



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



Quarter of the School Year: 1

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.

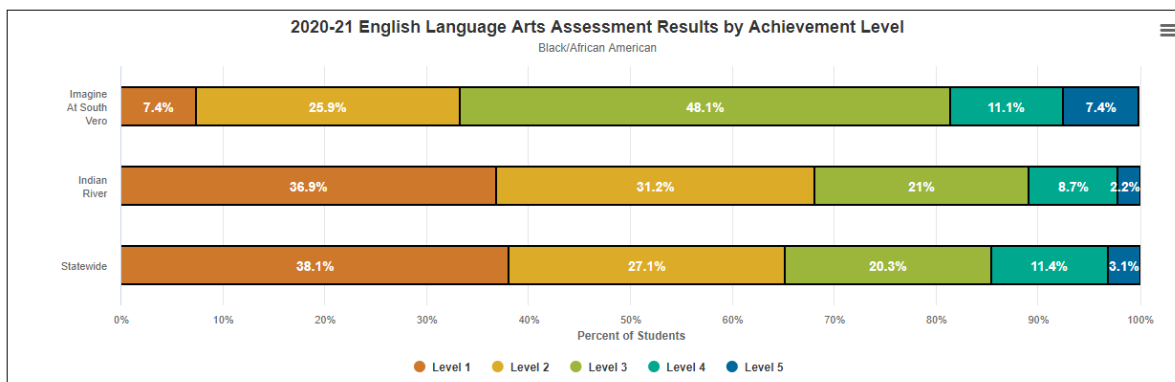
These assurances have been reviewed and verified on: 10/11/2021  (initials)

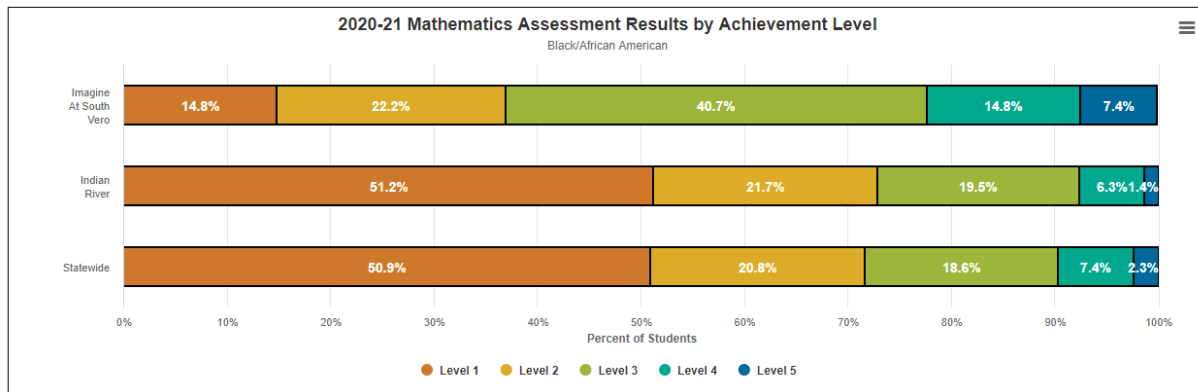
Quarterly Reflection

(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?)

2020-2021 Needs Assessment

Review of our 2020-2021 Renaissance STAR data indicates the learning gains for our African American students was 1.03 in Reading and 1.03 in Math. The school goal was 1.04 for both Reading & Math. State Assessment Data indicates African American Students are 67% proficient in ELA and 63% proficient in Math. The overall school proficiency in ELA was 71% and 73% in Math.



