



School District of Indian River County
African American Achievement Plan 2021 -2022
Assurances of Implementation of Strategies/Action Steps



Quarter of the School Year: 4

School: Imagine Schools at South Vero

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 African American Achievement Plan. To review and ensure compliance with progress of action steps associated with the African American Achievement Plan, the District provides quarterly updates related to action steps accomplished and quarterly outcomes.

The attached documentation provides school level evidence of progress towards accomplishing action steps incorporated into the 2021-2022 African American Achievement Plan. Documentation requirements have been designed to honor the full intent of the developed African American Achievement Plan while optimizing the efficiency and effectiveness of outlined actionable steps.

To support ongoing accountability of action step implementation, documentation, and progress the following assurances have been verified by the principal of each school:

- Action steps included within the 2021-2022 African American Achievement Plan have been implemented with consistency and purpose to eliminate the achievement gap.
- Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American Achievement Plan.
- Data reviews have been conducted to identify areas of strength and concern and disaggregated data will be provided upon request.
- Progress related to the elimination of the achievement gap has been monitored in an ongoing way and needed modifications have been made as identified.

These assurances have been reviewed and verified on: 6/3/2022 LP (initials)

Quarterly Reflection

(Please summarize any reflections based upon action step implementation for the quarter. What are areas of progress or opportunities for growth? What are next steps based upon work accomplished?)

Imagine Schools at South Vero's current Renaissance Spring STAR data indicates the Reading & Math predicted proficiency of African American students is 69%. Based on the subgoal outlined in our School Excellence Plan, we are on target for meeting our goal in both Reading and Math. Distribution of student scores in each screening category shows a current learning gain of 1.03 in Reading and 1.05 in Math. We are eager to receive State Assessment data to begin our root cause analysis and School Excellence Plan for the 2022-2023 school year. To support learning over the summer and combat the summer slide, Imagine Schools at South Vero is offering a Summer Learning Program to students in the lowest quartile. Each session is four weeks. Students will be provided with targeted intervention/instruction in Reading and Math based on their Spring STAR Assessment data. Furthermore, the school is offering Summer Camp for seven weeks out of the summer. Students will attend various field trips as well as have the opportunity to learn from guest speakers. Mandatory Summer Reading and Optional Summer Math was provided to each grade level.



School District of Indian River County
African American Achievement Plan 2021 – 2022
Quarterly Summary of Implementation of Strategies/Action Steps



Quarter of the School Year: 4

Date of Summary: 6/3/2022

School: Imagine Schools at South Vero

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.3

Strategy AAAP 1.1 (ALL SCHOOLS): Monitor the curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.	
Number of Walk-throughs to Observe Implementation of African American History Teachings	42
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	3/2/22-5/13/22
Summary of Observation(s):	Formal observations were conducted using Florida Consortium of Public Charter Schools <i>Observe for Success</i> observation tool. Although there isn't an indicator related to African American History teachings in the observation tool, there was evidence of African American teachings (see evidence below).

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready, receive targeted reading intervention as defined by the District’s Reading Plan.											
Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3						4/21/22, 5/16/22					
African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			First			Second			Third		
Count Scheduled (#)	Count Identified (#)	Percent (%)	Count Scheduled (#)	Count Identified (#)	Percent (%)	Count Scheduled (#)	Count Identified (#)	Percent (%)	Count Scheduled (#)	Count Identified (#)	Percent (%)
NA	1	100%	NA	2	100%	NA	1	100%	NA	0	100%

**Data should be retrieved from the Power BI 2021 – 2022 Scheduling App – Schedule Audit*

Strategy AAAP 1.3 (SECONDARY ONLY): Use Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on-track to graduate.	
Date(s) of School Level Review(s) of Early Warning Indicators for African American Students:	5/13/22
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	The school leadership met and reviewed students not on track to graduate as well as checked the progress of any students completing course recovery through FLVS. There were no African American students with graduation concerns.

Strategy AAAP 1.4 (SECONDARY ONLY): Implement processes to ensure that African American students have equitable access to advanced and accelerated courses in middle school and high school.	
Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined)	
African American (%)	White, Non-Hispanic (%)
8.2%	44%

Strategy AAAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.

