

# School District of Indian River County



**PROJECT RE-ENVISION:  
90-Day Plan  
Update**

**March 2020**

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# **Project RE-Envision: 90-Day Plan Update March 2020 School District of Indian River County**



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# EXECUTIVE SUMMARY

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 and maximize student educational outcomes for each and every student served by our district. As part of the school re-envisioning process, the district's newly appointed Superintendent proposed a 90-Day Plan, which incorporated key goals to be accomplished, to ensure that the needed traction to create the required momentum to begin transforming schools in ways that more effectively support all students and staff. Just as committed, the goals outlined in the Superintendent's 90-Day Plan were accomplished well within the designated timeframe. As part of the accomplished work, well over 10,000 data points were gathered and analyzed to assist in accurately and comprehensively describing the current reality of the school district and the impact that this reality has on all school community members. Additionally, information revealed through the completion of action steps, including the gathering of various sources of feedback associated with the Superintendent's 90-Day Plan and related goals, clearly highlights a variety of opportunities for improvement which are characterized by an urgent need for timely, efficient, and evidence-based approaches for strategic change.

On November 26<sup>th</sup>, 2020 the SDIRC School Board unanimously approved the employment contract of Dr. David K. Moore as the district's new Superintendent of Schools.



Along with the completion of the Superintendent's 90-Day goals and associated action steps, was the identification of both the strengths of current district structures and practices, as well as opportunities for improvement. Key areas of strength identified included: the Project RE-envision: 90-Day Plan Update



introduction and implementation of focus groups and increased opportunities for input; a renewed sense of hope, the new Superintendent; the recent, increased communication and collaboration, opportunities for collaborative planning; and student progress and supports. In contrast, key opportunities for improvement included: improvements to support services (e.g., Exceptional Student Education, academic support), issues/concerns related to equity and inclusiveness; employee culture and climate; need for psychological safety of staff; need for clear procedures and processes; need for clear and consistent communication; need for consistent and effective discipline practices; concerns related to time pressures/time management; and need for recruitment and retention of high quality staff.

As a result of what was learned as part of the Superintendent's 90-Day Plan, the identification of proposed structures and approaches for the next phase of strategic planning has been solidified. The proposed structures and approaches involve conducting additional Town Hall meetings for information-sharing and feedback, finalizing guiding principles for the district through a Superintendent's Cabinet work session, further exploring framing questions to identify root causes related to opportunities for improvement through department work sessions; gathering School Board input and feedback related to strategic planning; drafting the revised District Strategic Plan through work sessions and gathering additional stakeholder feedback related to drafted strategic planning action steps. Additionally, high-impact action steps that can be immediately implemented prior to the completion of the next phase of strategic planning have been established. These high-impact action steps include: a unified focus on student achievement, clear investment in the growth of district and school staff, identification of root causes interfering with the mental wellness of students, and a proactive approach to addressing student discipline concerns.



# I. BACKGROUND

## The Need for RE-envisioning

A current review of School District of Indian River County (SDIRC) key performance indicators related to student achievement shows evidence that our district progress related to student achievement outcomes has remained stagnant over the last five years. For example, the percentage of students in grade 3- 10 scoring at Level 3 or above on the Florida Standards Assessments - English Language Arts has increased by only one percentage point over the last five years (51% in 2014-2015 to 52% in 2018-2019). A review of school grades shows that our schools earning a grade of A or B has decreased by one percentage point since 2014-2015. For the 2018-2019 school year, over 50% of our schools earned a grade of “C,” while also lagging behind other size-alike and larger districts as related to standardized progress measures and achievement outcomes.

In addition to a clearly identifiable need for improvement in educational outcomes for the students of SDIRC as revealed by a review of key performance indicators, recent public discourse related to the school district has been rife with narratives highlighting concerns and raised questions related to fiscal responsibility, equity in education and supports as related to the academic achievement and discipline of African American students, high levels of turnover of staff, and controversial leadership practices.

The current reality points to a glaring need for radical changes in the way that the district educates all students within the full range of our school settings and how the district engages in school operations and management. With this, ensuring that the district structures, systems, and supports are designed in a way that cultivates optimal conditions for learning cannot be understated. Additionally, it is abundantly clear that the establishment of a District Strategic Plan which clearly prioritizes and outlines the necessary work to realize improvements in key areas that impact instruction and supports for students is an urgent and necessary task. As a result, goals which specifically address these aforementioned needs were carefully crafted into the Superintendent’s 90-day Plan prior to his entry into our school district. Within the anticipated timeframes, the identified goals and action steps necessary to place our district on a promising trajectory for educational improvement have been completed, and the current report serves as a comprehensive review of these goals and action steps and what has been learned and accomplished within this timeframe.

## School RE-Envisioning: 90-Day Plan Timeline

As previously mentioned, in anticipation of entry into our school district, the Superintendent proposed a 90-day plan (see Appendix A) which clearly delineated goals deemed necessary to sufficiently and comprehensively address the district and school-level improvement needs of Indian River County Schools. Integral to this plan are goals to be accomplished within the first 90 days and are as follows:

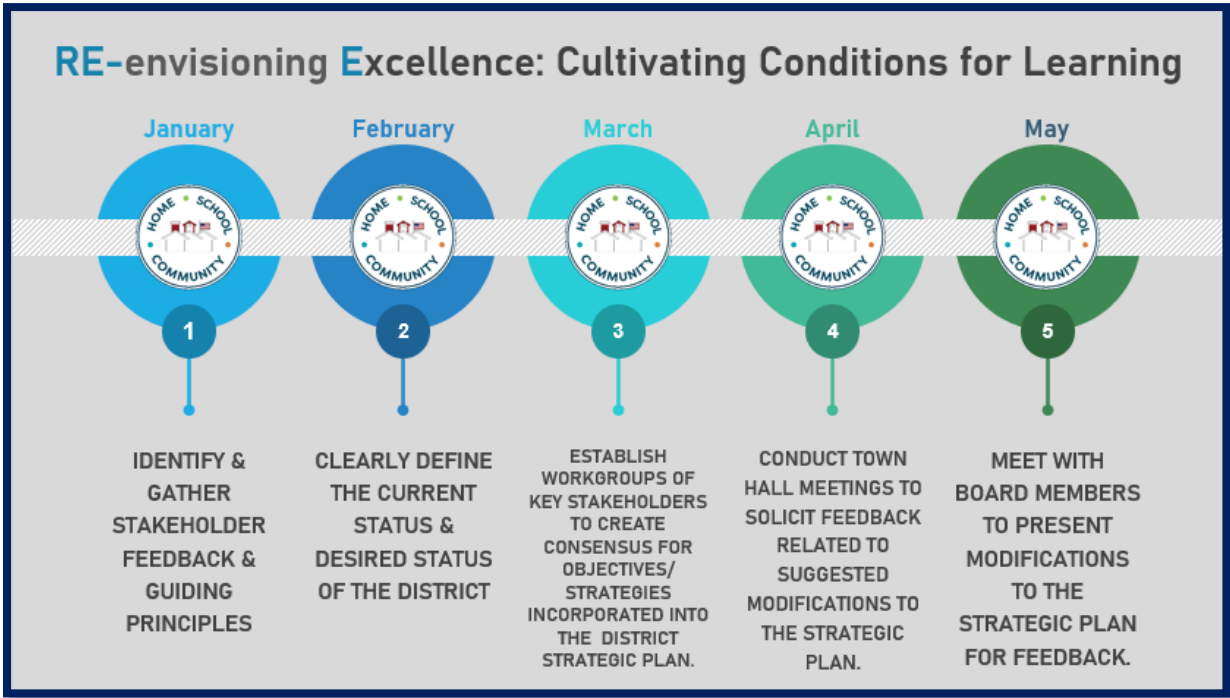
- Build a productive and collaborative relationship with the Indian River County School Board.
- Continue to build upon the momentum established by the Board and Dr. Moxley to ensure a seamless transition and develop more robust learning outcomes for all children.
- Create opportunities to gain a deep understanding of Indian River County School from a multitude of stakeholders and gain insight of all key aspects of the District.
- Develop a thriving community that is informed, engaged, and empowered to maximize the strength and vitality of its public schools.
- Build an energized and excited Indian River family that feels heard, valued, and respected as we collaboratively engage in needed change to ensure continuous improvement.



In addition to illustrating the actions which support the spirit and intent of all of the identified goals in the Superintendent's 90-day Plan, the current "90-Day Plan Update" specifically addresses the information learned in response to opportunities designed and implemented to gather feedback from a multitude of stakeholders related to the current status of our district, our existing District Strategic Plan, and key areas in need of improvement. *Figure 1.1* provides the specific timeline related to action steps for district and school-level

improvements which have been identified as necessary to effect school change with a sense of urgency and with the needed level of intensity.

Figure 1.1. Timeline for School RE-envisioning.



With the “Listen and Learn Phase” of the Superintendent’s 90-day Entry Plan coming to a close, it is both valuable and necessary to take a meaningful and thorough look at the actions accomplished, as well feedback provided by a broad range of stakeholders that provided as related to our district strategic planning, Furthermore, it is vital that the information gathered through all of these activities is synthesized and summarized in a way that leads to specific action steps which support staff and students in achieving optimal educational outcomes for all students. *Table 1.1*, on the following page, provides key action steps related to the Superintendent’s 90-Day plan goals, including the collection and analysis of stakeholder feedback.





*Table 1.1. Superintendent's 90-Day Entry Plan Goals and Key Actions Accomplished Crosswalk.*

| <b>Key Actions Accomplished</b>   |  |
|---|--|
| <b>Goal 1: Build a productive and collaborative relationship with the Indian River County School Board.</b> | <ul style="list-style-type: none"> <li>• Engaged in collaborative District-Board community activities (e.g., Dr. Martin Luther King Jr. Parade).</li> <li>• Piloted streamlined, revised processes/procedures for communication between Board Members and the Superintendent.</li> <li>• Memorialized the implemented Board-Superintendent communication plan in Memorandum to the Board (see Appendix B).</li> <li>• Conducted monthly Board Briefings on upcoming agenda items.</li> <li>• Requested advanced feedback from Board Members related to agenda items presented to the Board.</li> <li>• Scheduled and held individual Superintendent-Board member meetings at the request of Board members.</li> <li>• Developed processes to provide alert emails to ensure timely notification and communication with Board members with reference to district-related safety concerns.</li> <li>• Developed processes to provide media alert email to ensure are kept apprised of events, issues, or concerns that may be circulated publicly or impact public relations with the district.</li> </ul>   |
| <b>Goal 2: Ensure a seamless transition and more robust learning outcomes for all children.</b>             | <ul style="list-style-type: none"> <li>• Identified key district and school staff members that will support continuity in programming, services, and supports for all students.</li> <li>• Completed initial school site visits through the School Opportunity Tour.</li> <li>• Conducted "See Me" Meetings with key district and school staff members to establish a baseline related to department/school outcomes, practices, and conditions.</li> <li>• Ensured that professional development opportunities provided to leadership are aligned with the Superintendent's 90-day Entry Plan and support enhanced learning opportunities for students.</li> <li>• Completed daily Interim Superintendent-Superintendent Transition briefings to support continuity in the transition of leadership.</li> <li>• Completed an initial analysis of data related to district and school-level educational outcomes.</li> <li>• Implemented initial, district-level re-structuring to improve alignment of roles and responsibilities of district staff to create improved efficiency and effectiveness of the work of the district (see Appendix C).</li> <li>• Completed site visits to all schools and met individually with all school principals.</li> <li>• Established enhanced protocols for district safety and crisis response.</li> <li>• Developed and implemented dual-reporting structures and processes for school principals (see Appendix D).</li> <li>• Successfully negotiated a new contract with the IRCEA Teacher's Union, pending ratification.</li> </ul> |

*Table 1.1. Superintendent's 90-Day Entry Plan and Key Actions Accomplished Crosswalk, Continued.*

|   | Key Actions Accomplished  |
|---|---|
| <p><b>Goal 3: Create opportunities to gain a deep understanding of Indian River County Schools from stakeholders and gain insight of all key aspects of the District.</b></p>   | <ul style="list-style-type: none"> <li>• Completed of follow-up site visits at all schools to engage in discourse with school faculty and staff.</li> <li>• Completed two comprehensive data reviews with school principals.</li> <li>• Conducted Town Hall and Community meetings (see Appendix E).</li> <li>• Disseminated and analyzed widely accessible stakeholder feedback surveys.</li> <li>• Conduct targeted focus groups to identify district strengths, needs, &amp; opportunities.</li> <li>• Gathered feedback from student's through the Superintendent's Student Advisory Council and school site visits.</li> <li>• Established the Superintendent's Exceptional Student Advisory Council and conducted initial feedback meeting.</li> <li>• Analyzed and revised the African American Achievement Plan.</li> <li>• Conducted Community meetings at the Gifford Youth Achievement Center (i.e., Town Hall, Focus Group, Data Information Session; see Appendix F).</li> <li>• Attended and presented at Equity Committee meetings and held individual feedback meetings for Equity Committee members.</li> <li>• Engaged in ongoing, informal community contacts and stakeholder conversations.</li> </ul>  |
| <p><b>Goal 4: Develop a thriving community that is informed, engaged, and empowered to maximize the strength and vitality of its public schools.</b></p> <p><b>Goal 5: Build an energized and excited Indian River family that feels heard, valued, and respected as we collaboratively engage in needed change to ensure continuous improvement.</b></p> | <ul style="list-style-type: none"> <li>• Completed three Town Halls/Community Meetings related to Superintendent's goals/priorities and community needs and scheduled two follow-up Town Hall meetings to share findings related to stakeholder feedback gathered.</li> <li>• Engaged in 46 formalized community events and community contacts, with additional informal community contacts by the end of February (e.g., Taxpayers Association of Indian River [see Appendix G], Moonshot Community Action Network, United Way).</li> <li>• Completed revisions to the existing district website to enhance transparency of and public access to district information and events.</li> <li>• Conducted 16 Strategic Plan focus groups for a broad range of stakeholders.</li> <li>• Implemented of the Superintendent's first Cabinet Retreat to identify District Guiding Principles and enhance leadership skills and scheduled a follow-up strategic planning session for Cabinet members.</li> <li>• Crafted revised Board Policy 5121 "Controlled Open Enrollment" to increase school choice options.</li> <li>• Scheduled a District School Choice Fair to increase school choice options districtwide.</li> <li>• Arranged for the scheduling of 3<sup>rd</sup> Grade FSA Tunnels of Hope at all elementary schools.</li> <li>• Participated in weekly radio spots on the Bob Soos Show.</li> </ul> |

## Goal 1: Build Collaborative & Productive Superintendent-Board Relations

Building collaborative and productive relationships between the Superintendent and School Board is foundational to supporting effective and efficient district operations and management. With this, a key action step associated with this 90-Day Plan goal was to immediately begin piloting enhanced Superintendent-Board communication procedures and processes, as well as identify approaches to ensure that the Superintendent and School Board are functioning in a manner which serves to move the district forward in meaningful and effective ways which enhance student growth and learning.