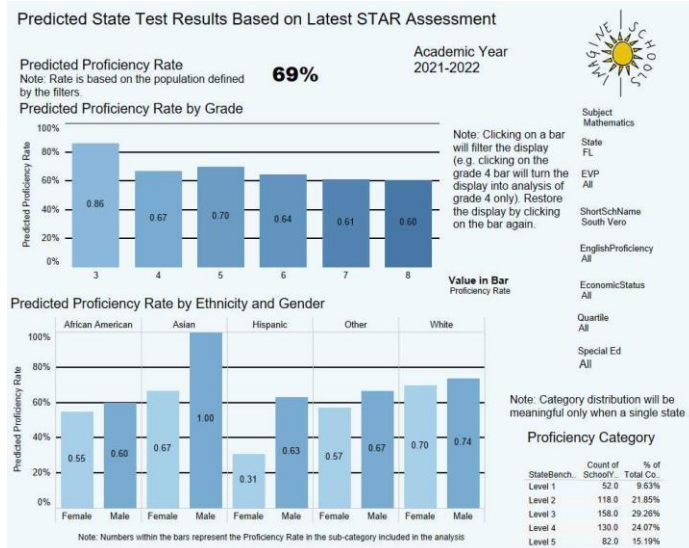


2021-2022 School Excellence Plan Goals & Priority Areas

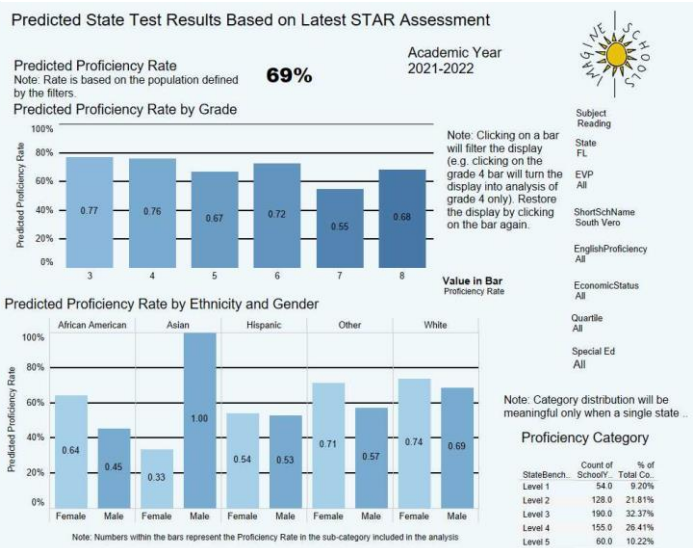
	Reading & Writing	Math	Civics	Science
Overarching S.M.A.R.T. Goal	By the end of the school year, the mean Reading Learning Gain for all students will improve from 1.04 to 1.05, as measured by the Fall to Spring Star Reading Assessment.	By the end of the school year, the mean Math Learning Gain for all students will maintain 1.07, as measured by the Fall to Spring Star Math Assessment.		
	By the end of the school year, the median Reading SGP for all students should be 50 or greater.	By the end of the school year, the median Math SGP for all students should be 50 or greater.	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.	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.
Subgoal:	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.	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.		
	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.	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.		
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.

2021-2022 Baseline Data

Math



Reading



Imagine Schools at South Vero's Renaissance STAR Baseline Data indicates that the Reading predicted proficiency rate of female African American students is 64% and 45% for African American males. For Math, the predicted proficiency rate of female African American students is 55% and 60% for African American males.

Next Steps

The below table shows next steps to increase student achievement and close achievement gaps for the 2021-2022 school year.

PRIORITY AREA(S) State the priority areas identified in the Needs Assessment	ACTION STEP(S) (Implementation initiative and/or strategy)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Strengthen teacher knowledge and skills of data driven instruction in both whole and small group instruction.	Lead Planners guide teachers to unpack the standards in weekly planning and align their resources appropriately. Data coach works with teachers to strengthen the data driven approach.	-Wit and Wisdom -Freckle -Star Reading & Math -Study Island -STEM scopes -Writing Benchmarks	Weekly during collaborative planning and monthly data chats	Data/Intervention Coach Lead Planners Team Leads Leadership Team	Star Progress Monitoring Report, Predicted Proficiency, SGP, Freckle Usage, Category Change Table, Writing Benchmarks

Additional Steps

The Renaissance Instructional Planning Report provides a list of recommended skills for individualized instruction based on student performance on the STAR Reading & Math assessment. Resources and lessons are recommended to provide targeted instruction on the recommended skills. Students will take STAR Reading & Math from October 18-28, 2021. Once completed, the leadership team will meet with grade levels and individual teachers to determine if students are making adequate progress as well as revisit the focus in small group instruction to ensure students are receiving instruction and intervention based on their specific needs.



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: 1

Date of Summary: 10/11/2021

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): Implement a curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.

Date(s) of Walk-Through to Observe Implementation of African American History Teachings	NA
Summary of Observation(s)	An African American History Teachings indicator has been added to our walkthrough tool. Observations of integration of African American teachings in grades K-8 will begin in November and then occur monthly for the remainder of the school year. The AA Matrix and Pacing Guides/Curriculum maps were updated and are used during weekly collaborative team planning.