Discipline

Date(s) of Problem-Solving Session(s) for <u>Discipline</u> :	3/31/22, 4/7/22, 4/14/22, 4/21/22, 4/28/22, 5/5/22, 5/12/22, 5/19/22, 5/26/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Coaching cycles continued and progress of cycles were discussed at problem solving meetings. The school leader and Dean met with any at-risk students and their parents to discuss interventions and progress. Students not making adequate growth given a multitude of interventions and systems of support were put on a Behavior Contract. Teachers identified as needing additional support and professional learning with the components of classroom management and Restorative Practices will be engaging in a PLC over the summer months. The Book Club PLC using the book, <i>7 Habits of Highly Effective Teens</i> for our at-risk students received a Promising Practice from Character.Org.

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	3/31/22, 4/7/22, 4/14/22, 4/21/22, 4/28/22, 5/5/22, 5/12/22, 5/19/22, 5/26/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	The MTSS team meets each Thursday to discuss progress of students in MTSS and determine next steps. Furthermore, requests for tiered instruction are looked at by the team to determine teacher and interventionist support. In May, students were either dismissed or promoted with a PMP. Retention meetings were held with students identified as a retention.

Strategy AAAP 2.2 (SECONDARY ONLY): Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.

**Number of Students in Racial Subgroup Supported by an Alternative Intervention Measures (A.I.M.) Advocate or Alternative School-based Program to Inspire Renewed Excellence (A.S.P.I.R.E.) Teacher During the Quarter
All Grade Levels Served by the School (Combined)**

African American (#)	White, Non-Hispanic (#)
NA	NA

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

Reported Out-of-School Suspensions for:	4
Select one:	<input type="checkbox"/> No out-of-school suspensions were assigned during this time frame. <input checked="" type="checkbox"/> All out-of-school suspensions were pre-approved by a principal supervisor.

Strategy AAAP 2.4 (ALL SCHOOLS): Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students.

Date of Quarterly Review of School Improvement Plan:	3/29/22, 4/21/22, 5/16/22
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, what modifications will be made to address the achievement gap?

Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	Imagine Schools at South Vero meets monthly with Imagine Schools Southeast Region Team for a CLR (Collaborative Leadership Review). During that time, the School Excellence Plan is reviewed including school, grade level, and teacher data. Student subgroups including African American students are reviewed to determine progress of action steps and student growth.
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Strategy AAAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.		
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:	Spring sports included baseball, softball, and flag football. All students were communicated with and had the opportunity to participate in these extracurricular activities.	
Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
12	47	25.53%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	All communication of extracurricular activities has been increased to include grade level emails and newsletters, Facebook, Family Partnership Newsletter, and the Remind app.	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	The school leader and Dean met with students in Grades 4-8. These Focus Groups, including African American students, analyzed and discussed the student survey data. They shared glows, grows, and further explanation of increases and decreases in student survey data. Furthermore, they established priority areas and action steps that will be used to develop our School Excellence Plan for the 2022-2023 school year. We will continue to meet with these Focus Groups in the school year to come.	

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.	
Number of Interviews Conducted by the Interview Committee:	No interviews were conducted Quarter 4; however, our school participated in several job fairs using <i>Handshake</i> .
Percentage of Interviewers on Interview Committee by Race	
African American (%)	White, Non-Hispanic (%)
NA	NA

Imagine Schools at South Vero African American Achievement Plan 2021-2022 Artifacts

Quarter 4 African American Student Assessment Data

2021-2022 School Excellence Plan S.M.A.R.T. Goals

	Reading & Writing	Math	Civics	Science
Overarching S.M.A.R.T. Goal Subgoal:	<p>By the end of the school year, the mean Reading Learning Gain for all students will improve from 1.04 to 1.05, as measured by the Fall to Spring Star Reading Assessment.</p> <p>By the end of the school year, the median Reading SGP for all students should be 50 or greater.</p> <p>By the end of the school year, 72 % of students will be at a Proficient Level or higher, as measured by the Reading State Assessment.</p> <p>By the end of the school year, 69% of African American students will be at a Proficient Level or higher, as measured by the Reading State Assessment.</p>	<p>By the end of the school year, the mean Math Learning Gain for all students will maintain 1.07, as measured by the Fall to Spring Star Math Assessment.</p> <p>By the end of the school year, the median Math SGP for all students should be 50 or greater.</p> <p>By the end of the school year, 73% of students will be at a Proficient Level or higher, as measured by the Math State Assessment.</p> <p>By the end of the school year, 65% of students will be at a Proficient Level or higher, as measured by the Math State Assessment.</p>	<p>By the end of the school year, 85 % of 7th grade students will be at a Proficient Level or higher, as measured by the Civics State Assessment.</p>	<p>By the end of the school year, 75% of 5th and 8th grade students will be at a Proficient Level or higher, as measured by the Science State Assessment.</p>
Priority Area	Strengthen teacher knowledge and skills of data driven instruction in both whole and small group instruction.			Strengthen "hands on" approach for student understanding and application of grade level content.

