically developed to clearly communicate actionable ways in which our core values are exemplified as we carry out the work of our district and provide high-quality educational experiences for our students.

GUIDING PRINCIPLES



TRANSFORMATIONAL IMPACTS 2025

The School District of Indian River County has identified “Transformational Impacts 2025” to assist in illustrating what the future of our district will look like as a result of implementing our ACHIEVE 2025 District Strategic Plan. Our District is fully committed to the implementation of our Plan, and it is our unwavering belief that as we effectively and consistently implement the strategies identified in our Plan, by 2025 we will realize a number of key “Transformational Impacts” that will qualitatively change the way that education is experienced in the School District of Indian River County. With these Transformational Impacts 2025 on the horizon, we anticipate that there will be immediate positive effects on the educational trajectories of all our students, which will lead to far-reaching ripple effects that will benefit our broader communities in a variety of ways.



All students are accepted & included within our school communities.



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



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



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



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



FOCUS AREAS

As part of our ACHIEVE 2025 Plan, five key “Focus Areas” and associated priority statements have been identified. Focus Areas are strategically organized to address identified district needs in ways that are systematic, systemic, and sustainable. The Focus Areas were selected based upon information gathered during the strategic planning process and were carefully evaluated to ensure that they were sufficiently comprehensive to have the intended impacts on school improvement. Aligned with each Focus Area is a “Priority Statement” that defines the specific nature of the work in each Focus Area.



ACADEMIC SUCCESS

Ensure high-quality, equitable, standards-based instruction for all students.



EQUITY, CULTURE, & CLIMATE

Cultivate safe, respectful, and supportive school environments, which are equitable and inclusive.



COMMUNICATION & ENGAGEMENT

Establish connections and trust among all internal and external stakeholders.



TALENT DEVELOPMENT & SUPPORT

Build a culture that attracts, develops, and supports the continuous growth of all employees.



ORGANIZATIONAL & FISCAL RESPONSIBILITY

Efficiently use district resources to enhance learning and ensure financial stability.



TARGETS 2025

In each of the Focus Areas that have been identified, the district also has identified specific, measurable goals referred to as "Targets 2025." The Targets 2025 provide clearly defined metrics to quantify goal attainment and measure the degree to which anticipated educational transformations have been attained by the conclusion of the 2025 Academic Year.



ACADEMIC SUCCESS

- Ensure the SDIRC Early Learning Program ranks¹ in the Top 10 Florida districts as measured by kindergarten readiness.
- Increase overall achievement on state standardized test performance in English Language Arts so that the SDIRC ranks in the Top 10 Florida districts.
- Increase overall achievement on state standardized test performance in Mathematics so that the SDIRC ranks in the Top 10 Florida districts.
- Increase the district average in Accelerated Performance in middle and high school so that the SDIRC ranks in the Top 10 Florida districts for acceleration.



EQUITY, CULTURE, & CLIMATE

- Eliminate out-of-school suspension by increasing the use of alternatives to suspension.
- Eliminate disparities in classroom removals of all racial/ethnic subgroups of students so that risk ratios² for subgroup comparisons are equal to 1.0.
- Decrease the achievement gap³ between all subgroups of students (African-American, Hispanic, White, Students with Disabilities, English Language Learners, and Students who are Economically Disadvantaged) on state standardized assessments in English Language Arts and Mathematics so that the SDIRC ranks in the Top 10 Florida districts with the smallest achievement gaps.
- Increase the number of students with disabilities spending $\geq 80\%$ of the day in the general education classroom so that SDIRC ranks in the Top 10 Florida Districts for the Least Restrictive Environment Indicator.



COMMUNICATION & ENGAGEMENT

- Increase the number of opportunities for community members to engage in district activities by 30%.
- Increase the percentage of parents accessing the Focus Parent Portal by 26 percentage points.
- Increase the number of parent workshops offered by 35%.



TALENT DEVELOPMENT & SUPPORT

- Increase the retention of effective/highly effective instructional staff members by 5 percentage points.
- Reduce the percentage of instructional staff members with out-of-field waivers by 5 percentage points.
- Increase the percentage of certified minority instructors (i.e., African American, Hispanic) to align with the representation of each racial/ethnic subgroup in the overall student population.