During the short time period in which the Superintendent has engaged in work on behalf of our district, the Superintendent and School Board have collaboratively realized the following key accomplishments:

- Initiation of an enhanced process for District Strategic Planning
- Completion of initial restructuring and realignment of the district-level organizational structure to more effectively support student learning at a cost-savings to the district
- Revision and approval of the African American Achievement Plan
- Development and approval of the District Instructional Calendar for 2020-2021
- Engagement in FSBA Master Board Training



SDIRC School Board members, the Superintendent, as well as district and school staff and students participated in the Dr. Martin Luther King, Jr. Parade on Monday, January 20, 2020.

**“The agile leader understands the limits of our capacity to understand and analyze complex, invisible systems. Agile leaders are biased toward action for a simple reason: we only learn about these complex systems *by doing*” (Morrison et al., 2019).**

## **Goal 2: Ensure Seamless Transition & Robust Learning Outcomes**

During the 2018-2019 and 2019-2020 academic years, the district experienced a great deal of transition related to upper leadership of the district. With this in mind, a primary goal outlined in the Superintendent’s 90-Day Plan involved ensuring that the initiation of the Superintendent’s work with the district was characterized by minimal disruptions to district and school operations, while also moving the district’s school improvement efforts forward in effective and meaningful ways. To accomplish this goal, the then Interim Superintendent and current Superintendent established and implemented daily transition meetings that provided the opportunity for our current Superintendent to be fully briefed on issues and needs which impacted our daily district operations and stability.

### ***Review of Existing Strategic Plan***

To provide a starting point and guidance for the work of gathering stakeholder feedback related to the District’s Strategic Plan, a thorough review of the existing strategic plan was conducted. The currently existing District Strategic Plan incorporates five goal areas with associated objectives, strategies, and measures of success. The initial review of the existing District Strategic Plan assisted with guiding the development of stakeholder feedback surveys related to the strategic planning process, as well as some of the key structures and areas of examination for the stakeholder focus groups that were conducted. Additionally, the initial review revealed potential opportunities for improvement related to revisions to the District’s Strategic Plan, with these opportunities for improvement being further examined and evaluated through the collection of stakeholder feedback and analysis of existing district data associated with outcomes relevant to the strategic plan goals.

### ***Listen & Learn School Opportunity Tour***

Upon entry into the district, our Superintendent initiated visits to all school sites for the opportunity to meet faculty and staff, as well as learn more about the specific and unique needs of the schools within our district. The School Opportunity Tour assisted in providing an initial assessment and insight related to factors integral to school improvement efforts, such as school culture and climate.

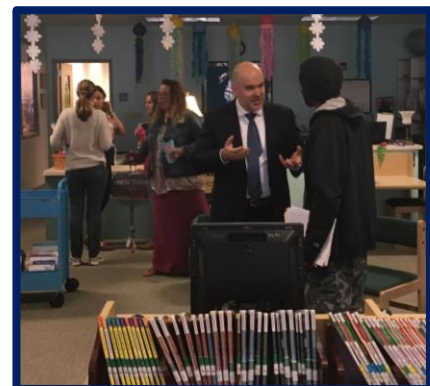


### Goal 3: Gain a Deep Understanding of the District

A vital point of work as the Superintendent embarked on work with the district, was developing accurate insight and knowledge on the current reality within our district and school communities. To ensure both a comprehensive and accurate understanding of the present status of the district, the Superintendent gathered information using a variety of methods and from a wide range of stakeholders.

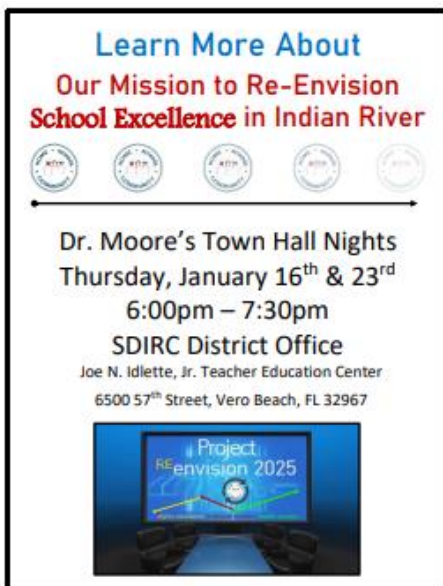
#### ***Superintendent's Follow-Up Visits to All Schools***

Follow-up visits to all schools were completed to provide an additional opportunity for the Superintendent to share his vision for schooling in our district, as well as respond to questions that school faculty and staff members had related to his goals, core values, educational philosophies, experiences, and ideas about school transformation. Benefits of the initiation and completion of these follow-up site visits with all school faculties include: gathering additional understanding of each school's culture and climate, establishing rapport with administrators and school staff, providing a vehicle for articulating anticipated short-term expectations and actions for school improvement, articulating a path to accomplish future improvements, and responding to questions and concerns of key school community stakeholders.



## ***Superintendent's Town Halls & Community Meetings***

Community outreach and engagement was a prioritized element of the Listen & Learn Phase of the Superintendent's 90-Day Plan. With this, carefully planned Town Halls and Community Meetings were led by our Superintendent. Illustrating our community's interest and investment in the future of our school district, over 425 members of our community attended the scheduled opportunities for district-community connection and engagement. At these community events, a broad range of information related to the current status of our district was shared, and an overview of immediate district priorities and underlying rationale for the identified priorities was articulated. As a result of these community events, additional steps towards developing clarity with regard to public perceptions and ideas about the district's work and impact on the education for students was further established.



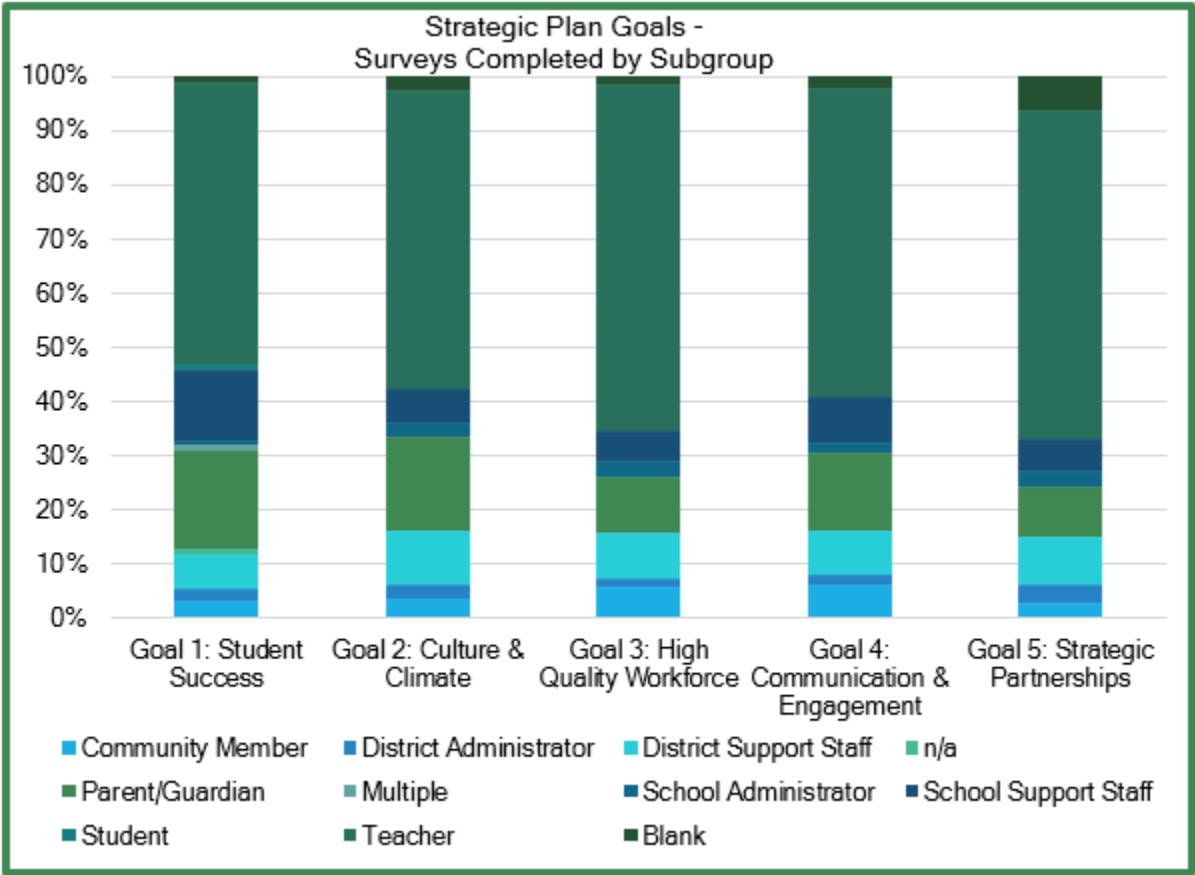
## ***Listen & Learn: Strategic Plan Goals Feedback Surveys & Focus Groups***

As previously stated, currently, the School District of Indian River County is implementing a District Strategic Plan which incorporates five identifiable goal areas and objectives. Given this, it was determined to be essential to processes of school improvement to gather feedback related to stakeholder perceptions in terms of understanding of the District Strategic Plan, as well as obtain feedback related to specific goal areas integrated into the current District Strategic Plan. The intent of the "Goals Feedback Surveys" was to assist in initially identifying and prioritizing the major areas of need with regard to revisions to the District Strategic Plan as identified by a broad representation of invested school community stakeholders in our district (see Appendix H for example survey).

As previously mentioned, initial feedback was gathered related to goals found within the current District Strategic Plan through “Goals - Feedback Surveys.” A total of 325 surveys were submitted. The “Goals - Feedback Surveys” were completed with varying rates amongst the five goal areas, with the highest response rates being observed for Goal 1: Student Success (i.e., 94 surveys) and Goal 2: Culture and Climate (i.e., 80 surveys). Similar to the pattern of participation in survey completion, Goal 1: Student Success and Goal 2: Culture & Climate had the highest focus group participation rates. It should also be noted that, with regard to the focus groups, the Goal 4: Communication and Engagement focus group had the third highest participation showing a slightly different pattern than for the survey responses.

To better understand the varying perspectives of individuals providing feedback related to the District’s Strategic Plan and associated goals, it was vital to obtain information related to the primary perspective (e.g., parent, teacher, school support staff) from which the individual completing the survey was providing the information gathered. *Figure 1.2* below illustrates the composition of the perspectives providing feedback related to the Goals - Feedback Surveys. Teachers comprised the largest subgroup providing feedback on these surveys, with parents being the second-highest subgroup represented.

*Figure 1.2 Strategic Plan Goals - Surveys Completed by Subgroups*



Following the disseminations of “Goals - Feedback Surveys,” focus groups aligned with each goal area of the current strategic plan were conducted to assist in developing a deeper understanding of stakeholder perceptions, ideas, and feedback related to District Strategic Plan goals, objectives, and measures of success. Focus groups related to the District Strategic Plan goals involved a total of 31 participants. The information gathered from these goal focus groups assisted with supplementing and clarifying information initially gathered through the Goals - Feedback Surveys.

**“To deliver the best results, strategic planning requires broad yet effective information gathering, development and exploration of strategic alternatives, and an emphasis on future implications of present decisions” (Bryson, 2011).**

#### ***Listen & Learn: Stakeholder Subgroup Feedback Surveys & Focus Groups***

To maximize effectiveness of any strategic planning process, it is vital that information is gathered from a broad range of sources and stakeholders. Given, this an integral component of Phase II: Listen & Learn was to systematically obtain feedback and insight from various members of our school community. Major subgroups of our school communities which provided feedback during this stage of the strategic planning process included: community members, district administrators, district support staff, parents/guardians, school administrators, school support staff, students, and teachers. In contrast to the approach used for gathering feedback related to strategic plan goals, focus groups for various stakeholder subgroups were first held and follow-up surveys (see Appendix I for example survey) were sent to various subgroups for which additional feedback was needed. It should be noted that to increase accessibility for survey completion for those who may not have computer technology readily available, schools also were requested to place paper-based versions of the parent survey in their front office. Similar to the online version of the survey, the paper-based versions of the parent survey were available in English or Spanish. Using this approach 162 individuals participated in subgroup focus groups, and 109 individuals completed the follow-up surveys. The largest focus group subgroup held involved students, with 34 participants in attendance, while the largest subgroup survey response being from teachers, with a total of 71 surveys submitted.



## Goals 4 & 5: Build Engagement, Empowerment, & Excitement

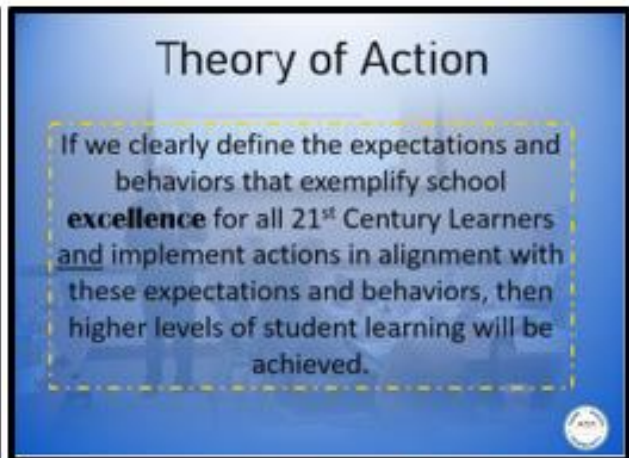
For district and school improvement efforts to be successful, a key task of leadership is to build a broad base of stakeholders which are invested and motivated to contribute and support improvement processes. Given this, a broad range of activities and events have been intentionally designed to increase school community stakeholder engagement, empowerment, and excitement related to the school re-envisioning work being undertaken. These activities and events have been strategically scheduled at a variety of times, and at various locations to increase access to and connection with diverse subgroups of stakeholders. It should be highlighted that feedback gathered through the focus groups provides initial evidence that there is a renewed sense of hope and excitement for school improvement, with this idea arising as a theme by a number of the focus groups that were conducted. Additionally, stakeholders shared positive feedback about having the opportunity to participate in focus groups and provide feedback related to their thoughts, perceptions, and suggestions about the current reality of our district and current strategic planning efforts. Furthermore, school community members who have participated in feedback sessions have expressed interest in contributing further to school improvement efforts using this approach.