Spring STAR Math Assessment Data (Predicted Proficiency)

Predicted State Test Results Based on Latest STAR Assessment

Predicted Proficiency Rate

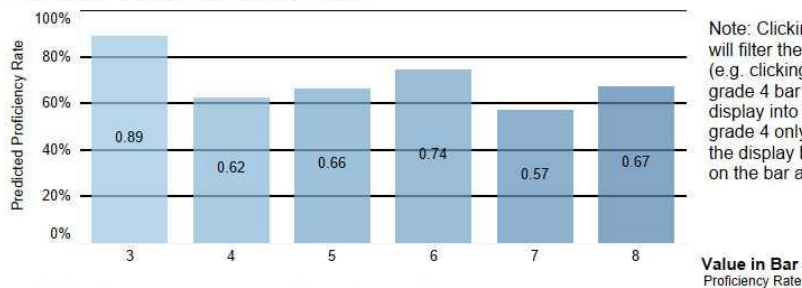
Note: Rate is based on the population defined by the filters.

69%

Academic Year
2021-2022



Predicted Proficiency Rate by Grade



Subject
Mathematics

State
FL

EVP
All

ShortSchName
South Vero

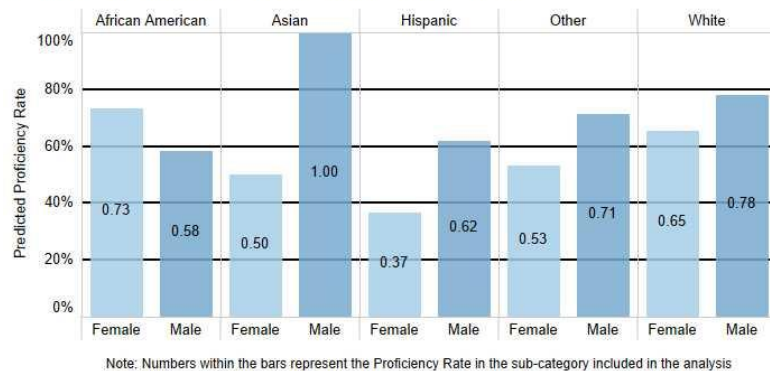
EnglishProficiency
All

EconomicStatus
All

Quartile
All

Special Ed
All

Predicted Proficiency Rate by Ethnicity and Gender



Note: Category distribution will be meaningful only when a single state ...

Proficiency Category

StateBench...	Count of SchoolY...	% of Total Co...
Level 1	64.0	10%
Level 2	127.0	21%
Level 3	181.0	29%
Level 4	152.0	25%
Level 5	94.0	15%

Spring STAR Reading Assessment Data (Predicted Proficiency)

Predicted State Test Results Based on Latest STAR Assessment

Predicted Proficiency Rate

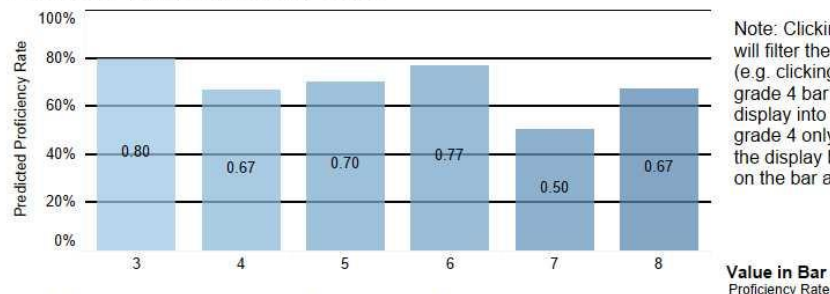
Note: Rate is based on the population defined by the filters.

69%

Academic Year
2021-2022



Predicted Proficiency Rate by Grade



Note: Clicking on a bar will filter the display (e.g. clicking on the grade 4 bar will turn the display into analysis of grade 4 only). Restore the display by clicking on the bar again.