ORGANIZATIONAL & FISCAL RESPONSIBILITY

- Improve the percentage of schools with no internal accounts audit findings to 100%.
- Achieve a 12% total ending fund balance.
- Achieve alignment of District average teacher to student ratios with State average teacher to student ratios.
- Increase supplemental grant funding by 25%.
- Achieve no material operational or financial audit findings.
- Maintain 100% compliance with state-mandated safety drills.
- Achieve 100% compliance on the Florida Safe Schools Assessment Tool (FSSAT).
- Reduce the number of initial health and safety inspection violations by 25%.

¹**Rankings:** Identifies our district numeric ranking on a performance indicator as compared with the 67 traditional school districts in the State of Florida. Achievement rankings are based upon the percentage of students scoring Level 3 and higher on state assessments.

²**Risk Ratio:** A data point that represents the likelihood that a member of one group would incur a consequence as compared to another subgroup or all other students. If a risk ratio is 1.0, then the top percentage is the same as the bottom percentage, with each group being compared equally likely to incur the consequence.

³**Gap:** Identifies the quantitative difference in outcomes related to two different subgroups of students. The "achievement gap" is the percentage point difference between the percentage of students in each subgroup scoring Level 3 and higher on state assessments.

THEORY OF ACTION



Focus Areas & 5-Year Strategic Targets

FOCUS AREAS

Our district has strategically identified five Focus Areas in which specific work and improvements will be undertaken to achieve the Targets 2025 that have been identified.

TARGETS 2025

Targets 2025 are five-year, measurable goals, that when achieved will support the realization of the Transformational Impacts 2025 that are indicators of desired school transformations.

Annual Strategies & Targets Supporting the 5-Year Plan

ANNUAL STRATEGIES

To reach our Annual Targets, our district has identified Annual Strategies that are evidence-based and clearly aligned to the Annual Targets. Annual Strategies will be reviewed for effectiveness on a yearly basis and will be revised as determined necessary.

ANNUAL TARGETS

To ensure that the needed short-term progress in each Focus Area to achieve our Targets 2025 is being made, Annual Targets have been identified and will be adjusted as they have been attained. Annual Targets are attainable within one academic year and serve as part of the superintendent's annual performance evaluation.

FOCUS AREA 1: ACADEMIC SUCCESS

ANNUAL TARGETS 2020-2021

Key Performance Indicators for the superintendent's annual performance evaluation.

Target 1.1: Increase the District's state ranking for its Early Learning Program by six (6) rank positions.

Target 1.2: Increase the District's state ranking for English Language Arts achievement by six (6) rank positions.

Target 1.3: Increase the District's state ranking for Mathematics achievement by six (6) rank positions.

Target 1.4: Increase the District's state ranking for middle school accelerated performance by nine (9) rank positions.

Target 1.5 Increase the District's state ranking for high school accelerated performance by two (2) rank positions.



Ensure high-quality, equitable, standards-based instruction for all students.

ANNUAL STRATEGIES 2020-2021

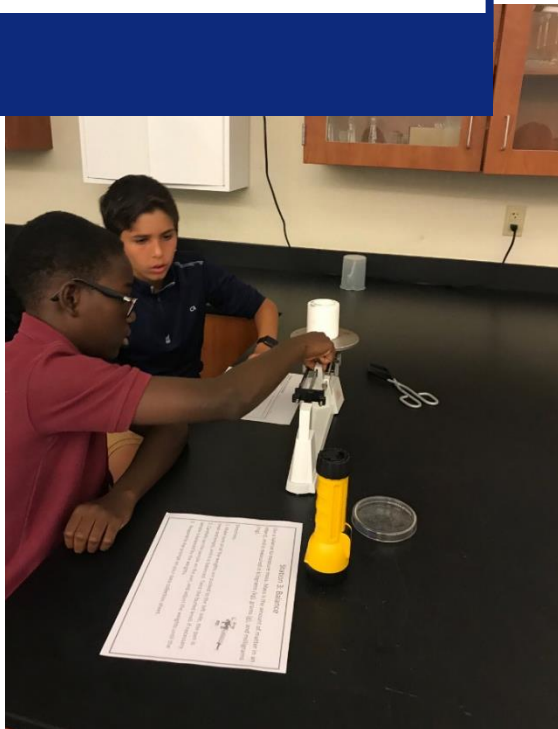
Strategy 1.1: Create and implement a comprehensive, improved system of instructional planning.