Below, you will find examples of various approaches and platforms by which stakeholder engagement and empowerment is being pursued and established:

- Dr. Moore's Town Hall Meetings
- Community Meetings
- Focus Groups
- Participation in the Prize Patrol for Teacher of the Year and Employee of the Year
- Participation in the Stars of the Year Gala
- Superintendent's Meet & Greet Reception
- 3<sup>rd</sup> Grade Tunnels of Hope at each elementary school
- School Choice Program
- Superintendent's Exceptional Student Education Advisory Council
- Principal's Destination Postcard Contest
- Cabinet Strategic Planning Sessions
- School Leadership Development and Team Building Sessions
- District Leadership Development and Team Building Sessions

## II. THEORY OF ACTION

Foundational to the movement of highly complex systems towards needed, strategic improvements, is the development of a sound “theory of action.” Theories of action outline evidence-based assumptions, which if hold true, will assist an organization in realizing their identified goals for improvement. A powerful aspect of an explicitly stated theory of action is the ability to clearly communicate to all involved stakeholders the means by which the organization intends to achieve needed improvements and overarching goals. As part of the school re-envisioning process, a theory of action was identified to support district and school improvement efforts. The identified theory of action is as follows: “If we clearly define the expectations and behaviors that exemplify school excellence for all 21<sup>st</sup> Century Learners and implement actions in alignment with these expectations and behavior, then higher levels of student learning will be achieved.” It is important to highlight that this theory of action is aligned with the district’s existing mission “To serve all students with excellence.” Additionally, it should be noted that this theory of action also assisted in guiding questions (e.g., “If we reached excellence in schooling, what would we see, hear, and feel?”) crafted as a part of the stakeholder feedback that was gathered.



# III. RESULTS SUMMARY: WHAT WE HAVE LEARNED

## District Strategic Plan Goals

### *Our Strategic Plan: School Community Stakeholder Perspectives*

Information gathered about the District Strategic Plan goals was gathered through both stakeholder surveys and focus groups. Stakeholder surveys which were initially disseminated, provided insight on how to structure strategic plan focus groups and general areas of strength and concern related to our district's current reality and District Strategic Plan. *Table 3.1* summarizes the public's general perceptions related to the various goal areas associated with our current District Strategic Plan.

*Survey Feedback.* An examination of the initial gathering of feedback through surveys shows that there are opportunities for improvement with reference to establishing unity and clarity in understanding definitions or standards of “excellence in schooling” and “excellence” as related to the various goals included in the current District Strategic Plan. Additionally, information on more generalized perceptions about the larger understanding of the district's strategic goals suggests that there are clear windows of opportunity to enhance our communication processes to improve public perceptions of the goals and work in which we engage in as related to school improvement. With this need for improvement in communication, it is notable that through focus group feedback, a number of stakeholder groups shared that a more recent area of progress in the district is increased district-school community member communication and opportunities for collaboration. Additionally, survey feedback indicated that stakeholders believe the current goals incorporated as part of the District Strategic Plan are an important part of strategic planning, and that improvements are needed in relation to all currently established goals (see *Table 3.1* for stakeholder ratings provided).



**Table 3.1 Key Survey Feedback Related to Goal Areas: Average Ratings of Participants Completing Goal Area Surveys.**

|                            | Participants were asked to rate the degree to which they agreed with the following statements using the following scale:<br>1 - Strongly Disagree; 2 - Disagree; 3 - Neutral;<br>4 - Agree; 5 - Strongly Agree |  |  |  |   |   |
|----------------------------|--|--|--|--|---|---|
| Goal Area                  | I clearly understand how excellence in schooling is defined in Indian River.   | I understand how the goal area supports excellence in schooling in Indian River. | The goal is clearly understood by all members of the school community. | The district has made progress towards meeting the goal. | The goal is an important part of future strategic planning. | Improvements are needed relation to the goal. |
| Student Success            | 3.33   |  | 2.87   | 3.06   | 4.68  | 4.46  |
| Culture & Climate          |  | 3.24   | 2.76   | 2.72   | 4.65  | 4.55  |
| High Quality Workforce     |  | 3.35   | 2.72   | 2.61   | 4.76  | 4.62  |
| Communication & Engagement |  | 3.29   | 2.84   | 3.17   | 4.57  | 4.22  |
| Strategic Partnerships     |  | 3.36   | 2.82   | 2.88   | 4.55  | 4.27  |



### **Our Strategic Plan Goals, Strategies, & Measures of Success: Focus Group Feedback**

A primary feedback element that was gathered from participants during the strategic plan focus groups involved reviewing the strategies and measures of success associated with each goal area of our District's Strategic Plan. This specific feedback element was analyzed for frequently occurring themes related to the strengths or opportunities for improvement as related to the strategies and measures of success in the plan. An analysis of feedback in this regard revealed the following themes and the associated percentage of participants independently identifying each theme and is summarized in *Table 3.2*. Beyond the major themes identified, a smaller number of participants shared that some of the terminology in the plan needed to be clarified (i.e., what is meant by "external stakeholders?") and also raised questions about how the data related to "Measures of Success" is being captured and shared with stakeholders.



*Table 3.2 Themes Related to Strategies & Measures of Success*

| Theme   | Description  | Percentage of Participants Independently Identifying Theme |
|---|--|--|
| Questions about validity and reliability of “Measures of Success” | Concerns were noted related to measurement of outcomes, noting the following: need to ensure we are measuring the quality/effectiveness of strategies in addition to evidence of completion; need to increase the alignment of strategies and measures of success; need to increase consistency of measuring outcomes across schools.                              | 52%  |
| Questions about implementation of strategies                      | Questions were raised related to how and whether some of the objectives and associated strategies had been operationalized in ways that made action steps clear. For example, for Goal 4: Communication and Engagement, a participant asked about “communication protocols” noted in the objective and whether “there is truly a plan and are protocols in place?” | 42%  |
| Strategies are too general/vague to be actionable                 | Participants stated that some of the strategies were overly general or too vague to be actionable.   | 26%  |



## **District Current Reality**

### ***Our Current Status: Students' Perspectives***

One of our Superintendent's first action steps related to gathering stakeholder feedback was to engage with student stakeholders to gather their perspectives related to the current reality of our district. Our Superintendent met with student stakeholders through the Superintendent's Student Advisory Council. At this session, which occurred on January 9, 2020, 34 student representatives from our district's middle schools and high schools were in attendance. Key concerns that were raised by our district's secondary students are as follows:

- Dual enrollment courses are not highlighted as an option for students.
- Students need to have a better understanding of entry criteria into various classes.
- Students would like to have more flexibility in selecting their course offerings.
- Some teachers don't express a desire to be at work and have difficulties connecting with and interacting with students.
- Complaints of some teachers are heard by students.

- Art and performance courses are not weighted in grade point averages.
- Too much homework.



### ***Our Current Status: Stakeholder Subgroup Focus Groups & Survey Feedback***

In addition to taking an initial, vital stop to gather feedback from our students, focus group feedback sessions and follow-up surveys also were designed to gather insight related to the current reality of our district from varying and distinct perspectives of our school community members. These elements of feedback provided have assisted in describing ideas about excellence in schooling, current areas of progress and improvement, as well as opportunities for improvement. This feedback was analyzed by themes revealed through a review of stakeholder feedback and/or themes identified through consensus of focus group participants. *Tables 3.3, 3.4, and 3.5* serve to summarize the themes identified through this approach and suggest the following as overarching examples of opportunities for improvement: identifying student achievement as a primary goal of schooling; ensuring equitable and inclusive curricular and instructional practices; cultivating positive, inclusive environments characterized by psychological and physical safety; fostering empowerment and pride in the district/schooling; developing systems for clear, consistent communication; establishing processes and procedures to promote efficiency; and improving support services and effective discipline practices. On page 26, *Figure 3.1* illustrates how examples of themes identified have been verified by existing data sources.

Table 3.3. If we reached excellence in schooling, or in your identified area of the strategic plan, (what would you see, hear, feel)?

|                                  | <b>Excellence: Themes Identified</b> (the most frequently occurring themes are highlighted in light green) |                                      |                     |                                 |   |                               |                                |                                 |  |                    |                  |   |                     |                               |   |                           |                                       |
|----------------------------------|--|--------------------------------------|---------------------|---------------------------------|---|-------------------------------|--------------------------------|---------------------------------|--|--------------------|------------------|---|---------------------|-------------------------------|---|---------------------------|---------------------------------------|
| Participant Group                | Diversity, Equity, Inclusiveness, All Students   | Parent & Stakeholder Collaboration & | Improved Attendance | Physical & Psychological Safety | Teachers Feel Positive About Their Job / Less | Positive, Welcoming Culture & | Staff Teamwork & Collaboration | Clear, Consistent Communication | Collaborative Problem Solving & Meetings | Student Engagement | Accountable Talk | Pride in Schooling / Positive / Narrative | Student Achievement | Employees Feeling Supported / | Students Want / Excited to Come to School | Positive Student Behavior | Consistency in Procedures & Processes |
| Assistant Principals             |  |                                      |                     |                                 |   |                               |                                |                                 |  |                    |                  |   |                     |                               |   |                           |                                       |
| District Leaders                 |  |                                      |                     |                                 |   |                               |                                |                                 |  |                    |                  |   |                     |                               |   |                           |                                       |
| Gifford Youth Achievement Center |  |                                      |                     |                                 |   |                               |                                |                                 |  |                    |                  |   |                     |                               |   |                           |                                       |
| Principals                       |  |                                      |                     |                                 |   |                               |                                |                                 |  |                    |                  |   |                     |                               |   |                           |                                       |
| Parents/Guardians                |  |                                      |                     |                                 |   |                               |                                |                                 |  |                    |                  |   |                     |                               |   |                           |                                       |
| Secondary Department Chairs      |  |                                      |                     |                                 |   |                               |                                |                                 |  |                    |                  |   |                     |                               |   |                           |                                       |
| Elementary Teachers              |  |                                      |                     |                                 |   |                               |                                |                                 |  |                    |                  |   |                     |                               |   |                           |                                       |
| Secondary Teachers               |  |                                      |                     |                                 |   |                               |                                |                                 |  |                    |                  |   |                     |                               |   |                           |                                       |
| Support Staff                    |  |                                      |                     |                                 |   |                               |                                |                                 |  |                    |                  |   |                     |                               |   |                           |                                       |
| Community                        |  |                                      |                     |                                 |   |                               |                                |                                 |  |                    |                  |   |                     |                               |   |                           |                                       |
| Student Success                  |  |                                      |                     |                                 |   |                               |                                |                                 |  |                    |                  |   |                     |                               |   |                           |                                       |
| Culture & Climate                |  |                                      |                     |                                 |   |                               |                                |                                 |  |                    |                  |   |                     |                               |   |                           |                                       |
| High Quality Workforce           |  |                                      |                     |                                 |   |                               |                                |                                 |  |                    |                  |   |                     |                               |   |                           |                                       |
| Communication & Engagement       |  |                                      |                     |                                 |   |                               |                                |                                 |  |                    |                  |   |                     |                               |   |                           |                                       |
| Strategic Partnerships           |  |                                      |                     |                                 |   |                               |                                |                                 |  |                    |                  |   |                     |                               |   |                           |                                       |
| PERCENTAGE                       | 60%  | 33%                                  | 13%                 | 53%                             | 20%   | 67%                           | 47%                            | 27%                             | 13%                                      | 40%                | 7%               | 47%                                       | 6%                  | 27%                           | 33%                                       | 20%                       | 7%                                    |

Table 3.4 What is going well? In what areas are you seeing progress?