Subject
Reading

State
FL

EVP
All

ShortSchName
South Vero

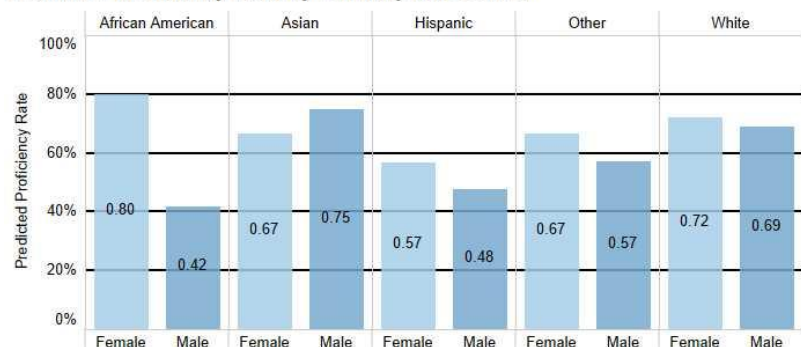
EnglishProficiency
All

EconomicStatus
All

Quartile
All

Special Ed
All

Predicted Proficiency Rate by Ethnicity and Gender



Note: Numbers within the bars represent the Proficiency Rate in the sub-category included in the analysis

Note: Category distribution will be meaningful only when a single state is selected.

Proficiency Category

StateBench...	Count of SchoolY...	% of Total Co...
Level 1	57.0	9%
Level 2	137.0	22%
Level 3	190.0	31%
Level 4	172.0	28%
Level 5	61.0	10%

Spring STAR Reading Assessment Data (Learning Gains)

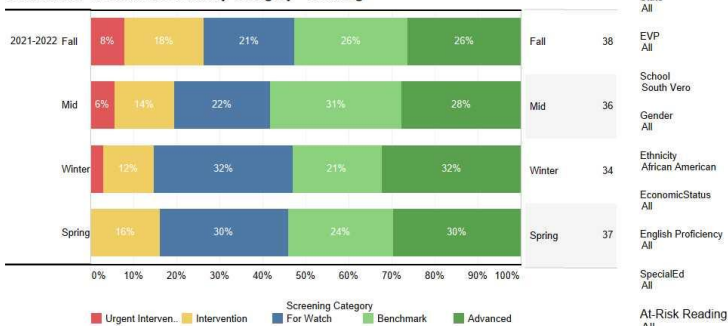
Progress Monitoring Report Cross Section

School Year
2021-2022



Subject: Reading
Window: Multiple values
Population: Cross Section

Distribution of Student Scores by Category - Reading



Summary

Window	N	Mean NCE	Mean Learning Gain	Median SGP
Fall	38.00	50		
Mid	36.00	53	1.01	
Winter	34.00	54	1.04	60
Spring	37.00	54	1.03	50

Proportion of Students

Window	Urgent Intervention	Intervention	For Watch	Benchmark	Advanced
Fall	8%	18%	21%	26%	26%
Mid	6%	14%	22%	31%	28%
Winter	3%	12%	32%	21%	32%
Spring	16%	14%	30%	24%	30%

Note: All filters with the exception of grade and teacher will apply to all dashboards in this workbook

State
All

EVP
All

School
South Vero

Gender
All

Ethnicity
African American

EconomicStatus
All

English Proficiency
All

SpecialEd
All

At-Risk Reading
All

At-Risk Math
All

Grade
All

Teacher
All

Quartile
All

Spring STAR Math Assessment Data (Learning Gains)

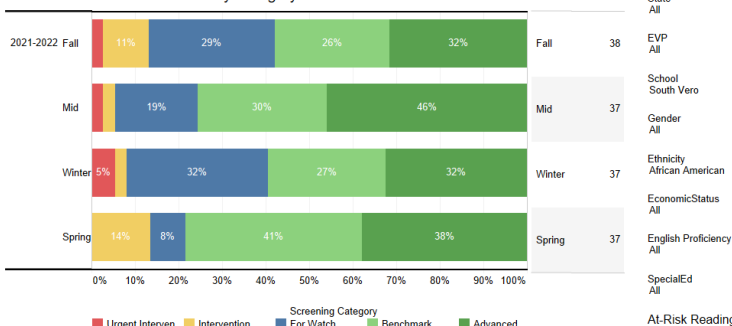
Progress Monitoring Report Cross Section