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	Week of September 13-17, 2021 Week of September 20-24, 2021							
	Kindergarten		First		Second		Third	
	#	%	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	1	100%	2	100%	1	100%	1	100%

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	Week of October 4-8, 2021
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students	The school leader and director of student services met with all middle school teams. Prior to the meeting, grade level leaders were tasked with identifying any students with course recovery and/or not on track to graduate. At this time, there are no African American students who are not on track to graduate.

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.

Date(s) of Problem-Solving Session(s) for <u>Discipline</u>	September 23, 2021 Moving forward, the team will meet each Thursday to discuss progress of action steps, student progress, and any new referrals to MTSS.
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>	The data intervention coach and director of student services will go into each classroom where ongoing behaviors are occurring or students identified as needing behavior supports to complete the SDIRC Core/Universal Support (Tier 1) Behavior: Key Elements of Classroom Management Observation Checklist. Data will be shared with each teacher and interventions will be put in place for support.
Date(s) of Problem-Solving Session(s) for <u>Achievement</u>	August 26, 2021 (initial meeting) Meets each Thursday to discuss progress of action steps, student progress, and any new referrals to MTSS.
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>	The initial MTSS Problem-Solving Team meeting established students in need of immediate intervention as evidenced by previous years MTSS data and Spring STAR & FSA data. The meetings to follow consist of discussion of progress of students in MTSS to determine next steps. Furthermore, requests for tiered instruction are looked at by the team to determine teacher and interventionist support.

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.

Timeframe of Reported Out-of-School Suspensions	10/6/21-10/7/21
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Select one:

☐ No out-of-school suspensions were assigned during this time frame.

☒ 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	August 19, 2021 September 30, 2021
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	The Athletic Director met with all students interested in sports on August 16, 2021, August 23, 2021, and September 13, 2021. All communication of extracurricular activities has been increased to include grade level emails and newsletters, Facebook, Family Partnership Newsletter, and the Remind app. Extracurricular demographic data is tracked.
SECONDARY ONLY Number of Students Participating in the African American Student Council (All Grade Levels)	We do not currently have an African American Student Council. A middle school student council will begin in November. Furthermore, an African American Focus Group will be established and begin in January. All African American middle school students will be encouraged to join.

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

Date of Interview	Percentage of Interviewers on Interview Committee by Race	
	African American (%)	White, Non-Hispanic (%)
9/15/21 (2 nd Grade)	0	100%
9/16/21 (2 nd Grade)	0	100%
10/11/21 (8 th Grade Math)	0	100%
10/13/21 (8 th Grade Math)	0	100%