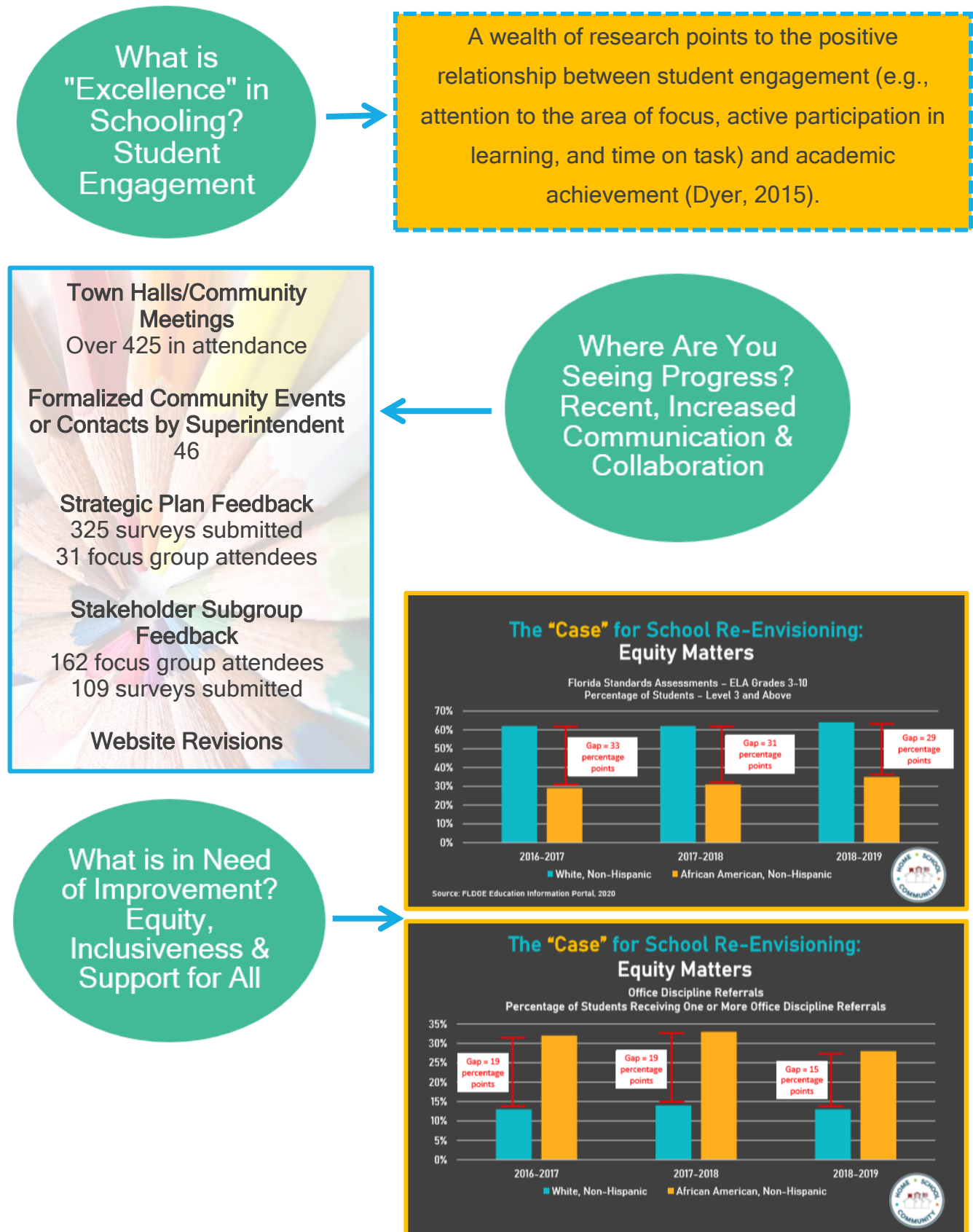
| Participant Group                | Progress: Themes Identified (the most frequently occurring themes are highlighted in light green) |  |  |                 |                                    |                        |   |                                   |   |                             |                        |                |  |  |                          |                         |                            |  |                             |                                  |                                      |
|----------------------------------|---|--|--|-----------------|------------------------------------|------------------------|---|-----------------------------------|---|-----------------------------|------------------------|----------------|--|--|--------------------------|-------------------------|----------------------------|--|-----------------------------|----------------------------------|--------------------------------------|
|                                  | Awareness/Emphasis on SEL   | Focus Groups / Opportunities for Input | Renewed Sense of Hope & Excitement /New Superintendent | Data Chats/MTSS | Parent Involvement / Relationships | Community Partnerships | Recent, Increased Communication & Collaboration | Awareness/Actions for Improvement | Changes in District-Community Connection / Engagement | Data-Driven Decision Making | Collaborative Planning | School Culture | Teacher-Student Relationships/Teacher Commitment & /Effort | Increased Attention to Systems / Processes | Increased Accountability | Support from Leadership | Student Progress & Support | Changes to ESE / Expanded Community-Based Learning | Increased Physical Security | Improvements to District Website | Increased Technology Use by Teachers |
| Assistant Principals             |   |  |  |                 |                                    |                        |   |                                   |   |                             |                        |                |  |  |                          |                         |                            |  |                             |                                  |                                      |
| District Leaders                 |   |  |  |                 |                                    |                        |   |                                   |   |                             |                        |                |  |  |                          |                         |                            |  |                             |                                  |                                      |
| Gifford Youth Achievement Center |   |  |  |                 |                                    |                        |   |                                   |   |                             |                        |                |  |  |                          |                         |                            |  |                             |                                  |                                      |
| Principals                       |   |  |  |                 |                                    |                        |   |                                   |   |                             |                        |                |  |  |                          |                         |                            |  |                             |                                  |                                      |
| Parents/Guardians                |   |  |  |                 |                                    |                        |   |                                   |   |                             |                        |                |  |  |                          |                         |                            |  |                             |                                  |                                      |
| Secondary Department Chairs      |   |  |  |                 |                                    |                        |   |                                   |   |                             |                        |                |  |  |                          |                         |                            |  |                             |                                  |                                      |
| Elementary Teachers              |   |  |  |                 |                                    |                        |   |                                   |   |                             |                        |                |  |  |                          |                         |                            |  |                             |                                  |                                      |
| Secondary Teachers               |   |  |  |                 |                                    |                        |   |                                   |   |                             |                        |                |  |  |                          |                         |                            |  |                             |                                  |                                      |
| Support Staff                    |   |  |  |                 |                                    |                        |   |                                   |   |                             |                        |                |  |  |                          |                         |                            |  |                             |                                  |                                      |
| Community                        |   |  |  |                 |                                    |                        |   |                                   |   |                             |                        |                |  |  |                          |                         |                            |  |                             |                                  |                                      |
| Student Success                  |   |  |  |                 |                                    |                        |   |                                   |   |                             |                        |                |  |  |                          |                         |                            |  |                             |                                  |                                      |
| Culture & Climate                |   |  |  |                 |                                    |                        |   |                                   |   |                             |                        |                |  |  |                          |                         |                            |  |                             |                                  |                                      |
| High Quality Workforce           |   |  |  |                 |                                    |                        |   |                                   |   |                             |                        |                |  |  |                          |                         |                            |  |                             |                                  |                                      |
| Communication & Engagement       |   |  |  |                 |                                    |                        |   |                                   |   |                             |                        |                |  |  |                          |                         |                            |  |                             |                                  |                                      |
| Strategic Partnerships           |   |  |  |                 |                                    |                        |   |                                   |   |                             |                        |                |  |  |                          |                         |                            |  |                             |                                  |                                      |
| PERCENTAGE                       | 20%   | 33%                                    | 33%  | 13%             | 7%                                 | 13%                    | 47%   | 13%                               | 13%   | 13%                         | 27%                    | 7%             | 20%  | 7%   | 13%                      | 13%                     | 33%                        | 13%  | 13%                         | 7%                               | 7%                                   |



Table 3.5 What areas are of need of improvement or of ongoing struggle?

|                                  | Need for Improvement: Themes Identified (the most frequently occurring themes are highlighted in light green) |  |                             |  |  |   |                                 |  |  |                                 |                                   |   |  |                               |   |                     |                    |                                |               |                             |                                   |  |
|----------------------------------|---|--|-----------------------------|--|--|---|---------------------------------|--|--|---------------------------------|-----------------------------------|---|--|-------------------------------|---|---------------------|--------------------|--------------------------------|---------------|-----------------------------|-----------------------------------|--|
| Participant Group                | Need for Curricular Instructional Materials   | Support Services for Students (e.g., ESE, Academic Supports) | Employee Evaluation Systems | Equity & Inclusiveness Issues / Concerns / Support for All | Culturally Responsive Instruction & Skills | Employee Culture & Climate; Need for Psychological Safety | Need for Processes & Procedures | Need for Expanded Enrichment Opportunities | School Community Mindsets / Public Perceptions | Clear, Consistent Communication | Parent Engagement / Participation | Discipline Practices / Student Behavior | Time Pressures / Time Management / Workloads | Staff Recruitment / Retention | Pathways for Growing Teachers & Leaders | Scheduling Concerns | Student Attendance | Varying Engagement of Teachers | Meaningful PD | Need for Early Intervention | Need for Increased Accountability | Need for Increased Diversity in Community Partnerships |
| Assistant Principals             |   |  |                             |  |  |   |                                 |  |  |                                 |                                   |   |  |                               |   |                     |                    |                                |               |                             |                                   |  |
| District Leaders                 |   |  |                             |  |  |   |                                 |  |  |                                 |                                   |   |  |                               |   |                     |                    |                                |               |                             |                                   |  |
| Gifford Youth Achievement Center |   |  |                             |  |  |   |                                 |  |  |                                 |                                   |   |  |                               |   |                     |                    |                                |               |                             |                                   |  |
| Principals                       |   |  |                             |  |  |   |                                 |  |  |                                 |                                   |   |  |                               |   |                     |                    |                                |               |                             |                                   |  |
| Parents/Guardians                |   |  |                             |  |  |   |                                 |  |  |                                 |                                   |   |  |                               |   |                     |                    |                                |               |                             |                                   |  |
| Secondary Department Chairs      |   |  |                             |  |  |   |                                 |  |  |                                 |                                   |   |  |                               |   |                     |                    |                                |               |                             |                                   |  |
| Elementary Teachers              |   |  |                             |  |  |   |                                 |  |  |                                 |                                   |   |  |                               |   |                     |                    |                                |               |                             |                                   |  |
| Secondary Teachers               |   |  |                             |  |  |   |                                 |  |  |                                 |                                   |   |  |                               |   |                     |                    |                                |               |                             |                                   |  |
| Support Staff                    |   |  |                             |  |  |   |                                 |  |  |                                 |                                   |   |  |                               |   |                     |                    |                                |               |                             |                                   |  |
| Community                        |   |  |                             |  |  |   |                                 |  |  |                                 |                                   |   |  |                               |   |                     |                    |                                |               |                             |                                   |  |
| Student Success                  |   |  |                             |  |  |   |                                 |  |  |                                 |                                   |   |  |                               |   |                     |                    |                                |               |                             |                                   |  |
| Culture & Climate                |   |  |                             |  |  |   |                                 |  |  |                                 |                                   |   |  |                               |   |                     |                    |                                |               |                             |                                   |  |
| High Quality Workforce           |   |  |                             |  |  |   |                                 |  |  |                                 |                                   |   |  |                               |   |                     |                    |                                |               |                             |                                   |  |
| Communication & Engagement       |   |  |                             |  |  |   |                                 |  |  |                                 |                                   |   |  |                               |   |                     |                    |                                |               |                             |                                   |  |
| Strategic Partnerships           |   |  |                             |  |  |   |                                 |  |  |                                 |                                   |   |  |                               |   |                     |                    |                                |               |                             |                                   |  |
| PERCENTAGE                       | 15%   | 53%  | 13%                         | 40%  | 7%   | 33%   | 27%                             | 7%   | 13%  | 60%                             | 7%                                | 47%                                     | 40%  | 27%                           | 13%                                     | 7%                  | 7%                 | 7%                             | 13%           | 7%                          | 13%                               | 7%   |

Figure 3.1 High-Impact Areas Identified & Verifiable Data Sources: An Exemplar



# IV. IMPLICATIONS FOR STRATEGIC PLANNING

## The Existing Strategic Plan

As a result of the broad range of feedback gathered and analysis of the current reality of our district, some key observations related to the existing District Strategic Plan were made. A key observation made is that all goals currently included in the plan are considered as important part of future strategic planning according to stakeholder ratings. However, stakeholders also indicated that they perceived that improvements were needed with reference to all goals found within the plan. In addition, while our district's mission, "To serve all students with excellence" is incorporated into our current District Strategic Plan. The range of ideas provided by stakeholders about what excellence in schooling means, suggests that ideas about "excellence in schooling" in Indian River should be further defined and operationalized to ensure that a common understanding and clear communication about our existing mission statement can be achieved.

Additional opportunities for improvement identified are summarized in Table 4.1 below.

*Table 4.1. Existing District Strategic Plan and Opportunities for Improvement*

| Opportunity for Improvement   | Rationale   | Supporting Evidence  |
|---|---|--|
| Identify student achievement as a priority for all members of our school community.   | School improvement planning should clearly identify long-term aims to assist in operationalizing the desired outcomes (i.e., student achievement) of improvement efforts. | Student achievement was not explicitly identified as a commonly occurring theme related to "excellence in schooling" by focus groups.                      |
| Establish a district structure and strategic plan which eliminates silos and is connected to a unified vision for school improvement.                             | All community stakeholders need to clearly understand how their specific roles and responsibilities connect together in support of student achievement.                   | A review of the current District Strategic Plan outlines five separate goals which are not explicitly connected to an overarching goal.                    |
| Increase levels of accountability for strategic plan implementation through by designing a strategic plan structure which ensures ownership for student outcomes. | Research suggests that integrating institutional self-assessments to increase accountability supports improved educational outcomes (Stecher et al., 2004).               | A review of the current District Strategic Plan reveals that measures of accountability are currently not explicitly incorporated into the strategic plan. |

*Table 4.1. Existing District Strategic Plan and Opportunities for Improvement, Continued*

| Opportunity for Improvement   | Rationale   | Supporting Evidence   |
|---|---|---|
| Increase specificity of strategies through the incorporation of clearly delineated action steps for each strategy.  | Research has shown that 90 percent of organizations are not successful in implementing strategies in their strategic plans (Method Frameworks/FSG, 2011).                   | Stakeholder feedback raised a variety of questions related to “how” specific strategies were being implemented or carried out.  |
| Ensure that measures of success provide evidence of actual impact or effectiveness of the strategy, beyond simply measuring if the strategy has been implemented. | There is a difference between providing evidence of completion of a strategy and measuring the degree of impact or effectiveness a strategy has.                            | Stakeholder feedback highlighted that some of the “Measures of Success” in the current District Strategic Plan provide a measure of whether a strategy was implemented (e.g., participation rates in professional learning opportunities), but do not consistently provide a robust measure of the impact or effectiveness of the strategy on the intended outcomes.                |
| Revise goals and strategies to ensure they support equity and inclusion for all school community members.   | To successfully eliminate achievement gaps, instructional practices and systems which contribute to those gaps should be identified and addressed (Hanover Research, 2017). | A review of district and school level data shows that we continue to observe racial/ethnic disparities related to the educational outcomes of various subgroups of students. Stakeholder feedback showed “equity and inclusion” as a commonly identified theme for “excellence in school” (60% of participant subgroups) and in need of improvement (40% of participant subgroups). |
| Identify and incorporate “Guiding Principles” into the plan.  | The Center for Strategic Planning (2001) indicates that a core element of strategic planning involves the incorporation of “core values” into planning efforts.             | A review of our current, District Strategic Plan does not show evidence of the establishment of guiding principles.   |
| Increase alignment between the District Strategic Plan and School Improvement Plans.  | All work related to district and school improvement processes should be aligned to the needed change and increase efficiency of efforts.                                    | A review of our district’s School Improvement Plans (SIPs) reveals that SIPs are not consistently and clearly aligned to the District Strategic Plan.   |



*Table 4.1. Existing District Strategic Plan and Opportunities for Improvement, Continued*

| Opportunity for Improvement   | Rationale   | Supporting Evidence  |
|---|---|--|
| Incorporate a communication plan to ensure that details of the District Strategic Plan are clearly communicated to all stakeholders and that progress monitoring outcomes are communicated in a timely and consistent manner. | Successful strategic planning identifies and provides a platform to inform and update stakeholder on strategic planning initiatives (ECRA, 2015). | Clear, consistent communication was identified as an area in need of improvement by 60% of the participant subgroups providing stakeholder feedback. |

## The District's Current Reality

Based upon feedback provided, a variety of framing questions to guide future work associated with the District's Strategic have been developed for those areas in which clear opportunities for improvement have been identified through the work completed during the Superintendent's 90-Day Plan. The power of identifying framing questions lies in the ability to use the questions to move strategic planning work from problem analysis to action planning. *Table 4.2* provides various areas identified as in need of improvement and the drafted framing questions.