School Year
2021-2022



Subject: Mathematics
Window: Multiple values
Population: Cross Section

Distribution of Student Scores by Category - Mathematics



Summary

Window	N	Mean NCE	Mean Learning Gain	Median SGP
Fall	38.00	54		
Mid	37.00	61	1.06	
Winter	37.00	56	1.02	37
Spring	37.00	59	1.05	55

Proportion of Students

Window	Urgent Intervention	Intervention	For Watch	Benchmark	Advanced
Fall	3%	11%	29%	26%	32%
Mid	3%	3%	19%	30%	46%
Winter	5%	3%	32%	27%	32%
Spring		14%	8%	41%	38%

Note: All filters with the exception of grade and teacher will apply to all dashboards in this workbook

State
All

EVP
All

School
South Vero

Gender
All

Ethnicity
African American

EconomicStatus
All

English Proficiency
All

SpecialEd
All

At-Risk Reading
All

At-Risk Math
All

Grade
All

Teacher
All

Quartile
All

Module 4 Breaking Barriers				
Module 4	Content Standards	Essential Question and Learning Goals	Instructional Techniques	Assessment
Reading Core Text: <i>The Fall of Icarus</i> <i>We Are the Ship</i>	Reading Informational: LAFS.5.RI.1.1 LAFS.5.RI.2.5 LAFS.5.RI.3.7 LAFS.5.RI.3.9	Module Essential Question: How can sports influence individuals and societies? Knowledge Goals: Explain how the Negro Leagues created opportunities for African American baseball players and paved the way for the integration of Major League Baseball. Explain how individual athletes, teams, and coaches throughout history have challenged barriers of race, gender, and culture, as well as physical barriers. Develop an understanding of how sports can unify people, create opportunities, break down barriers in societies, inspire hope for youth, and strengthen individuals and communities. Reading Goals: Quote accurately from the text to support one's ideas or opinions on a research topic, as well as when explaining what a text says or drawing inferences from the text. Compare and contrast text structures of events, ideas, concepts, or information in two or more informational texts to support understanding of the texts' main ideas or points. Draw on information from multiple sources to answer research questions about influential athletes, teams, and sports-focused organizations. Synthesize information from multiple sources on the same topic to inform and support one's ideas, in both speaking and writing.	Setting objectives and providing feedback Cooperative learning Advance cues, questions, and organizers Reinforcing effort and providing recognition Assigning homework and providing practice Nonlinguistic representations Summarizing and note taking Identifying similarities and differences	End of Module Assessments DIBELS Diagnostic Assessments Formative Assessments
	Speaking and Listening: LAFS.5.SL.1.1.d LAFS.5.SL.2.4 LAFS.5.SL.2.5 Continuing Standards: LAFS.5.RL.4.10 LAFS.5.RI.4.10 LAFS.5.L.3.6	Speaking and Listening Goals: Report on a topic, sequencing ideas logically and using relevant facts and details to support main ideas. Develop and enhance main ideas in a presentation with multimedia components and visual displays.		

Character Trait	Character Trait	Character Trait
Bravery	Talented	Leader
Evidence He fought for civil rights advocate.	Evidence Bill Russell is known for his strong defence and his skills in basketball.	Evidence Led a player protest refusing to play because of black players refused service at a hotel.

Interesting Facts About *Person's Name Here*

- As Part of the 1961 Celtics boycott he and others refused to play
- He supported Muhammad Ali's decision
- 1955 memoir go up for glory
 - 2008 he was awarded National Civil rights museum spots
- 2019 he received the Arthur Ashe courage award
- 2013 Boston honored Russell by erecting a statue of him on the City Hall
- 25 best stories of children were added to honor Russell's commitment to working with children
- Went to university in San Francisco from 1963 to 1966
- He won a gold medal at the 1956 Summer Olympics for the mens basketball team
- Russell was also notorious for his refusal to give out autographs or acknowledge the olympics fan

<p>Research</p> <p>Bill Russell was born 1934 February 12. He played basketball for a few year and became a coach. Russell also fought for civil rights and boycotted playing a game of basketball cause of it.</p> <p>The president named him presidential medal of freedom Recipients.</p>	<p>Sources</p> <p>I used wikipedia, Biography.com, A timeline of Bill Russell, And more.</p>
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WE ARE THE SHIP

2nd Inning

After reading the 2nd Inning, answer each question below. For any short answer responses, make sure to write in complete sentences.