Strategy 1.2: Revise and implement a comprehensive, research-based reading plan to optimize student performance in reading.

Strategy 1.3: Establish & improve systems for student transitions to kindergarten.

Strategy 1.4: Increase the implementation of evidence-based, culturally responsive instructional practices through expanded professional development and feedback.

Strategy 1.5: Implement instructional feedback cycles to improve core instruction and supports.



FOCUS AREA 2: EQUITY, CULTURE, & CLIMATE

ANNUAL TARGETS 2020-2021

Key Performance Indicators for the superintendent's annual performance evaluation.

Target 2.1: Decrease the number of students assigned out-of-school suspension by 50%.

Target 2.2: Decrease disparities in classroom removals of all racial/ethnic subgroups of students by 1.5 risk ratio points.

Target 2.3: Increase the District's state rankings related to closing achievement gaps across all student subgroups (please see page 15 for the annual target for each subgroup) in English Language Arts and Mathematics.

Target 2.4: Increase the District's state ranking related to Least Restricted Environment for students with disabilities by six (6) rank positions.



Cultivate safe, respectful, and supportive school environments, which are equitable and inclusive.

ANNUAL STRATEGIES 2020-2021

Strategy 2.1: Expand evidence-based social-emotional and mental health supports and professional learning opportunities.

Strategy 2.2: Integrate social-emotional learning opportunities into existing curricular structures.

Strategy 2.3: Identify & implement a specific subset of guiding principles that serve to establish and maintain culturally responsive classrooms & schools district wide.

Strategy 2.4: Expand professional development and learning related to creating culturally responsive learning environments.

Strategy 2.5: Build knowledge and skills of school staff related to meeting the needs of students with disabilities through specialized professional development and technical support.



FOCUS AREA 3: COMMUNICATION & ENGAGEMENT

ANNUAL TARGETS 2020-2021

Key Performance Indicators for the superintendent's annual performance evaluation.

Target 3.1: Increase the number of opportunities for community members to engage in district activities by 20%.

Target 3.2: Increase family engagement with student information by increasing the percentage of parents accessing the Focus Parent Portal by 15 percentage points.

Target 3.3: Increase the number of parent workshops that provide parents with new knowledge and skills to support their children's education by 20%.



Establish connections and trust among all internal and external stakeholders.

ANNUAL STRATEGIES 2020-2021

Strategy 3.1: Implement varied approaches to engage community members in district activities while offering at least two district-supported activities for community engagement quarterly.

Strategy 3.2: Implement strategies to increase parent access and interaction with the Focus Parent Portal for the purposes of increased communication.

Strategy 3.3: Strategically identify and offer district and school-based parent workshops that enhance and expand parents' knowledge and skills in supporting their children's education.



FOCUS AREA 4: TALENT DEVELOPMENT & SUPPORT

ANNUAL TARGETS 2020-2021

Key Performance Indicators for the superintendent's annual performance evaluation.

Target 4.1: Ensure that >90% of current administrators successfully complete a leadership academy.

Target 4.2: Ensure that 80% of hired instructional coaches are retained in the position for Year 2 (excluding staff promotions).

Target 4.3: Increase the retention of effective/highly effective instructors by two (2) percentage points.

Target 4.4: Decrease the percentage of instructors with out-of-field waivers by two (2) percentage points.

Target 4.5: Increase the recruitment of African American instructional staff to vacancies by two (2) percentage points.

Target 4.6: Increase the recruitment of Hispanic instructional staff to vacancies by four (4) percentage points.



Build a culture that attracts, develops, and supports the continuous growth of all employees.

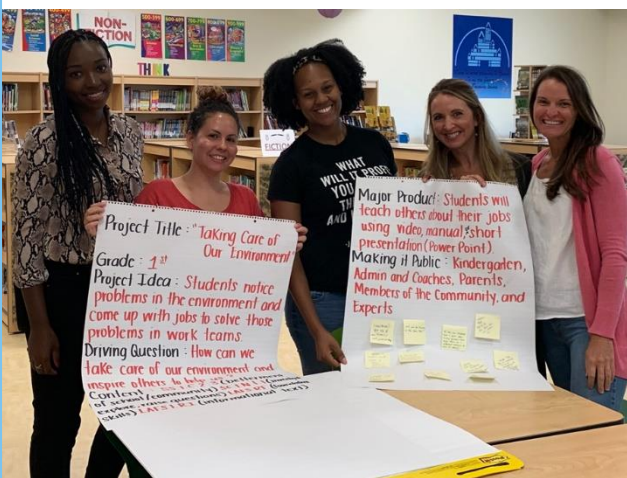
ANNUAL STRATEGIES 2020-2021

Strategy 4.1: Establish and implement "Leadership Academies" to build current and prospective administrators' leadership capacity.