# Problem Analysis → Action Planning

*Table 4.2. Areas of Opportunity for Improvement and Framing Questions*

| Area                 | Framing Question  |
|----------------------|---|
| Academic Achievement | <ul style="list-style-type: none"> <li>How do we ensure that all students have access to teaching practices that are engaging, culturally responsive, and standards-aligned?</li> <li>How do we ensure that all students are provided with rigorous, standards-aligned instruction that supports 21<sup>st</sup> Century learning and learning environments?</li> <li>How do we design enrollment processes for course offering that support successful college and career pathways for students, including equitable access to advanced courses?</li> <li>How do we ensure that instructional planning and decision-making is consistently based upon reliable sources and analysis of data?</li> <li>How do we design professional development opportunities in a way that is clearly aligned to student outcomes and incorporates a process for measuring the impact on applied knowledge and skills?</li> </ul> |

*Table 4.2. Areas of Opportunity for Improvement and Framing Questions, Continued*

| Area                  | Framing Question  |
|-----------------------|---|
| Accountability        | <ul style="list-style-type: none"> <li>• How do we ensure that new strategies and initiatives are implemented with sufficient time and depth to accurately measure effectiveness?</li> <li>• How do we design the District Strategic Plan in a manner which supports staff accountability for the implementation of action steps that are aligned with the plan and student-centered decision-making?</li> </ul>  |
| Communication         | <ul style="list-style-type: none"> <li>• How do we create systems and platforms which support centralized, timely, and consistent communications?</li> <li>• How do we foster a sense of pride about our district and schools within our larger community?</li> <li>• How do we go about establishing expectations and practices to ensure the provision of exceptional levels of customer service to all of our school community members?</li> <li>• How do we ensure that parents and other school community stakeholders clearly understand how to contact district staff members, including the Superintendent, with their questions and concerns?</li> <li>• How do we establish the needed structures and efficient communication processes to gather timely feedback from principals on issues related to the work of school improvement?</li> </ul> |
| Culture & Climate     | <ul style="list-style-type: none"> <li>• How do we cultivate conditions which create climates characterized by psychological safety for all students and staff members?</li> <li>• How do we expand opportunities which support effective collaboration between all staff members?</li> <li>• How do we go about designing school environments which both students and staff look forward to going?</li> <li>• How do we design opportunities, including reducing systemic barriers, to actively and meaningfully engage families in our school environments?</li> </ul>  |
| Equity & Inclusion    | <ul style="list-style-type: none"> <li>• How do we establish conditions in our school environments which support equitable and inclusive practices for all students?</li> <li>• How do we go about ensuring that existing systemic biases and inequities are eliminated?</li> <li>• How do we design recruitment and retention policies and practices that support culturally and linguistically diverse administrators, teachers, and staff to join and remain a part of our district's team?</li> </ul>   |
| Fiscal Responsibility | <ul style="list-style-type: none"> <li>• How do we go about expanding our capacity to seek out and obtain not yet accessed funding opportunities?</li> <li>• How do we distribute adequate funding based upon student needs and enable flexible use of funds in ways that are clearly understood and aligned to the District Strategic Plan?</li> <li>• How do we ensure that all monies spent are aligned with equitable, evidence-based funding practices, while leading to positive student outcomes?</li> <li>• How do we eliminate redundancies in resources to maximize incentives to recruit and retain high-quality teachers and staff?</li> </ul>  |

*Table 4.2. Areas of Opportunity for Improvement and Framing Questions, Continued*

| Area                   | Framing Question   |
|------------------------|--|
| Physical Safety        | <ul style="list-style-type: none"> <li>How do we support positive perceptions of physical safety for students and staff when in school?</li> </ul>   |
| Processes & Procedures | <ul style="list-style-type: none"> <li>How do we ensure that all district departments establish, maintain, and engage in practices aligned with written processes and procedures?</li> </ul>   |
| Support                | <ul style="list-style-type: none"> <li>How do we design the district in a way that fully supports students, staff, and schools?</li> <li>How do we create strong instructional leaders who can support the development of rigorous, engaging, standards-aligned lessons that are differentiated to meet the needs of diverse student populations?</li> <li>How do we create structures and supports which actively invest in professional growth, while ensuring that our faculty and staff possess a current awareness of state and national trends and policies?</li> </ul>  |
| Support Services       | <ul style="list-style-type: none"> <li>How do we strategically modify support services (i.e., Exceptional Student Education, discipline, mental health) to improve curricular and instructional practices for all students?</li> <li>How do we ensure that all students experience a safe school environment with transparent, culturally sensitive, and consistently enforced rules and discipline policies?</li> <li>How do we equip staff with the skills needed to effectively manage student behavior?</li> <li>How do we create a culture that is grounded in high expectations and systematically provided support services to effectively achieve intended student outcomes?</li> <li>How do we effectively and comprehensively integrate social-emotional learning opportunities into schoolwide structures and classroom instruction?</li> </ul> |
| Time Management        | <ul style="list-style-type: none"> <li>How do we ensure that district and school structures fully support effective time management?</li> </ul>  |
| Transparency           | <ul style="list-style-type: none"> <li>How do we ensure that the work of the district is conducted and communicated in transparent ways?</li> </ul>  |



# V. NEXT STEPS

## Identified Objectives: 90-day Plan

Based upon the accomplishment of goals outlined in the Superintendent's 90-Day Plan, as well as feedback gathered from a broad range of stakeholders, key action steps to be accomplished in the upcoming 90 days were identified and are outlined below in *Figure 5.1*.

These action steps have been specifically crafted to move the district's strategic planning process forward in ways that accelerate improvements in district and school-level structures and supports to maximize student achievement outcomes.

*Figure 5.1. 90-Day Timeline - Key Events*

### March

- "Say Something Week"
- African American Achievement Plan Community Data Session
- "Read Across America Day"
- School of Choice Program
- Town Hall Meetings to Comprehensively Share Results of Listen & Learn Phase
- Superintendent's Cabinet Strategic Planning Session
- District Office Leadership Development and Team Building Session

### April

- School Board Strategic Planning Session 1
- Stakeholder Feedback Sessions on the Strategic Plan
- District Leadership Strategic Planning Sessions

### May

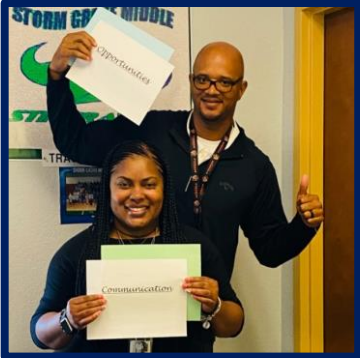
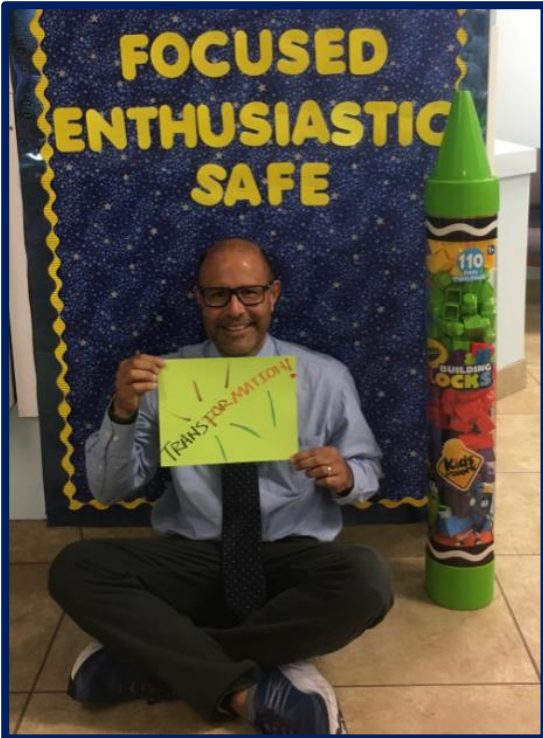
- School Board Strategic Planning Session 2
- Follow-up Superintendent's Cabinet Strategic Planning Feedback Session
- Evaluating Updated Key Performance Indicators to Accurately Describe the District's Current Reality
- Community Feedback Sessions
- Principal Budget Alignment Meetings
- Superintendent's Budget Advisory Committee Meetings
- Budget Development in Alignment with New District Strategic Plan

### June

- Presentation of New District Strategic Plan for Approval
- Implementation of District Re-Organization



VI. APPENDICES





## Appendix A: Superintendent's 90-Day Plan

90-Day  
Entry Plan  
Indian River  
County Schools

Dr. David K. Moore,  
Candidate for Superintendent



## GOALS

- Build a productive and collaborative relationship with the Indian River County School Board
- Continue to build upon the momentum established by the Board and Dr. Moxley to ensure a seamless transition and develop more robust learning outcomes for all children
- Create opportunities to gain a deep understanding of Indian River County Schools from stakeholders and gain insight of all key aspects of the District
- Develop a thriving community that is informed, engaged, and empowered to maximize the strength and vitality of its public schools
- Build an energized and excited Indian River family that feels heard, valued, and respected as we collaboratively engage in needed change to ensure continuous improvement

02



## Outcomes and Deliverables

- A comprehensive summary presented to the Board that represents the voice of all members of the community that articulates the current reality of Indian River County Schools (March 24, 2020)
- The identification of objectives or strategies that need to be modified or established within the Strategic Plan with clearly defined metrics in order to maximize outcomes for all students (May 12, 2020)
- Establish a transparent, values-based budget system to support the implementation of our Strategic Plan (May 12, 2020)
- Reorganize the District to maximize support for all stakeholders to improve outcomes for students (May 26, 2020)



## Resource Product Review

- Strategic Plan
- Joint Plan for Achievement of Unitary Status
- African American Student Achievement Plan
- School Improvement Plan
- Manuals and Procedures
- Instructional Materials/Resources
- District and School-site Budgets
- District Organizational Charts

04

## Areas of Focus

- Governance Team
- Organizational Capacity and Alignment
- Student Achievement
- Community and Public Relations
- Operation and Finance



05

## Governance Team

### WHY

To meet the needs of all students, Indian River County Schools must develop a trusting, positive, collaborative, team-oriented relationship between the Board and Superintendent, district employees, school-site employees, and all stakeholders

### HOW

- Frequently scheduled meetings between the Board and Superintendent during the first 90 days
- Establish agreed upon normed agenda for monthly update meetings
  - Strategic Plan Update
  - Academic Performance
  - Financial updates
  - Human Resources Personnel
  - Unitary Status Update
- Agreed Upon Protocols
- School Board Agenda Development
- School Board Workshop Process
- Staff Follow-up
- Expectations/Timeline
- Crisis Communication Plan

### EXPECTED OUTCOME

To promote the mutual exchange of information and engage in dialogue to fully understand the District's current state

06

## Organizational Capacity and Alignment

### WHY

In order to maximize student achievement, it is essential for Indian River County Schools to have an empowered team that is highly effective and dedicated to build transformational practices that are sustainable within a positive culture that is focused upon morale and unity



### WHO

The School Board, Cabinet, district leaders, school-site staff, support personnel, teachers, students, parents, community members, and all stakeholders

### HOW

- Surveys
- Faculty Presentations
- Protocol Driven Dialogue
- Focus Groups for all Job Titles
- Townhall Meetings
- Listening Tours

### EXPECTED OUTCOME

- Determine the District's present state and the actions that will be taken to ensure successful student outcomes
- A full understanding of the District's organizational structure to maximize services and support for schools

07

## Student Achievement

### WHY

It is essential that every student receives a high quality education that is grounded in high expectations, personalized to meet his/her needs and interest, and backed by necessary learning supports

### WHO

The School Board, Cabinet, district leaders, school-site staff, support personnel, teachers, students, and all stakeholders

### HOW

- Comprehensive Impact Reviews
- Product/Resource Reviews
- Instructional Data Usage
- School Improvement Plan Audit
- Focus Groups
  - Teachers
  - Parents
  - Students

### EXPECTED OUTCOME

To ensure that all students graduate from Indian River County Schools ready for college and/or a career while simultaneously closing the achievement gap

08

## Community & Public Relations

### WHY

In order to create a strategic communication process that builds mutually beneficial relationships, it is crucial to have a deep commitment from the entire community established through open and honest communication



### WHO

The School Board, Cabinet, district leaders, school-site staff, support personnel, teachers, students, stakeholders, community leaders, philanthropic, non for profit, colleges / universities, and the media

### HOW

- Open Forum Meetings
- Listen and Learn Sessions
- Superintendent Briefings
- Mayor's Council
- Modify Strategic and Implementation Plans

### EXPECTED OUTCOMES

To increase the public's trust and confidence in Indian River County Schools and provide a world class education for all students

09



# Operations and Finance

## WHY

As a District, we need to provide the required resources to support the advancement of student achievement and success

## WHO

The School Board, Cabinet, district budget leaders, principals, teachers, parents and community members

## HOW

- Conduct meetings to review
  - Financial projections
  - Resource allocations
  - Systems to ensure budgeting processes are aligned
  - School-site budgets
  - Resource utilization impact
- Determine what should be centralized and decentralized within the current organizational structure

## EXPECTED OUTCOMES

To provide Indian River County Schools with the necessary resources while maintaining fiscal responsibility and supporting the Strategic Plans to improve efficiency, effectiveness, and support to schools

10

## Phases of 90-Day Plan

Phase 1: Onboarding  
Phase 2: Listen and Learn  
Phase 3: Consensus Building and Action Plan

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## Phase 1 12/2/19-12/20/19 Onboarding

- Establish a strong team-oriented relationship with:
  - Each Board Member and the Board as a whole
  - Key district personnel
  - School site leaders
  - District professional associations
  - Groups of employees
  - Leaders of the community
  - Meet and greet tour (all schools)
- Clearly articulate to the media and press the goals, outcomes, and deliverables associated with the 90-Day Plan identifying opportunities for participation and engagement in the process

12

### Phase 3 3/30/20-5/1/20 Consensus Building & Implementation Plan

- **Establish workgroups** for each goal on the Strategic Plan to build consensus regarding the objectives and/or strategies that need to be established or modified
- Develop an explicit outcome driven **Implementation Plan** that addresses the priorities of each goal within the Strategic Plan that will be implemented and monitored throughout the school year
- **Provide Board with updates during all workshops**
- **Conduct Town Hall** meetings to solicit feedback on the suggested modifications to the Strategic Plan as well as the Implementation Plan
- **Conduct Board presentation** to seek approval of the modified Strategic and Implementation Plans

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### Sustained Focus on Student Achievement

- Mid-year School Improvement Reflection
- Learning Walks with Principals
- Data Chats
- On-site Professional Development
- Training for Instructional Coaches
- Interventions
- Differentiated Instruction

As we move through the implementation of this 90-day plan, we need to remain focused on growing and sustaining the current practices in our schools to provide Indian River County students with a world class education.

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**Dr. David K. Moore**  
(305)482-3256  
DavidKMoore305@gmail.com



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## Appendix B: Board/Superintendent Communication and Work Relationship

### MEMORANDUM

February 24, 2020

**TO:** The Honorable Chair and Members of The School Board of Indian River County, Florida

**FROM:** David K. Moore, Superintendent of Schools

**SUBJECT: BOARD/SUPERINTENDENT COMMUNICATION AND WORK RELATIONSHIP**

Since the time I assumed the role of Superintendent, the School Board members and I have been engaged in efforts to establish communication procedures and processes to ensure effective and efficient communications between the Superintendent's Office and all board members. Clear, consistent, and transparent communication processes are vital to establishing and maintaining collaborative and accountable professional relationships which support effective programming and services for all members of our school community.