elizabeth.trax@imaginesouthwest.org Switch account

Your email will be recorded when you submit this form

* Required

First & Last Name *

Your answer

True or False. The Negro league played baseball the exact same way the Major League did. * 1 point

☐ True
☐ False

Which of the below best describes how the Negro League played? *

☐ slow, boring, fearsome, and not comical
☐ fast, flashy, daring, and comical
☐ brief, lethargic, cautious
☐ cowardly, dull

True or False. The Negro League was boring and the fans would leave the games early. * 1 point

☐ True
☐ False

Describe how the Negro League players played. *

Your answer

Reading Lesson Plans	Date: Week of 4/26/22	Grade: 3	Homework	Accommodations	Assessments
Standards: LAFS.3.RL.1.3-Describe characters in a story and explain how their actions contribute to the sequence of events. (Lesson 21) LAFS.3.RL.1.3- Describe the relationship between a series of historical events/scientific ideas or concepts or steps in technical procedures in a text using language that pertains to time sequence and cause-effect. (Lesson 22) Essential Question: How can I describe the characters in a story and explain how their actions contribute to the sequence of events? Learning Goal: I can describe the characters in a story and explain how their actions contribute to the sequence of events.			Daily Warm up about Write On and San Francisco. Also, read 20 minutes per night and take 1 AR Test by the end of the week.		
	Monday	Tuesday	Wednesday	Thursday	Friday
Academic Vocabulary					
Literacy Focus Strategy	Questions cues and advanced organizers Reinforcing effort and providing recognition Summarizing and note taking	Summarizing and note taking Reinforcing effort and providing recognition Questions cues and advanced organizers	Summarizing and note taking Reinforcing effort and providing recognition Questions cues and advanced organizers	Summarizing and note taking Reinforcing effort and providing recognition Questions cues and advanced organizers	Summarizing and note taking Reinforcing effort and providing recognition Questions cues and advanced organizers
Character	CPM: Words and Actions				
Links	Module 4 Lesson 20	Module 4 Lesson 21	Module 4 Lesson 22	Module 4 Lesson 23	Module 4 Lesson 24
Welcome Task/Launch	Use what we have learned about art to notice and wonder about the painting. Students will hand up, stand up, and pair up to share their observations. Then record two notices and wonders on handouts.	Look at p. 23 in Action Jackson. Use framing device to actively look at the Number One painting. How does the framing device change how we see the painting? Discuss with partner.	Display the painting for students to create a notice and wonder on their handout and have a short discussion with their tables.	Reread pages 6-7 of Action Jackson to determine one way Jackson was unique. Refer to compare and contrast key words to help the reader identify the differences. In this case the word "but" shows how action is different than other artists. Give students one minute to activate the lesson today then click the slide and review with the class to begin the lesson.	Pass out the book When Watson Sang by Pam Munoz Ryan. Have students look at the cover and the title of the story and complete the notice and wonder chart on their handouts.
1 DO (Explain and Modeling)	Play book trailer for the book Action Jackson. Model how to take a picture walk through the book while noticing and wondering. Students will record two notices and wonders from the book. Teacher will read book aloud modeling fluent reading, as students follow along, listening for information to develop their observations or answer their questions.	Introduce what "Abstract Art" is (does not try to show what something looks like in real life). Connect Jackson Pollock to abstract art. Read aloud p. 16 in Action Jackson. Ask the following Questions and provide answers: When did Jackson see Native American sand paintings? Why does the author draw attention to an event in Jackson Pollock's childhood? What evidence helps you identify Action Jackson's genre? Write answers in notebooks #1-3.	Put two quotes from the text and discuss how these two quotes demonstrate how Jackson paints. Put details from the quote to help students draw a connection.	The essential meaning of the text explains why the text is important. So how do we find the essential meaning of the text? Look back in the text for repeated words, illustrations and ideas. Notice the repeated phrase "not Jackson" and help students identify the essential meaning of how Jackson was unique.	Discuss that the story is an award winning biography about Watson Anderson. Share that this story was a Robert F. Sibert Honor book in 2003.
WEDD (Guided practice and Collaboration)	Round Robin Teacher will discuss the other artist we have learned throughout our module so far and make connections between Jackson Pollock and the other artist we have studied. Students will then use the Kagan structure Round Robin to discuss other connections they made between Jackson Pollock and the other artist in the module.	Compare/Contrast <u>Alvin Ailey</u> , <u>River of Words</u> and <u>Action Jackson</u> . Put down thoughts into the 3-sectioned chart in folder #4. What part of the subjects lives does each book describe? (ages, lengths of time, memories, inspiration, etc.). We will discuss this and work with partners to complete chart. AA = childhood to adulthood, includes career & adult years RW = childhood to adulthood, career AJ = takes place during time to create one painting; childhood memory	Students will spend 3 minutes pulling quotes from the passage that they would like to analyze together. Then students will watch and interview to learn more about the painting Blue Poles.	Logical connection between two sentences with the key phrase not Jackson. Students will showdown using their worksheet. Students should connect that it is comparing and contrasting Jackson and other artists. Then students will log into quizlet and play the comprehension game answering questions to comprehend the text.	First the students will watch the book trailer for the story. Then they will take a picture walk through the book. They will think about what they notice and wonder about the book as they are looking through the pages. Once they have finished, they will write down what they notice and wonder on their white boards. Once they are done, they will compare their answers with their shoulder partner. Next read aloud the book When Watson Sang to the class. They will listen and follow along as story is read aloud.
YOU DO (Independent)	Students will independently record one observation they made while listening to Action Jackson on their handouts.	Students will independently write in folders #5 how the organization of Action Jackson is similar to and DIFFERENT from Alvin Ailey & River of Words. AA & RW = childhood, early adulthood, dates included, takes place over years AJ = few days of adult life, no dates included, takes place over the course of days But Ticket Focus = Sequence of Events	Students will compare two paintings: Lavender Mist and Blue Poles on their handouts independently. Demonstrating what the comparison reveals.	Students will take the AR test on Action Jackson. Take as an assessment grade.	Students will write 2-3 sentences on an index card answering the question: Who was Watson Anderson?
Centers	<ul style="list-style-type: none"> Grammar: Ready (pg. 444-445 (Words and Phrases), Dictionary Center (pg.1-21) Reading: Comprehension Passage - Vincent Van Gogh, Pablo Picasso, Robert Frost Storyworks: Varonious Pack, Worksheet (pg.29-30) Readworks: "A Million-Dollar Nickel", Shading with Lines 				