Strategy 4.2: Establish and implement an "Instructional Coach Academy" to support the development and retention of instructional coaches.

Strategy 4.3: Create and implement a plan that incorporates strategies to support currently employed instructors in obtaining the needed certifications/endorsements, while recruiting new instructors with the appropriate certifications/endorsements.

Strategy 4.4: Create and implement a plan that strategically aligns resources and practices for the recruitment and retention of diverse instructional staff.



FOCUS AREA 5: ORGANIZATIONAL & FISCAL RESPONSIBILITY

ANNUAL TARGETS 2020-2021

Key Performance Indicators for the superintendent's annual performance evaluation.

Target 5.1: Apply the Staff Allocation Model to 100% of schools to allocate resources.

Target 5.2: Complete district restructuring with an overall cost savings to the district.

Target 5.3: Increase overall grant funding by 25%.

Target 5.4: Expand technology adoption, including parents accessing technology platforms, such as the Focus Parent Portal, by 15%.

Target 5.5: Ensure compliance with 100% of the Office of Safe Schools' mandates related to school safety and security.



Efficiently use district resources to enhance learning and ensure financial stability.

ANNUAL STRATEGIES 2020-2021

Strategy 5.1: Analyze existing budgets and apply a Staff Allocation Model (SAM) to implement data-driven allocation of resources.

Strategy 5.2: Implement district restructuring to reduce redundancies and maximize use of existing resources.

Strategy 5.3: Expand the identification and application for grant opportunities to supplement existing funding.

Strategy 5.4: Expand technological utilization to enhance academic success, improve operational efficiencies, and analyze strategic goal performance while demonstrating effective Return on Investment (ROI).

Strategy 5.5: Ensure implementation of the Office of Safe Schools' mandates related to school safety and security.





SCHOOL DISTRICT OF INDIAN RIVER COUNTY

Transforming education to inspire & empower ALL students to achieve their full potential.



GUIDING PRINCIPLES

Invest in collaborative cultures that promote the growth of all.

Provide equitable access to high-quality, rigorous instruction.

Engage in innovative practices to optimize outcomes.

Communicate with transparency & integrity with all stakeholders.

Empower problem solvers at every level of the organization.

All students are accepted & included within our school communities.

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

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

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

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

Transformational Impacts →

FOCUS AREAS



Academic Success:

Ensure high-quality, equitable, standards-based instruction for all students.



Equity, Culture, & Climate:

Cultivate safe, respectful, & supportive school environments, which are equitable & inclusive.



Communication & Engagement:

Establish connections & trust among all internal & external stakeholders.



Talent Development & Support:

Build a culture that attracts, develops, & supports the continuous growth of all employees.



Organizational & Fiscal Responsibility:

Efficiently use district resources to enhance learning & ensure financial stability.

TARGETS 2025

- Early Learning Program - State Ranking
- English Language Arts (ELA) Achievement - State Ranking
- Mathematics Achievement - State Ranking
- Middle School Accelerated Performance - State Ranking
- High School Accelerated Performance - State Ranking

- Out-of-School Suspensions (#)
- Disparities in Classroom Removals (Risk Ratio)
- Achievement Gap- English Language Arts & Mathematics Achievement (African American, Hispanic, White, Students with Disabilities, English Language Learners, Economically Disadvantaged) - State Rankings
- Inclusion of Students with Disabilities - Least Restrictive Environment State Ranking

- Opportunities for Community Member Engagement in District Activities (#)
- Parents Accessing Focus Parent Portal (%)
- Parent Workshops Offered (#)

- Retention of Effective/Highly Effective Instructional Staff Members (%)
- Instructional Staff Members with Out-of-Field Waivers (%)
- Certified Instructors - African American (%)
- Certified Instructors - Hispanic (%)