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

AAAP 1.1

1.1 AAA Matrix

Imagine South Vero African American History Standards & Curriculum Guide					
2021-2022					
Grade Level	Florida Standards	Curriculum	Grade Level Overview	Other Resources	Videos & Other Supports
K	SS.K.C.2.1 SS.K.C.2.2 SS.K.C.2.3 SS.K.A.2	Social Studies Weekly Wit & Wisdom-Great Minds	Students will focus on culture and families, the basic beliefs, customs, and traditions of their own families, and African and African American families through the use of stories, legends, and myths.	CPalms, Readworks, Scholastic Leveled Book Room	
1	SS.1.C.1.SS.1 C.2.SS.1.A.2	Social Studies Weekly Wit & Wisdom-Great Minds		CPalms, Readworks, Scholastic Leveled Book Room	<ul style="list-style-type: none"> Ruby Bridges https://www.brainpop.com/socialstudies/biographies/rubybridges/ Martin Luther King Jr. https://www.brainpop.com/socialstudies/biographies/martinlutherkingjr/ Rosa Parks https://www.brainpop.com/socialstudies/biographies/rosaparks/ Jackie Robinson https://www.brainpop.com/socialstudies/biographies/jackierobinson/ Harriet Tubman https://www.brainpop.com/socialstudies/biographies/harrietubman/
2	SS.2.C.1.SS.2 C.2.SS.2.A.2	Social Studies Weekly Wit & Wisdom-Great Minds	Students will focus on Africa, its location, geography, peoples, animals, cultures, economics, and children.	CPalms, Readworks, Scholastic Leveled Book Room, Scholastic Storyworks	
3	SS.3.C.1.SS.3 C.2.SS.3.A.1	Social Studies Weekly Wit & Wisdom-Great Minds	Students will focus on the dynamic dimensions of the historical and physical development of Africa with respect to country, state, and the biographies, time lines, and critical events in Science, Literature, Technology and Culture. Particular attention will be paid to how these developments impacted the rest of the world. Students will learn about critical events that shaped the history of African Americans. This information will provide a general understanding of the contributions of all racial groups, including Africans and African Americans to the world, United States, and Florida.	CPalms, Readworks, Scholastic Leveled Book Room, Scholastic Storyworks	
4	SS.4.A.5.SS.4 C.2	Social Studies Weekly Wit & Wisdom-Great Minds		CPalms, Readworks, Scholastic Leveled Book Room, Scholastic Storyworks	<ul style="list-style-type: none"> Slavery https://www.brainpop.com/socialstudies/ushistory/slavery/ Reconstruction https://www.brainpop.com/socialstudies/ushistory/reconstruction/ Jim Crow https://www.brainpop.com/socialstudies/ushistory/jimcrow/ Brown vs. Board https://www.youtube.com/watch?v=9Dm24_c0 Civil Rights https://www.brainpop.com/socialstudies/ushistory/civilrights/ Muhammad Ali https://www.brainpop.com/socialstudies/famoushistoricalfigures/muhammadali/ MLK https://www.brainpop.com/socialstudies/famoushistoricalfigures/martinlutherkingjr/ Motown https://www.brainpop.com/socialstudies/culture/motown/ Jackie Robinson https://www.brainpop.com/health/courageandperseverance/jackierobinson/ Tuskegee Airmen https://www.brainpop.com/socialstudies/ushistory/tuskegeearmen/ Malcolm X https://www.brainpop.com/socialstudies/famoushistoricalfigures/malcolm/
5	SS.5.A.5 SS.5.C	Social Studies Weekly Wit & Wisdom-Great Minds		CPalms, Readworks, Scholastic Leveled Book Room, Scholastic Storyworks	
6	SS.6.C.1.SS.6 C.2	A History of the World McGraw Hill	Students will focus on the geographic, economic, and political changes, including the Sahara Desert and Sub-Saharan regions and ways these factors impacted societies throughout Africa and the world.	CPalms, Readworks, Scholastic Leveled Book Room	
7	SS.7.C.2 SS.7.G.2 SS.7.C.2	Civics in Practice iCivics Justice Teaching Center for Civics Learning Mini Q's in Civics	Students will focus on the contributions of Africans and African Americans to the United States of America and the world regarding matters of citizenship, civics, and the formation as well as implementation of citizenship based documents.	CPalms, Readworks, Scholastic Scope, Scholastic Leveled Book Room	
8	SS.8.A.3.3 SS.8.A.3.4 SS.8.A.5 SS.8.C.1 SS.8.C.2	AMSCO US History DBQ Project Zinn's Peoples History of the United States Primary and Secondary Sources	Students will focus on the peoples of Florida by tracing the history of the Native Americans (i.e. Seminoles and others) and African Americans. Further study will include people of African descent who migrated to Florida from the Caribbean, South America, and Central America.	CPalms, Readworks, Scholastic Scope, Scholastic Leveled Book Room	http://www.africanamericanhistorymonth.gov/ https://www.history.com/topics/black-history/martin-luther-king-jr https://nmsahc.si.edu/about/news/national-museum-african-american-history-and-culture-releases-talking-about-race-web

1.1 Observation Tool



2021-2022 Instructional Look For Anecdotes

lauren.poirier@imaginesouthvero.org (not shared)
Switch account

Teacher

Your answer

Grade Level

☐ K
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8
☐ Special Area/Elective

Instructional Look For Observed

☐ Fidelity of Core Programs
☐ Differentiation/Small Group
☐ Gradual Release
☐ Cooperative Learning
☐ Feedback/Conferencing
☐ IPDP Goal Action Step
☐ Character Education
☐ Restorative Practices
☒ African American History Teachings (Instruction and/or artifacts)