This memorandum serves as a vehicle for memorializing the communication procedures and processes that have been established, and also serves as a request for any feedback you may have associated with the implemented procedures and processes. The following table provides an overview of the various communication processes utilized and/or instituted by the Superintendent to ensure ongoing, timely, and transparent communication between the Superintendent's Office and board members. In closing, please let me know if you have any questions or concerns related to the outlined communication processes to ensure that we are continuing to collaboratively move forward in the work we have undertaken to achieve excellence in schooling for all students and staff within our district.

| Communication Type          | Description   | Frequency |
|-----------------------------|---|-----------|
| Superintendent-Board Member | These meetings occur with the Superintendent, relevant cabinet members, and individual school board members | Monthly   |

|                                  |  |                         |
|----------------------------------|--|-------------------------|
| “Agenda Prep” Meetings           | to have discussions to support communication related to upcoming district business items and management, as well as to provide an opportunity to address school board member questions and concerns. Additionally, these meetings provide a platform for ensuring that board members have the opportunity to fully review upcoming Superintendent’s Workshop agenda items with relevant cabinet members.     |                         |
| Individual Board Member Meetings | Individual Board Member Meetings are scheduled with the Superintendent at the request of individual board members. These meetings provide the opportunity for board members to address questions, concerns, and current events impacting the district. Additionally, these meetings provide focused time to obtain input and feedback related to a broad range of district-related issues and opportunities. | At Board Member Request |

| Communication Type         | Description   | Frequency     |
|----------------------------|---|---------------|
| Superintendent’s Workshops | Superintendent’s Workshops provide the opportunity for the Superintendent to present and discuss items that are relevant to the work of the School Board and which may be presented at future School Board Business meetings. These workshops provide an additional opportunity for the Superintendent to address questions and concerns of board members.  | Twice a Month |
| Alert Emails               | Alert emails are sent by the district’s Department of Safety & Security to provide timely information and updates related to district-related safety concerns and alerts. These alert emails are systematically being used to provide a consistent and predictable means of notifying board members of events occurring, or which have occurred, in our school communities that impact student and/or staff safety and security. Alert emails also are sent | As Needed     |



|                    |   |           |
|--------------------|---|-----------|
|                    | to provide updates related to district responses and actions related to safety and security events.   |           |
| Media Alert Emails | <p>Media alert emails are sent by the district's Public Information Office to provide timely information and updates regarding media-related events and occurrences.</p> <p>Media alert emails serve the purpose of ensuring that board members are kept apprised of events, issues, or concerns that may be circulated publicly or impact public relations with the district.</p>  | As Needed |
| District Website   | <p>The district website has been updated to increase the transparency of and access to communications related to the Superintendent's ongoing work and community involvement. The Superintendent's webpage incorporates a calendar which is continuously updated and provides information about the dates, times, and locations of community events for which the Superintendent will be in attendance. Furthermore, key webpages have been enhanced or added to the district's existing website (e.g., Equity &amp; Instructional Support, Project RE-envision 2025) to ensure that school community stakeholders, including board members, have access to updated information related to the events and work of the district.</p> | Ongoing   |

DKM: pp

M#015-20

cc: Superintendent's Cabinet

## **Appendix C: Superintendent's Realignment, Restructuring, & Reorganization**

**Office of the Superintendent of Schools**

**Board Meeting of January 28, 2020**

**Dr. David K. Moore, Superintendent**

### **SUBJECT: REQUEST FOR APPROVAL OF SUPERINTENDENT'S REALIGNMENT, RESTRUCTURING, AND REORGANIZATION**

#### **Background & Rationale**

A vital component of district and school improvement processes is to ensure that district human capital and resources are aligned in ways to maximize supports provided to schools. An emphasis on school level supports and human resources has the significant benefit of increasing the level of human capital and services provided directly to students while creating conditions which optimize student learning.

A current review of key performance indicators related to student achievement shows evidence that our district progress related to student achievement outcomes has remained stagnant over the last five years. For example, the percentage of students in grade 3 -10 scoring at level 3 or above on the Florida Standards Assessments – English Language Arts has increased by only one percentage point over the last five years (51% in 2014-2015 to 52% in 2018-2019). A review of school grades shows that our schools earning a grade of A or B has decreased by one percentage point since 2014-2015 while the percentage of schools earning grades C-F has increased by one percentage point during the same time period. For the 2018-2019 school year, over 50% of our schools earned a grade of “C,” while also lagging behind other size-alike and larger districts as related to standardized progress measures and achievement outcomes. Some of the initial findings related to the identification of root causes for stagnation in achievement outcomes relates to an observed lack of protocols, procedures, and processes to ensure efficient district operations and safe and supportive school environments for all students. Moreover, a detailed look at district staff roles and responsibilities clearly illustrates a need to more effectively distribute roles and responsibilities of district staff to address key district

improvement action steps with a sense of urgency, while working in new and different ways to accelerate student achievement.

In an effort to redirect needed resources in support of schools while maximizing efficiency and effectiveness of district-level human capital, realignment and restructuring of district-level departments, district staff, and personnel functions are proposed. This proposed realignment and restructuring will support the implementation of the Superintendent's 90-day plan and assist in clearly defining our current reality within the district. The current, proposed changes are just one of the first steps in the district realignment process. Furthermore, the proposed changes will clearly communicate a "students first" perspective as a foundational value for our district. It is important to note that the proposed changes will result in a cost-savings to the district.

An initial analysis of cabinet-level positions and the current district organizational structure and alignment has been completed and has revealed a pressing need to address redundancies in district-level human capital in order to conduct a thorough analysis related to the re-allocation of human resources to schools. Additionally, a detailed evaluation of the alignment of current staff within district departments shows a need for shifts in the configuration of district departmental structures and staff to maximize the efficiency and effectiveness with which these various departments operate and support schools in ways that directly impact students.

The current realignment and restructuring process will assist in meeting the following goals:

1. Increase services and supports for district staff and students.
2. Reduce redundancies in job roles and responsibilities.
3. Re-distribute job responsibilities to ensure that all areas of work are led with fidelity.
4. Establish an enhanced system for communicating and supporting teaching and learning.
5. Provide improved customer service.
6. Enhance the current district structure for evaluating the needed supports for school re-envisioning in an ongoing manner.
7. Accelerate and establish clear structures, systems, and processes to improve student safety and learning.

## Description of Proposed Position Changes

### Office of School Operations & Human Capital

#### *Deputy Superintendent*

An initial review of cabinet-level structures and staff has clearly revealed the need for a “Deputy Superintendent” position. The proposed position will provide oversight of school operations, as well as human capital. A prioritized focus related to this proposed position is to provide consistent and concise messaging and communication to school leadership. Consistent with this aforementioned focus, there exists an established understanding in the field of education that intentionally connecting and aligning the operations of schools with human capital creates circumstances in which increased responsiveness and support to school staff, increased effectiveness in the management of human resources, and enhanced systems of accountability can flourish and positively impact student learning. Taken together, the structural connection of school operations and human capital supports the ability of the district to develop a greater understanding of opportunities for improvement districtwide, including how to establish and maintain positive relationships with key stakeholders in our school communities. Additionally, the proposed change will serve to increase the availability of direct supervisory support to school principals surrounding the development and implementation of systems and strategies that support school improvement. In conjunction with other responsibilities, the Deputy Superintendent will provide direct supervision and leadership for our district’s employee evaluation system. The responsibility of leadership and supervision of employee evaluations currently is de-centralized and shared among staff members in various departments. The centralization of this responsibility will support consistency and accountability related to the processes, procedures, and feedback provided as a part of employee evaluations. Also, as a result of the availability of a “Deputy Superintendent” to school principals, currently existing “Executive Directors in Curriculum & Instruction” will have significantly increased opportunities to develop, implement, and monitor the curriculum and instruction activities which directly enhance student learning. A final benefit of this position will be to increase district-level capacity to guide the alignment of resources and services to schools.

Job Goal: Serve as staff advisor to the Superintendent including, but not limited to, keeping him/her informed as to all financial, information systems, facilities, operational, curriculum, and human resources issues. Provide administrative leadership and supervision for business management activities

and advice as to the appropriate use of all District resources. Oversee District audit activities to ensure compliance with law, policy, and applicable regulations in support of educational excellence.

### Office of Curriculum & Instruction

#### *Assistant Superintendent of Curriculum & Instruction*

A proposed change within the Office of Curriculum and Instruction relates to streamlining the roles and responsibilities of the Assistant Superintendent of Curriculum & Instruction. The role of this Assistant Superintendent involves providing oversight for the district's curricular framework from early learning to grade twelve (12), professional development, alternative education, Federal Programs, Career and Technical Education, and adult education. The purpose of streamlining these roles and responsibilities is to more effectively distribute the volume of work to increase the focus on leadership and support for teaching and learning. For example, the proposed change will enable the Assistant Superintendent in this area to establish, support, and maintain a principal/assistant principal leadership academy, as well as an academy for instructional coaches to increase the capacity and availability of knowledgeable and highly trained school leaders. In addition, this proposed change will increase the capacity of leadership to develop, implement, and evaluate curriculum, instruction, and professional development related to key student performance indicators.

Job Goal: To provide leadership in the development, implementation, and evaluation of educational programs and services including curriculum, instruction, and professional development related to student performance.

#### *Executive Assistant to the Assistant Superintendent of Curriculum & Instruction*

Due to the restructuring and re-distribution of responsibilities of the Assistant Superintendent of Curriculum & Instruction, a need for one (1) additional Executive Assistant is present. The addition of this Executive Assistant is aligned with the level of administrative support other assistant superintendents within the district receive to ensure that the administrative operations of the department are conducted in an efficient, effective, and timely manner.



Job Goal: To assist the Assistant Superintendent with conducting the administrative operations of the division through positive public relation, a high level of efficiency and knowledge of office practices, procedures and modern technology.

### Office of Strategic Planning & Support Services

#### *Assistant Superintendent of Strategic Planning & Support Services*

Towards the end of effectively distributing leadership responsibilities at the district level, a repurposing of an existing, vacant Assistant Superintendent position is proposed to ensure ongoing support for district strategic planning and support services. This position will provide oversight for Student Services, Mental Health Services, Health Services, Exceptional Student Education, Student Attendance, Student Assignment, and Accountability and Assessment.

While the aforementioned areas represent a re-distribution of roles and responsibilities, the proposed position also will provide needed oversight for areas previously unassigned: coordinating and monitoring strategic planning, monitoring of specified areas of district compliance, establishing community partnerships, ensuring needed wrap-around services for students, and maintaining updates on legislative priorities. Specifically assigning responsibilities for each of the previously mentioned areas will provide formerly non-existent guidance and accountability for the implementation of the new strategic plan, including ensuring that ongoing progress monitoring and needed revisions occur. Additionally, this proposed change will increase the district's capacity to monitor the fidelity with which action steps from the strategic plan are implemented districtwide. Finally, the repurposing of this position will create a greater focus on leadership for the development, implementation, and evaluation of support services and wrap-around services, including areas such as Exceptional Student Education, Student Services, and Mental Health Services - areas of work which are dedicated to meeting the needs of some of the most fragile students in our district.

Job Goal: To provide administrative leadership in the development of support systems including strategic planning, that results in the effective implementation and evaluation of educational programs.

#### *Data Analyst & Project Manager*

Effective school improvement initiatives are grounded in timely and accurate data-informed decision-making. At the present time, the district employs one (1) Performance Data Analyst to address all the data needs districtwide. To accelerate improvements in student learning and create the needed capacity to address critical areas targeted for growth, the addition of one (1) Data Analyst and Project Manager is proposed. This staff member will increase the district's capacity and responsiveness in providing the needed data reports and analysis required to address equity issues, including implementing and evaluating the district's African American Student Academic Achievement Plan, with high levels of fidelity and accountability. Additionally, greater capacity for the generation of needed data reports and data analysis will increase the responsiveness of district support to principals and teachers related to those data needs which drive high-quality instruction and instructional change. Another key benefit of this position will be the provision of much needed support to ensure the timely generation of data-related products, such as data dashboards, performance pay calculation reports, early warning indicators reports, and progress summaries related to key performance indicators.

Job Goal: To support data-driven decision making by monitoring, analyzing, evaluating, and communicating performance data to facilitate academic achievement and related projects.

#### Office of Public Information

##### *Executive Assistant: Public Records Custodian*

Currently, our district's Public Information Office is supported by one staff member. In order to optimize responsiveness to and keep the public abreast of important information impacting the school district, it is proposed that an Executive Assistant, serving as the Public Records Custodian for the district, be established. The establishment of a Public Records Custodian will increase the efficiency of district response to public records requests, as well as enhance the level of customer service provided to the district's larger community. The proposed executive assistant, serving as the public records custodian, will provide ongoing support to the Public Information Officer in responding to public requests and inquiries, and also will provide support to the Public Information Officer in the diverse job responsibilities encompassed within this role.

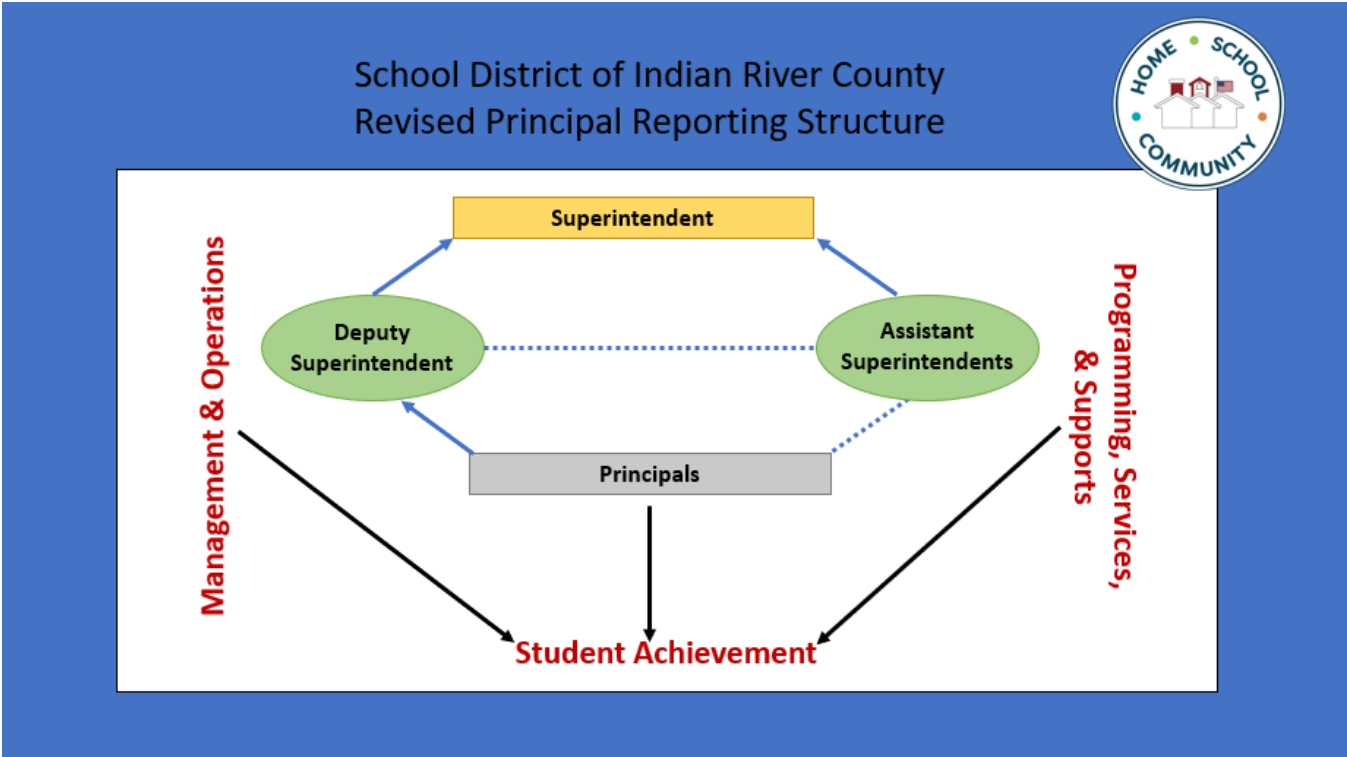
Job Goal: To coordinate and respond to public inquiries to the district, as well as respond to public records requests.