1.3 Early Warning Indicators/Graduation Concerns

IMAGINE SCHOOLS AT SOUTH VERO LEADERSHIP MEETING Week of 5/13/22



9:00 Conference Room (cottage)

AGENDA ITEMS

- Book Readings!!!
- [Calendar Items Next TWO Weeks](#)
- End of Year Items
 - [Checklist](#) Add to OTN 5/16
 - [End of Year PPT](#) (explaining checklist) Add to OTN 5/16
- [Teacher/Staff Placement](#)
- Summer Schedule for Leadership Team
- [Instructional Calendar](#)
- Graduation Status/Concerns
- Extended Summer Learning Invite Only (summer school)
 - \$30 hr.
 - Invite Only
 - 8:00-11:00
 - 8-9- Reading/Writing
 - 9-10 Math
 - 10-11 Application/Hands-On/Stations
 - Monday-Thursday
 - Middle School-Course Recovery
 - 10 students per teacher
 - 4 week session ending in June
- Summer Learning Options All Students
 - Summer reading projects, Freckle, AR, Summer Learning Website, Packets
- School Excellence Plan
- EOY Faculty Meeting
 - Personal & Authentic Book Order
 - EOY small gift (starfish)
 - State of the School
 - 2022-2023 Vision
 - Recognition/Awards
 - STAR
 - AR
- Theme for next school year (Journey to Excellence through Personal & Authentic Teaching)

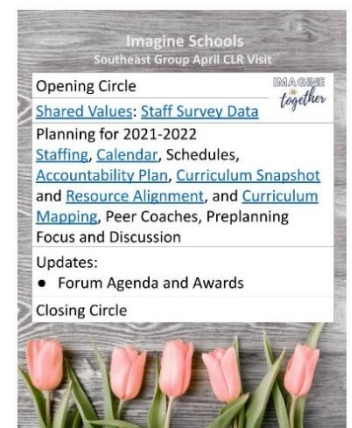
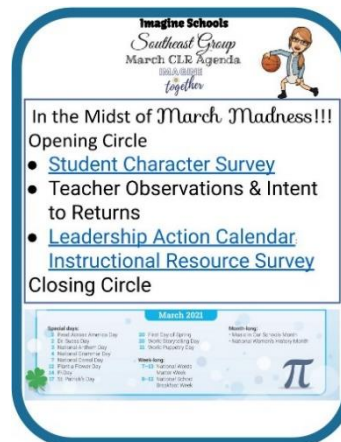
2.3 Behavior Tracking