Summary of Walkthrough

Your answer


Submit Clear form

1.1 Second Grade Pacing Guide Example

Unit 3 Civil Rights Heroes					
Module 3	Content Standards	Essential Question and Learning Goals	Instructional Techniques	Assessment	21st Century Learning
Reading Informational Core Text: I Have A Dream, Dr. Martin Luther King, Jr., paintings Martin Luther King Jr. and the March on Washington Ruby Bridges Goes to School: My True Story The Story of Ruby Bridges Separate is Never Equal Sylvia Mendez and Her Family's Fight for Desegregation	ELA Standards: ELA.2.R.1.3 ELA.2.R.1.4 ELA.2.R.2.1 ELA.2.R.2.4 ELA.2.R.3.1 ELA.2.R.3.3 ELA.2.C.1.2 ELA.2.C.1.3 Continuing Standards: ELA.K12.EE.1.1 ELA.K12.EE.2.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.5.1 ELA.K12.EE.6.1	Module Essential Question: How can people respond to injustice? Knowledge Goals: Recognize how people responded to injustice in the United States. Understand the Civil Rights Movement in the United States and the changes that resulted. Identify leaders who fought against segregation. Recognize that speeches are an important type of literary text. Reading Goals: Build knowledge of literary devices including rhymes and repeated words and phrases and how they add meaning to texts. Identify who is telling the story. Recognize how different characters have different points of view and how that impacts the way a story is told. Compare how images add information to text to improve comprehension. Identify the most important points in a text. Compare and contrast the important points told by different texts on a topic. Writing Goals: Write informative paragraphs using information from module texts that include an introduction, topic statement, evidence, and conclusion. Organize and choose text evidence to respond to a prompt. Write narrative paragraphs describing a moment in time with details. Write narrative paragraphs describing a response to a problem that include thoughts, feelings, and actions. Language Goals: Distinguish between adjectives and adverbs and use them correctly in writing. Expand and rearrange a variety of sentences. Use word knowledge to predict the meaning of compound words. Distinguish shades of meaning among closely related verbs and adjectives.	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	Fundations End of Module Assessments DIBELS Diagnostic Assessments Formative Assessments	Mastery of computer logins to applications. Mastery of proper hand placement and posture for type. Introduction to word processing to write, edit, print and save simple assignments. Introduction to copying and pasting images within a document.
Math	MA.2.NSO.2.4 MA.2.AR.1.1 MA.2.AR.2.2	How will I be able to explore addition and subtraction of two whole numbers with sums up to 1,000? (NSO.1.4) How will I be able to solve one and two step addition and subtraction real world problems? (AR.1.1) How will I be able to determine the unknown whole number in an addition and subtraction equation relating three or four whole numbers with the unknown in any position? (AR.2.2)	Persistence Curiosity Setting objectives and providing feedback Cooperative learning Advance cues, questions, and organizers Reinforcing effort and providing recognition Assigning homework and providing practice Nonlinguistic representations Generating and testing hypotheses Identifying similarities and differences	Performance Assessments Project Based Authentic Assessments STAR Custom Assessments Standards Based Assessments	
Science	Forms of Energy SC.2.P.10.1 Forces and Changes in Motion SC.2.P.13.1-13.4	What are the different properties that help to describe an object? How do I determine whether an object is a solid, liquid or gas? Why do some objects change of their properties when altered?	Creativity Curiosity Cooperative learning Advance cues, questions, and organizers Reinforcing effort and providing recognition Generating and testing hypotheses Identifying similarities and differences	Performance Assessments Standards Based Assessment (multiple choice and open-ended response) Concept Builder Performance Assessment Claim-Evidence-Reasoning Assessment	
Social Studies	SS.2.C.2.5 SS.2.G.1.1, 1.2	How will I be able to evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans and women? How will I be able to use maps and globes to locate major map elements?	Responsibility Persistence Setting objectives and providing feedback Cooperative learning Advance cues, questions, and organizers Reinforcing effort and providing recognition Nonlinguistic representations Summarizing and note taking Identifying similarities and differences	Standards Based Assessment Performance Assessments	

AAA 1.3

1.3 Agenda



Middle School Meeting
10/4/21

ATTENDEES: Lauren, Rick, Liz, Amanda, Sharon, Lori, Alison

AGENDA ITEMS

- Norms
- 60 Second Share Out
- Grade Level STAR Data Review
- Course Recovery
 - Current Students
 - Update
 - Potential Students
- Graduation Concerns

ACTION ITEMS

- Team leaders will meet with their team to use STAR data to create groups for PRIDE (schoolwide intervention time)
- LP will provide a monthly update on all students who are in the course recovery program
- There are currently no students in jeopardy of not meeting graduation criteria
- Students who are missing assignments and/or tests will be pulled during lunch time or PRIDE time to complete work. Failing is not an option.