- Schools with No Internal Accounts Audit Findings (%)
- Total Ending Fund Balance (%)
- Alignment of Average Teacher-Student Ratios to Average State Teacher-Student Ratios (%)
- Supplemental Grant Funding (% increase)
- Compliance with Material & Financial Audits (%)
- Compliance with State-Mandated Safety Drills (%)
- Compliance on the Florida Safe Schools Assessment Tool (FSSAT) (%)
- Initial Health & Safety Inspection Violations (#)



SCHOOL DISTRICT OF INDIAN RIVER COUNTY

TARGETS 2025



Academic Success

	Baseline	Targets	
	2019-2020*	2021	2025
Early Learning Program - State Ranking	40	34	≤10
English Language Arts (ELA) Achievement ¹ – State Ranking	38	32	≤10
Mathematics Achievement – State Ranking	40	34	≤10
Middle School Accelerated Performance – State Ranking	56	47	≤10
High School Accelerated Performance – State Ranking	21	19	≤10

Equity, Culture, & Climate

	Baseline	Targets	
	2019-2020*	2021	2025
Out-of-School Suspensions (#)	1461	731	0
African American-White Disparities in Classroom Removals (Risk Ratio)	4.00 (2018-2019)	2.50	1.0
African American - White, Non-Hispanic Achievement Gap–ELA - State Ranking	45	38	≤10
Hispanic - White, Non-Hispanic Achievement Gap–ELA - State Ranking	46	39	≤10
Students with Disabilities – Without Disabilities Achievement Gap–ELA - State Ranking	47	40	≤10
English Language Learners (ELLs) – Non-ELLs Achievement Gap – ELA – State Ranking	24	21	≤10
Economically Disadvantaged (ED) – Non-ED Achievement Gap – ELA – State Ranking	48	40	≤10
African American - White, Non-Hispanic Achievement Gap– Mathematics- State Ranking	43	36	≤10
Hispanic - White, Non-Hispanic Achievement Gap–Mathematics - State Ranking	40	36	≤10
Students with Disabilities – Without Disabilities Achievement Gap– Mathematics - State Ranking	48	40	≤10
English Language Learners (ELLs) – Non-ELLs Achievement Gap – Mathematics – State Ranking	22	20	≤10
Economically Disadvantaged (ED) – Non-ED Achievement Gap – Mathematics – State Ranking	45	38	≤10
Least Restrictive Environment for Students with Disabilities – State Ranking	40	34	≤10

Communication & Engagement

	Baseline	Targets	
	2019-2020	2021	2025
Opportunities for Community Member Engagement in District Activities (#)	32	38	42
Parents Accessing Focus Parent Portal (%)	59%	74%	85%
Parent Workshops Offered (#)	31	37	42

Talent Development & Support

	Baseline	Targets	
	2019-2020	2021	2025
Retention of Effective/Highly Effective Instructional Staff Members (%)	90%	92%	95%
Instructional Staff Members with Out-of-Field Waivers (%)	10%	8%	5%
Certified Instructors – African American (%)	9%	11%	17%
Certified Instructors – Hispanic (%)	5%	9%	23%

Organizational & Fiscal Responsibility

	Baseline	Targets	
	2019-2020	2021	2025
Schools with No Internal Accounts Audit Findings (%)	96%	50%	100%
Total Ending Fund Balance (%)	11%	10%	12%
Alignment of Average Teacher-Student Ratios to Average State Teacher-Student Ratios (%)			
Grades K-3 Average	91%	100%	100%
Grades 4-8 Average	85%	100%	100%
Grades 9-12 Average	88%	100%	100%
Supplemental Grant Funding (% increase)	\$2M	\$2.5M	\$4M
Compliance with Material Audits (%)	TBD	100%	100%
Compliance with Financial Audits (%)	TBD	100%	100%
Compliance with State-Mandated Safety Drills (%)	100%	100%	100%
Compliance on the Florida Safe Schools Assessment Tool (FSSAT) (%)	100%	100%	100%
Initial Health & Safety Inspection Violations (#)	753	715	565

¹All state rankings related to "achievement" are based upon the percentage of students scoring Level 3 or higher on state assessments and all rankings related to "achievement gaps" are based upon the percentage point difference between the percentage of students in each subgroup scoring Level 3 and higher on state assessments. *State assessment results from the 2018-2019 Academic Year are used for the 2019-2020 achievement and achievement gap baseline data, given that no state assessments were administered in Spring 2020 due to COVID-19.*



CONTACT US



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