### General District-Level Human Capital

After initial analysis of district position redundancies in roles/responsibilities, it was determined that the closing of five (5) currently vacant district-level positions, would enable the district to operate at a cost-savings following the proposed restructuring and realignment. The positions proposed for closing do not directly impact teaching and learning.

The total cost savings as a result of this realignment is \$76,450.

Appendix D: Revised Principal Reporting Structure



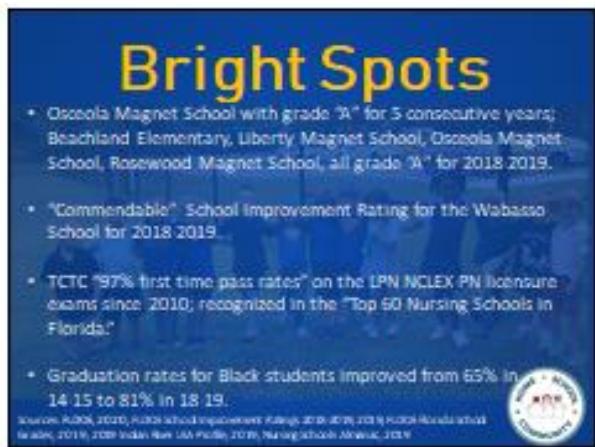
Appendix E: Town Hall Presentation



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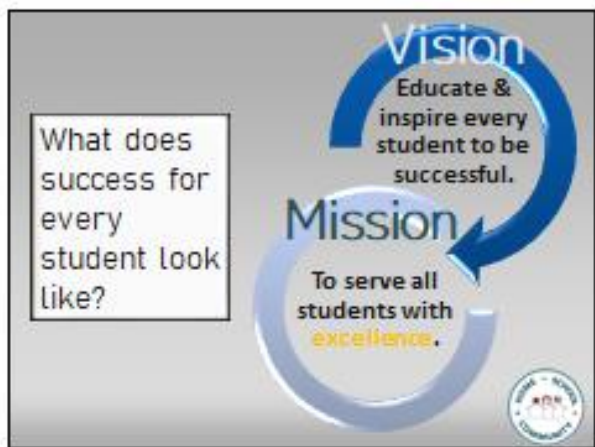
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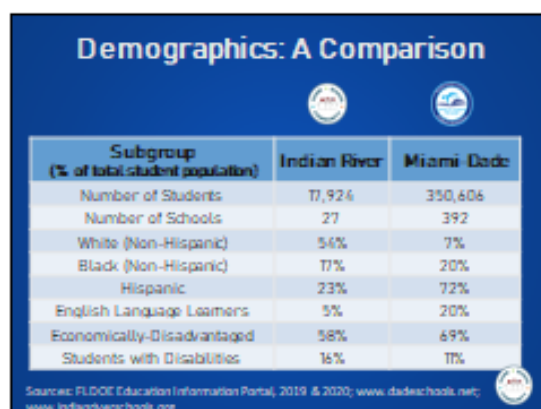


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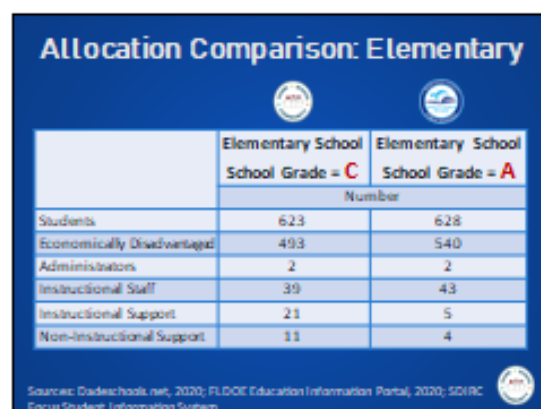


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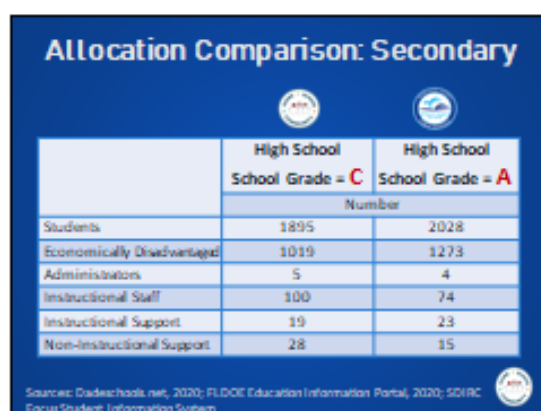




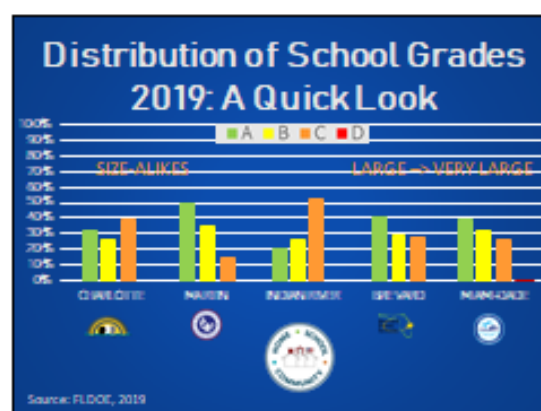
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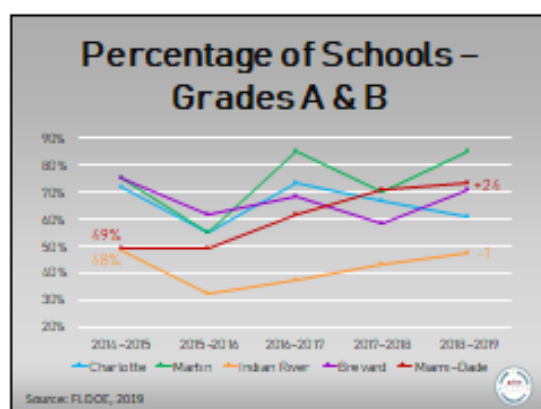
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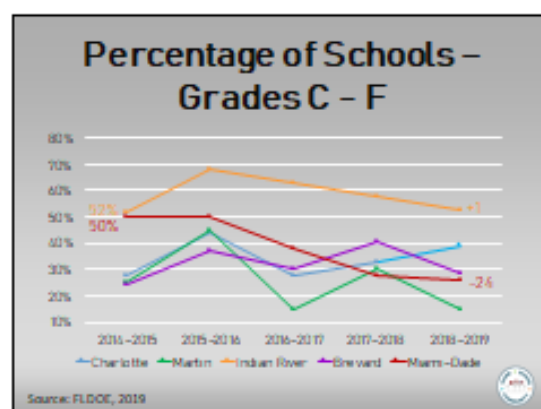
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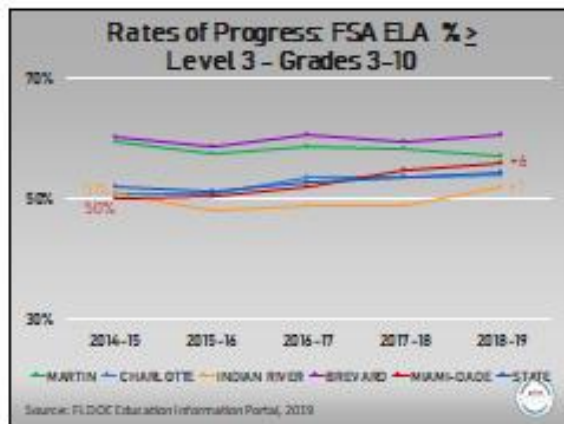
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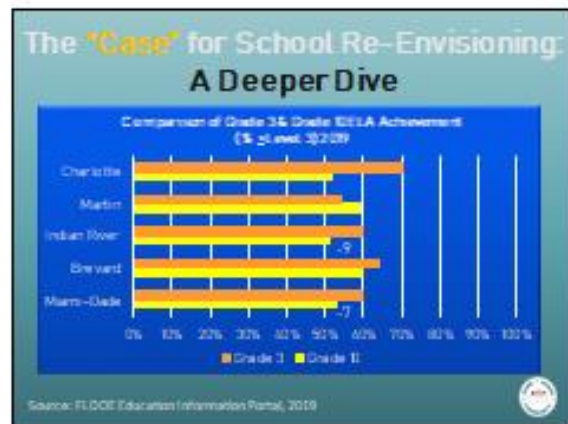
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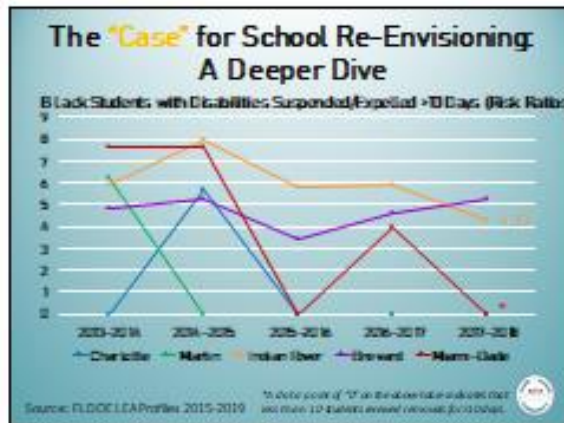
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### A Financial Snapshot

|   | 2015-2016      | 2016-2017      | 2017-2018      | 2018-2019      | 2019-2020      |
|---|----------------|----------------|----------------|----------------|----------------|
| Annual Budget (All Funds)   | \$ 349,110,115 | \$ 364,142,451 | \$ 366,892,494 | \$ 361,100,545 | \$ 361,614,010 |
| Actual End-of-Year Total Fund Balance (Line 30) General Fund Only | \$ 24,054,000  | \$ 25,252,111  | \$ 18,455,112  | \$ 17,401,387  | \$ 0           |
| Ending Fund Balance as a Percent of Revenues (General Fund Only)  | 10%            | 10%            | 12%            | 12%            | 100%           |

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### Theory of Action

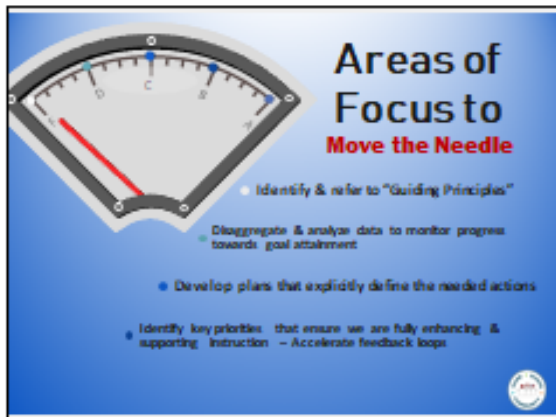
If we clearly define the expectations and behaviors that exemplify school **excellence** for all 21<sup>st</sup> Century Learners and implement actions in alignment with these expectations and behaviors, then higher levels of student learning will be achieved.

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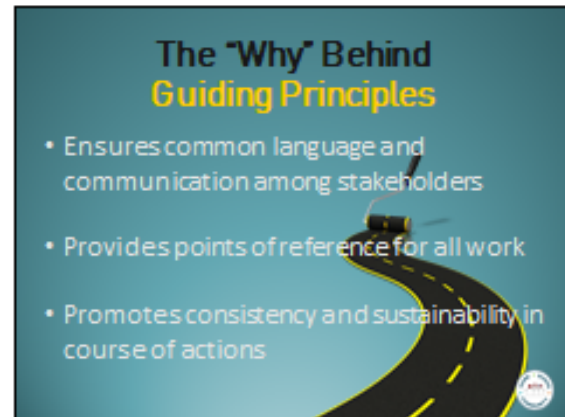
### Superintendent's Goals to Be Achieved During the Re-envisioning Process

- Ensure a seamless transition and more robust learning outcomes for all children
- Build a productive and collaborative relationship with the Indian River County School Board
- Create opportunities to gain a deep understanding of Indian River County Schools from a multitude of stakeholders and gain insight into all key aspects of the District
- Build excitement and momentum within the School District of Indian River County as we collaboratively engage in needed change to ensure continuous improvement

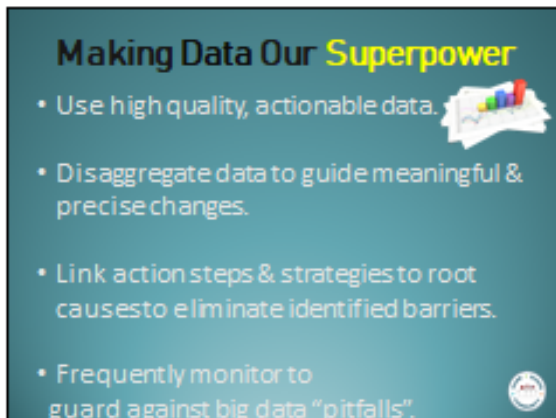
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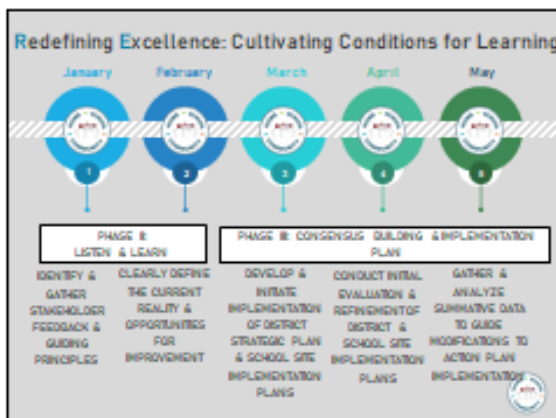
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## Opportunities for Improvement



- Establish a program to recruit, retain, and optimally place instructional coaches.
- Eliminate redundancies across the district to maximize resources at schools.
- Create a Superintendent's Advisory Council for Exceptional Student Education.
- Create a Superintendent's Advisory Council for the District Budget.
- Design the district in a way that fully supports & enhances instruction.