AAAP 1.4

1.4 Student Placement Criteria

Imagine Schools at South Vero

6000 4th Street
Vero Beach, FL 32968
(772) 567-2728
www.imaginesouthvero.org



Middle School Advanced Placement

Middle school students will be placed in advanced classes based on the following criteria:

- FSA Scores
- Renaissance STAR Reading and Math Scores
- Mastery of standards as evidenced by classroom grades
- Work Ethic
- Full engagement of learning activities as evidenced by classroom participation
- Teacher recommendation

Algebra 1

Middle school students will be placed in Algebra 1 based on the following criteria:

- FSA Scores
- Renaissance STAR Math Scores
- Mastery of standards as evidenced by classroom grades
- Work Ethic
- Full engagement of learning activities as evidenced by classroom participation
- Teacher recommendation

*Students entering Algebra 1 will complete an Algebra 1 Summer Math Packet due on the first day of school.

Geometry

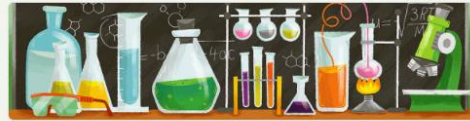
Middle school students will be placed in Geometry based on the following criteria:

- Completion of Algebra 1
- FSA Scores
- Renaissance STAR Math Scores
- Mastery of standards as evidenced by classroom grades
- Work Ethic
- Full engagement of learning activities as evidenced by classroom participation
- Teacher recommendation

*Students entering Geometry will complete a Geometry Summer Math Packet due on the first day of school.

AAA 2.2

2.2 Referral Form



7th Grade Behavior Referral Form 2021-2022

lauren.poirier@imaginesouthvero.org (not shared)
[Switch account](#)

* Required

Teacher Name *

Your answer: _____

Date: *

Date
mm/dd/yyyy

Student Name *

Your answer: _____

What restorative practice did you use? Date? *

Your answer: _____

When was it discussed at a team meeting and what was the outcome? *

Your answer: _____

When did you contact the parent and what was the outcome? *

Your answer: _____

Tier 1 Behaviors

- ☐ Disruptive Behavior
- ☐ Dress Code Violation
- ☐ Habitual Tardiness
- ☐ Inappropriate Language
- ☐ Inappropriate Display of Affection
- ☐ Noncompliance/Defiance
- ☐ Skipping Class
- ☐ Unauthorized Items
- ☐ Unauthorized Technology Use
- ☐ Unsafe Act without Intent to Harm

Tier 2 Behaviors

- ☐ Cheating/Plagiarism
- ☐ Abusive Language/Profanity/ Gestures toward individual or Staff
- ☐ Disruption
- ☐ Inappropriate Physical Contact/ Scuffling
- ☐ Open Defiance Insubordination
- ☐ Teasing and Taunting
- ☐ Violation of Behavior Agreement
- ☐ Violation of Internet Responsible Use and Safety Policy
- ☐ Option 9

Tier 3 Behaviors (Immediate Referral)

- ☐ Contraband
- ☐ Failure to Serve Consequence
- ☐ False Accusations Against Classmates
- ☐ Fighting

2.2 Restorative Practices Workshop (middle school)

AAAP 2.3

2.3 Behavior Tracking Data

GRADE LEVELS	K	1	2	3	4	5	6	7	8
Referrals	6	2	1	4	2	2	3	2	10
Restorative Conferences	3	4	3	4	4	2	2	5	4
ISS - Suspension	0	0	0	0	0	0	0	0	0
OSS - Suspension	1	2	0	0	0	0	0	0	0

AAAP 2.4

2.4 CLR Agenda (each include data review and review of SEP goals & action items)

Imagine Schools – Southeast Group
Imagine Together
August CLR Agenda

Welcome and CLR Goals, Expectations, and Outcomes for the day
Opening Circle: First Week Highs and Lows

Review the Optimal Learning Environments

- Share out expectations set with staff
- Walkthrough classrooms where you feel comfortable

Discuss the Summer Uploads and School Year 2021-2022 preparation:

- Calendar
- Staffing
- Schedules
- Accountability Plan
- Resource Alignment
- Curriculum Mapping

School Excellence Plan

- Review the SEP Expectations for the year
- Discuss the School History Section
- Teaching and Learning: Observations
- Establish for Academic sections: set goals based on FSA data
- Discuss the Lowest Quartile Data and Success Time Plan

Closing Circle: Individual Goals for Year

Imagine Schools – Southeast Group
Imagine Together
September CLR Agenda

Opening Circle: The Greater the Storm, the Brighter the Rainbow!

Norms for collaborative discussion

Review action steps and follow-up from last month.

Review the Fidelity of Resources

- School shares expectations from the Resource Review and evidence from first and second round of walkthroughs.
- Instructional rounds focused on resources students are using.
- Develop Action Plan to strengthen use of resources.