MONTHS	A	S	O	N	D	J	F	M	A	M	TOTAL
Referrals	7	42	37	10	9	15	21	28	44	25	238
Restorative Conferences	27	118	126	46	48	39	75	81	92	131	783
ISS - Suspension	0	0	0	0	0	0	2	1	2	3	8
OSS - Suspension	0	3	0	0	0	0	0	1	1	3	8
TOTAL	0	3	0	0	0	0	2	2	3	6	16

2.3 At-Risk Restorative Book Club Recognition



2.4 Collaborative Leadership Review Agenda



Other

Extended Summer Learning (Invite Only-Lowest Quartile)



We invite your child, _____ to participate in our 4-week summer extended learning program. This summer program will give your child an academic boost to make sure they are succeeding at their grade level and are well-prepared for the next school year. The focus on this program will include intensive reading instruction to develop foundational skills, oral language, vocabulary and comprehension. Your child will also participate in hands-on math activities through centers, technology integration, and small group instruction that is specific to your child's needs. Instruction will be provided by a certified Imagine teacher.

Summer Session
1st - 5th Grade
Monday - Thursday
8:00am - 11:00am
Weeks of:
June 6 - 8, 2022
June 13 - 16, 2022
June 20 - 23, 2022
June 27 - 29, 2022

Tentative Sample Schedule:
★ 8:00 - 9:00 Reading Instruction
★ 9:00 - 10:00 Math Instruction
★ 10:00 - 11:00 Application/Hands On

Imagine South Vero
6000 4th Street
Vero Beach, FL 32968



Please return this filled out form to Imagine South Vero by **Tuesday, May 24, 2022.**

Student Name: _____ Grade Level (2022-2023): _____

Parent Name: _____ Contact #: _____

Address: _____

Parent Email: _____

- ☐ Yes, I am interested in having my child attend the Extended Summer Learning Session at Imagine South Vero. I understand that I am responsible for sending my child with a snack and water bottle every day. Lunch will not be provided. Students may wear summer casual clothing; no uniform required.
- ☐ No, I am not interested in having my child attend the Extended Summer Learning Session at Imagine South Vero.

Parent/Guardian Signature _____

Date _____

Summer Camp

ISV Summer Camp
For Age 6 to 14
Hours: 7:30 am-5:30 pm
Starting June 13 Through July 29

Details:
• \$25 Registration Fee Per Child
• \$30 Deposit Per Week/Per Child to Hold Space
• \$150 Weekly
• \$125 Weekly for Siblings

Activities:
• Themed Weeks
• Crafts
• Fun Games
• Field Trips
• Pool Days
• Guest Speakers

Register Now!

For more information:
tricia.dietrich@imagineschools.org
Call 772-567-2728

Summer Learning All Grade Levels

The Facts on Summer Learning Loss

- The equivalent of one month of learning is lost after summer vacation.
- 2.6 months of math skills are lost over the summer.
- 2 months of reading skills are lost over the summer.

6 weeks are spent re-learning old material in the fall to make up for summer learning loss.

In addition to reading, we encourage your child to use the Imagine Schools Extended Learning Website for additional resources and practice opportunities.
<https://sites.google.com/imaginesouthvero/home>

SUMMER READING

Summer reading is meant to be enjoyable and we do not want students to struggle. We want reading to be fun and relaxing! If your child is having trouble choosing a book, consider a book based on their favorite movie.

Your child is required to read one book and complete one project from the project choice board provided. If you would like to keep track of your reading or create a pace, we have included a book log to log the page numbers read over the summer (log is *OPTIONAL*). Students are welcome to read more than one book!

This summer AR is not available for home use; however, if you would like your child to take an AR test, please stop by during our summer office hours: Monday - Thursday, 9a-3p.

SUMMER m A + π CHALLENGE

OPTIONAL

Incorporating consistent, enjoyable and meaningful opportunities for math learning into your family's summer agenda could benefit your kids long after summer break has concluded. Students may complete the targeted Freckle assignments created by their teacher. There is also an optional paper packet for students to complete. Your teacher will send you the link or you can find on the ISV School Website (www.imaginesouthvero.org).

Students do not need to do the Freckle assignments and the paper based packet to complete the challenge.

Getting Ready for 2nd Grade