25

## Opportunities for Engagement

- Focus Groups
- Work Groups
- Surveys & Feedback
- Community Partnerships
- Project RE-envision 2025 Website

26

## Visit Our Project RE-envision 2025 Webpage



<https://www.indianriverschools.org/ProjectReEnvision2025>

27

"Students should have rich, relevant, and authentic experiences at school, across the board. If every educator in every school pursued **excellence** instead of allowing excuses about what students can and cannot do, we would meet the needs of all students. Our goal has to be to create schools where **excellence** is the standard."

Sanee Bell, Ed.D.

"Be Excellent on Purpose"

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# Questions?



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Appendix F: Gifford Youth Achievement Center Community Meeting



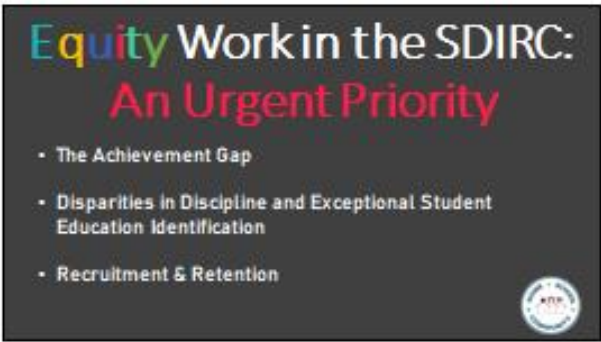
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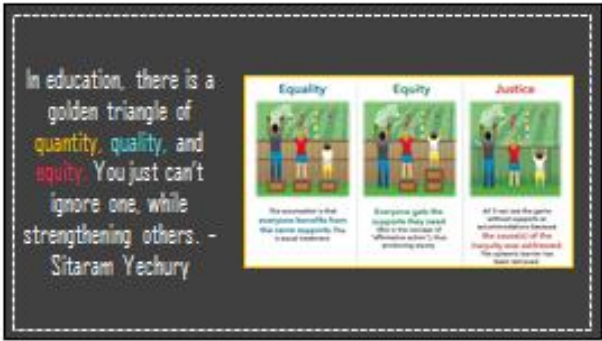
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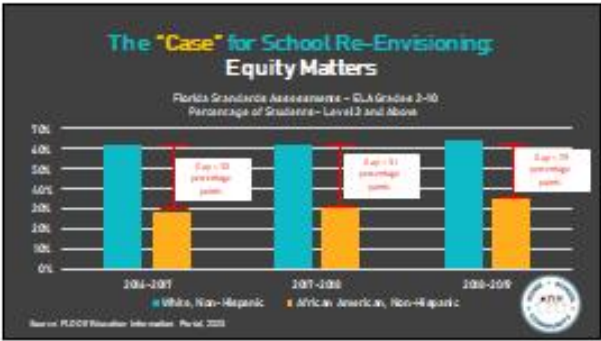
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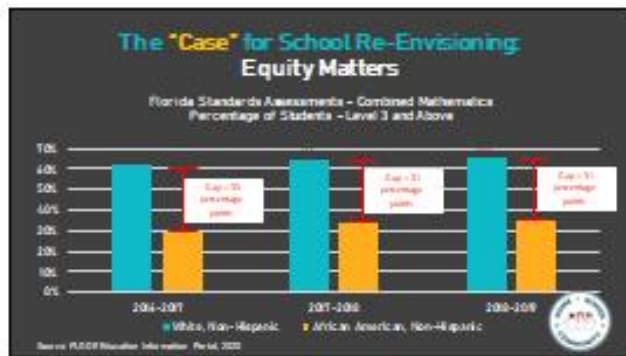
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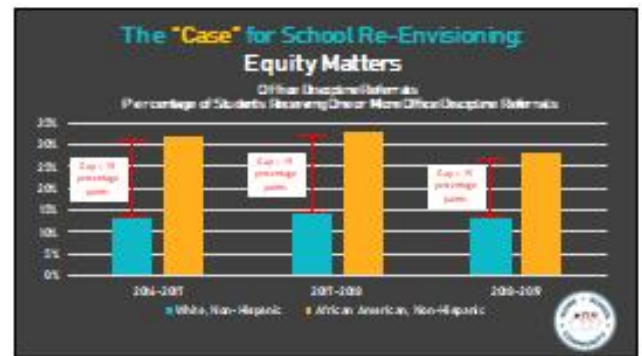
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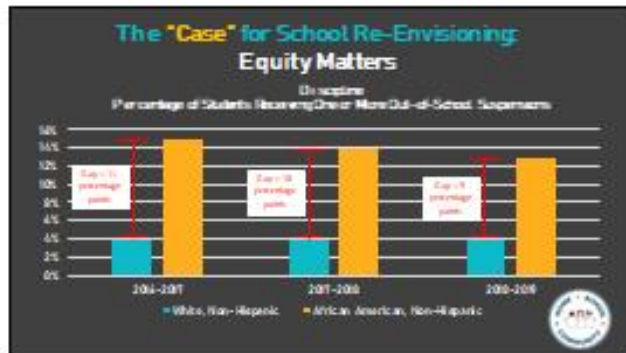
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### Why Is Now Different? The District Impact

- Equity work has been clearly established as a districtwide priority by the superintendent.
- Accountability for action is incorporated to equity are now incorporated into district and school administrators' performance evaluations.
- Increased transparency related to the progress of equity in the district by means of an "Equity Webpage" on our district's website.
- Monthly reports provided on equity work implemented and progress of the African American Achievement Plan by the superintendent to both the Equity Committee and School Board.

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### Why Is Now Different? The School Impact

- All schools will specifically identify goals, strategies, and action steps to improve educational outcomes for African American students.
- The implementation of data sessions which involve discussion related to the progress of African American students.
- Direct observation of culturally responsive instructional practices through Impact Reviews at all schools.
- Each secondary principal will create an African American Student Council to gather feedback on the impact of support.
- Development of a plan to eliminate out-of-school suspensions.
- The implementation of a plan requiring all school counselors to meet quarterly with African American students to discuss graduation needs. The principal will meet with students to determine impact of graduation support.
- The review of tiered interventions for fidelity of implementation prior to consideration of a student for evaluation for a disability.

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### Equity Webpage

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### GIFFORD YOUTH ACHIEVEMENT CENTER

#### FOCUS GROUP

Date: Monday, February 24th, 2020  
Time: 5:30pm - 7:00pm  
Location: Gifford Youth Achievement Center  
Who: All Community Members Are Invited to Participate

SDIRC STRATEGIC PLAN

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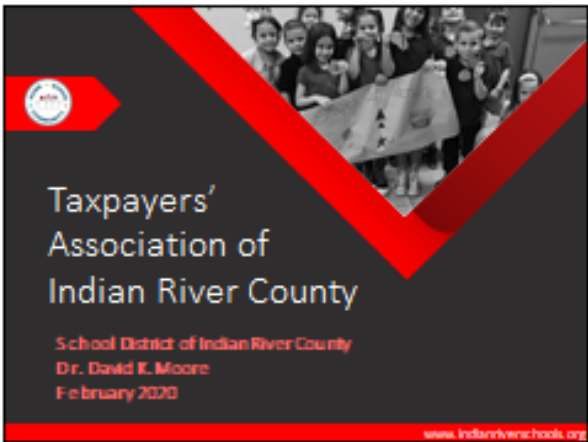
### Children are the Priority. Change is the Reality. Collaboration is the Strategy.

— Judith Sills, Washington State Superintendent —

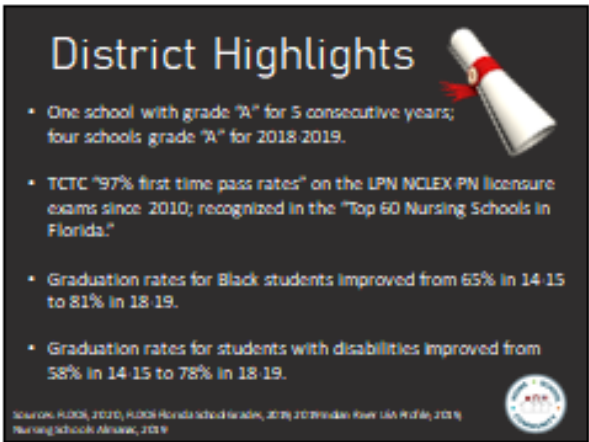
**Equity Matters**

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Appendix G: Taxpayers' Association of Indian River County



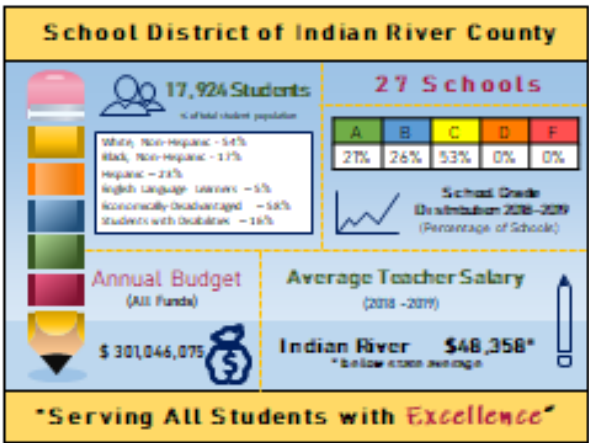
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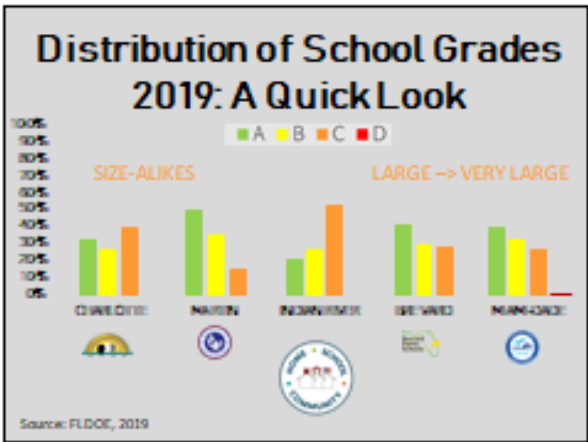
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## Opportunities for Improvement

- Create authentic opportunities for teachers to support & grow together.
- Maximize opportunities to provide school choice.
- Create schools that students look forward to attending.
- Establish a program to recruit, retain, and optimally place instructional coaches.
- Re-envision professional development to deepen knowledge and refine practices in meaningful ways.

8

## Opportunities for Improvement

- Eliminate redundancies across the district to maximize resources at schools.
- Create a Superintendent's Advisory Council for Exceptional Student Education.
- Create a Superintendent's Advisory Council for the District Budget.
- Design the district in a way that fully supports & enhances instruction.

9

## High Impact Opportunities

- Drastically expand supports to promote physical & psychological safety for students and staff.**
- Create 21<sup>st</sup> Century Learning Environments through the infusion of modern technology.**
- Recruit, retain, and incentivize high-quality teachers & staff to create the highest skilled workforce on the Treasure Coast.**

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## Mental Health: The Need for Early Intervention and Increased Awareness

- 1 in 6 children (ages 2-9) in the United States have a diagnosed mental, behavioral, or developmental disorder.
- Half of all mental disorders begin by age 14.
- Three-quarters of mental disorders begin by age 24.
- Rates of depression and anxiety in youth (ages 13-18) has increased over time, with recent prevalence estimates as follows:
  - Anxiety Disorders – 32%
  - Mood Disorders – 18%
- In the United States, just over 40 percent of people who had a mental disorder in the past year received professional health care or other services.

SOURCE: CHARTER FOR DISTRICT EXCELLENCE & INNOVATION, 2019; DISTRICT OF COLUMBIA HEALTH AND HUMAN SERVICES, 2018

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## Traditional Learning Environments

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**Upcoming Opportunities for Engagement**

- Gifford Youth Achievement Center Community Meeting, Thursday February 13<sup>th</sup> at 6pm.
- Stakeholder Feedback Surveys on the district's school re-envisioning webpage.
- Town Hall meetings for Strategic Plan feedback.
- Ongoing District-Community partnerships.

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# Appendix H: Strategic Goals Feedback Survey Example

## Project Re-Envision 2025

### Goal 1: Student Success

As part of our re-envisioning process and to improve school excellence for our students, we are interested in hearing your feedback related to our current SDIRC Strategic Plan and GOAL 1: STUDENT SUCCESS - Every student receives a high quality education that is grounded in high expectations, personalized to meet his/her needs and interests, and backed by the necessary learning supports.

Please rate the below statements using the following scale:

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Neutral
- 4 - Agree
- 5 - Strongly Agree

1. I clearly understand how "excellence" in schooling is defined in Indian River County.

12345

2. Goal 1: Student Success, of the Strategic Plan, is clearly understood by all members of our school community.

12345

3. The district has made progress towards meeting Goal 1: Student Success, of the Strategic Plan.

12345

4. The strategies included as part of Goal 1: Student Success help us achieve success for all students.

12345

5. The strategies included as part of Goal 1: Student Success help to ensure we are providing equitable learning environments for all students.

12345

6. Goal 1: Student Success is an important part of future strategic planning.

12345

7. Improvements are needed related to Goal 1: Student Success.

12345

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8. Please provide your feedback related to the strengths of Goal 1: Student Success.

Enter your answer

9. Please provide your feedback related to areas in need of improvement related to Goal 1: Student Success.

Enter your answer

10. Please provide any other feedback that you believe to be helpful to consider as part of our strategic planning process.

Enter your answer

11. Please indicate from which perspective/role you completed this survey.

- ☐ Parent/Guardian
- ☐ Student
- ☐ Teacher
- ☐ School Support Staff
- ☐ District Support Staff
- ☐ School Administrator
- ☐ District Administrator
- ☐ Community Member
- ☐ Other

Submit



# Appendix I: Stakeholder Feedback Survey Example

Questions

Responses 23

## Elementary Teachers: Strategic Planning Feedback Survey

As part of our strategic planning process, we are collecting feedback from elementary teachers to learn more about how to improve our work for students and schools. Please read the following questions/statements and provide any feedback that you believe will be helpful.

1. If our school district achieved "excellence" for all students, what would you see, hear, or feel as an elementary teacher of students in our school district?

Enter your answer

2. Think about your experiences as a elementary teacher in our school district. What is going well? Where are you seeing progress?

Enter your answer

3. Think about your experiences as an elementary teacher in our school district. What are areas in need of improvement or of ongoing difficulty?

Enter your answer

4. Think about your experiences as an elementary teacher in our school district. What are opportunities that the district has not yet explored that would be of benefit to students and staff?

Enter your answer

5. Please share any additional comments you have related to our planning for school improvement.

Enter your answer

+ Add new