Observations and Feedback Discussion focused on "Now We're Talking".

School Excellence Plan

- Discussion on Shared Values, Parent Choice, School Development and Economic Sustainability
- Please complete the needs assessment for all sections.
- Decide what data to share with the team for this year's priority area and collection.
- Dates to remember: Friday, October 1 SEP review Check In Call (45min) & Friday October 8 Final SEP due by 12pm

Closing Circle: The Greater the Storm, the Brighter the Rainbow!

Imagine Schools – Southeast Group
Imagine Together
October CLR Agenda

Opening Circle: *Pumpkin Spice Everything*
Really Listening

Review the norms for collaborative discussion.
Review action steps and follow-up from last month.
Revisit the *Opportunity Myth*

- Coaches share the *Student Engagement Surveys*
- Instructional rounds on Student Engagement *ISV Engagement Survey*


Observations and Feedback
Discussion focused on "Now We're Talking"

- Principals share the Framework for observations *Framework Evaluation Tools*
- Assistant Principals share the character embedded focus
Discussion focused on "Hard Conversations"
- Compelling Question
- Think of your person- 3min writing about the conversations

School Excellence Plan Updates and Reflections
EduData
AR End of Quarter Reflection
Closing Circle: Thanks for a Latte Hard Work!

AAAP 3.1

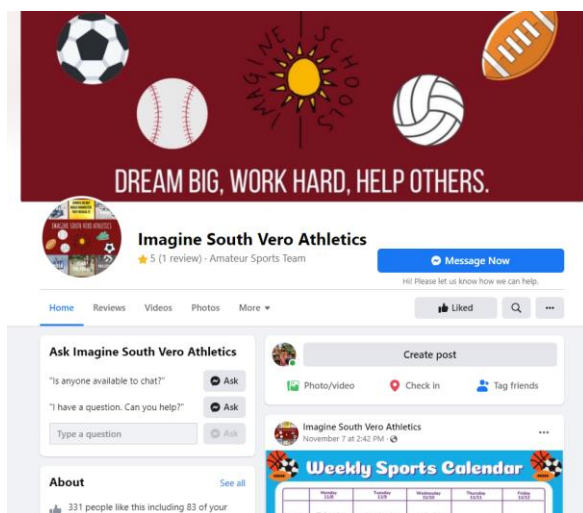
3.1 2021-2022 Sports Offerings

<p>2021 - 2022 Elementary Athletics </p> <p><u>All dates are tentative and may change. Information will come home in Friday folders.</u></p> <p>Intramural Soccer</p> <p><u>Kindergarten & First Grade</u> – Sign ups in October. Games in November and December</p> <p><u>Second & Third Grade</u> – Sign ups in August. Games in September and October</p> <p><u>Fourth & Fifth Grade</u> – Sign ups in October. Games in November and December</p> <p>Fitness Fridays</p> <p><u>Kindergarten & First Grade</u> – Sign ups in March. The club will be on Fridays in April and May.</p> <p><u>Second & Third Grade</u> – Sign ups in January. The club will be on Fridays in February and March.</p> <p><u>Fourth & Fifth Grade</u> – Sign ups in August. The club will be on Fridays in September and October.</p> <p>Mileage Club</p> <p><u>Kindergarten - Fifth Grade</u> – TBA</p> <p>SNAG Golf</p> <p>Look for information to come home in September.</p> <p>Elementary Track</p> <p><u>Tryouts</u> in January. Practices will be once a week in February & March. The All County Elementary Track Meet will be held on April 9th at SRHS.</p>	<p>Competitive Sports – 6th – 8th Grade only</p> <p><u>You MUST have a physical form (EL2) and EL3 turned in BEFORE you can try out for ANY sport!</u></p> <table> <tr> <td><u>Soccer</u></td><td>Season runs August – October</td></tr> <tr> <td>Tryouts second week of school</td><td></td></tr> <tr> <td><u>Middle School Volleyball</u></td><td>Season runs August – October</td></tr> <tr> <td>Tryouts second week of school</td><td></td></tr> <tr> <td><u>Cross Country</u></td><td>Season runs September – November</td></tr> <tr> <td>Tryouts in September</td><td></td></tr> <tr> <td><u>Boys & Girls Basketball</u></td><td>Season runs November – January</td></tr> <tr> <td>Tryouts last week of October</td><td></td></tr> <tr> <td><u>Softball</u></td><td>Season runs February – April</td></tr> <tr> <td>Tryouts in February</td><td></td></tr> <tr> <td><u>Baseball</u></td><td>Season runs February – April</td></tr> <tr> <td>Tryouts in February</td><td></td></tr> <tr> <td><u>Flag Football</u></td><td>Season runs April – May</td></tr> <tr> <td>Tryouts in April</td><td></td></tr> <tr> <td><u>Golf</u></td><td>Season runs TBD</td></tr> <tr> <td>Tryouts TBD</td><td></td></tr> </table> <p>INTRAMURALS</p> <table> <tr> <td><u>Intramural Volleyball</u></td><td>Club will run September - October</td></tr> <tr> <td>Sign-ups September</td><td></td></tr> <tr> <td><u>Intramural Flag Football</u></td><td>Club will run January – February</td></tr> <tr> <td>Sign-ups in December</td><td></td></tr> </table>	<u>Soccer</u>	Season runs August – October	Tryouts second week of school		<u>Middle School Volleyball</u>	Season runs August – October	Tryouts second week of school		<u>Cross Country</u>	Season runs September – November	Tryouts in September		<u>Boys & Girls Basketball</u>	Season runs November – January	Tryouts last week of October		<u>Softball</u>	Season runs February – April	Tryouts in February		<u>Baseball</u>	Season runs February – April	Tryouts in February		<u>Flag Football</u>	Season runs April – May	Tryouts in April		<u>Golf</u>	Season runs TBD	Tryouts TBD		<u>Intramural Volleyball</u>	Club will run September - October	Sign-ups September		<u>Intramural Flag Football</u>	Club will run January – February	Sign-ups in December	
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3.1 Extracurricular Student Demographics August-October

Club/Sport	White	Hispanic	Black/African American	Multiracial	Asian	American Indian	Pacific Islander
Cross Country	14		1	3			
Middle School Soccer	15	1		2			
Middle School Volleyball	12	1	4	2			
Intramural Volleyball	18	3	1	2			
2/3 Soccer	35	8	6	5	4		

3.1 Separate Athletics Facebook Page for Increased Communication




4.3 Interview Questions

1. Please tell us about yourself and your teaching background.
2. Describe your educational philosophy and how it lends itself to the position.
3. Tell us what you can bring to our school that makes you unique?
4. Describe your approach to handling a difficult student.
5. Talk through a time you've experienced "pushback" from a fellow teacher or parent. How did you handle it?
6. How do you cultivate positive relationships with your students and create a sense of class community?
7. How do you keep students engaged and motivated?
8. How do you establish communication and involvement with parents?
9. Provide an example of when you successfully worked as a team player.
10. How would you say you handle feedback? Can you provide an example of a past situation?
11. Walk us through a typical lesson.
12. Is there anything you would like to ask us?

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4.3 Teacher Preparation Programs Recruitment Information

2 3 4 5 6 7 8 9 10

Florida Teacher Preparation Programs •Florida contact made on 10.12.21 with all campuses listed below				
Florida College or University	Career Contact Information	College Website Review and Information	Response	
Ave Maria University	John.spadaccini@avemaria.edu	Emailed and awaiting more information. Need to set up account through Handshake	<p>Called on 10.12.21. Shared we could attend school event and speak to teachers in class and then have information session in evening with potential candidates. Also stated future graduates use Handshake and to set up an account.</p> <p>Hi Dr. Fornes, You will need to create a Handshake account. https://joinhandshake.com/employers/ Kind Regards, John Spadaccini</p>	
Baptist College of Florida	takinchen@baptistcollege.edu	Sent message to college president...		
Barry University	jmoriarty@barry.edu	<p>Emailed and awaiting more information</p> 	<p>Hi Jennifer,</p> <p>Thank you for reaching out to Barry for your recruiting needs. We use Handshake for our Career Management System and job posting platform and this is where our students know to look for job opportunities. I have attached instructions on how to register in Handshake and to post your positions. If you have any questions or I can assist you in any way please feel free to contact me directly.</p> <p>Kind regards, John Moriarty Director</p>	
Bethune-Cookman University	'mccallj@cookman.edu'	Emailed and awaiting more information	<p>Good morning,</p> <p>Thank you for your interest in our students. In an effort to streamline our events, we keep all offerings to students in Handshake, our career services platform.</p> <p>Please post your event in Handshake using the following links:</p> <p>Register for Handshake: https://app.joinhandshake.com</p> <p>Instructions on how to create a user account are listed below:</p>	