



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



**Quarter of the School Year: 3**

**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: 3/30/2022 \_\_\_\_\_ 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 Winter STAR data indicates that the Reading predicted proficiency of African American students is 56%. For Math, the predicted proficiency is 64%. Distribution of student scores in each screening category shows a current learning gain of 1.04 in Reading and 1.02 in Math. After completion of the January assessment, the leadership team met with grade level groups to determine if students are making adequate progress. PRIDE (schoolwide intervention time) instruction and groups were adjusted to ensure students are receiving targeted instruction based on their needs per the STAR Reading & Math instructional Planning reports. In an effort to increase African American enrollment numbers, the school reached out to the Gifford Youth Achievement Center and held a Prospective Family Night. Additionally, the school participated in STEAM Fest where applications and brochures were available when families stopped by our booth to engage in hands-on STEAM fun. The school lotto is currently occurring. Families will be informed via letter in the mail. We will continue to seek advice and find ways to reach out to the community to increase our student and teacher African American numbers.



**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: 3**

**Date of Summary: 3/30/2022**

**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**

<b>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.</b>	
Number of Walk-throughs to Observe Implementation of African American History Teachings	24
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	1/10/22-3/18/22
Summary of Observation(s):	Using Imagine Schools at South Vero's Instructional Look For Google Form, the school leader conducted 24 informal walkthroughs. Of these 24 walkthroughs, 50% of the teachers observed had evidence of current African American teachings. Although teaching of African American standards/content is embedded in our Wit & Wisdom Reading curriculum, all grade levels purposefully planned teachings/activities during Black History Month.

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						2/16/22, 3/29/22					
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*

<b>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.</b>	
Date(s) of School Level Review(s) of Early Warning Indicators for African American Students:	3/8/22
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	At this time, there are no African American students who are not on track to graduate.

<b>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.</b>	
<b>Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined)</b>	
<b>African American (%)</b>	<b>White, Non-Hispanic (%)</b>
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> :	1/13/22, 1/20/22, 1/27/22, 2/3/22, 2/10/22, 2/17/22, 2/24/22, 3/10/22, 3/17/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Coaching cycles continued for teachers identified as needing support with behavior/classroom management. The school leader and Dean met with grade levels to discuss any at-risk students and devised a plan of support for both teacher and student(s). In addition to teacher support through coaching cycles, 21 students use a Weekly School to Home log that provides data and anecdotes between teacher and parents daily. This data is collected by the Dean and used to support both students and teachers. Furthermore, 4 students identified as high at-risk students are engaging in a Book Club PLC using the book, <i>7 Habits of Highly Effective Teens</i> . They meet daily from 2:10-3:10.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	1/13/22, 1/20/22, 1/27/22, 2/3/22, 2/10/22, 2/17/22, 2/24/22, 3/10/22, 3/17/22
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.

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:	Choose an item.
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:	2/16/22, 3/29/22
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

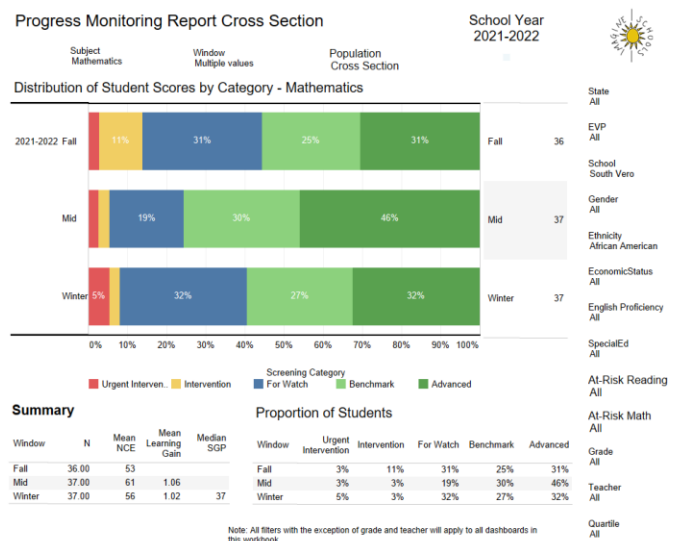
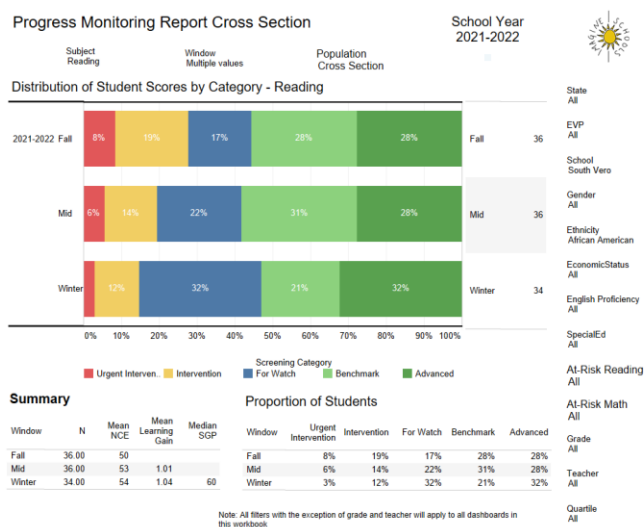
	reviewed to determine progress of action steps and student growth.
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Strategy AAAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.		
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:		Winter sports include Friday Fitness (Grades K-3), Baseball, Softball, Intramural Flag Football, and Track. 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)		Students just completed Imagine Schools Student Survey. Focus Groups, including African American students will meet the week of April 4 with members of the leadership team to discuss the data. Data has been disaggregated by grade level. Furthermore, these groups will meet for the remainder of the school year to determine action steps that will be used in our School Excellence Plan for the 2022-2023 school year.

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 3; 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 3 African American Student Data



School

All Schools

Imagine Schools At South Vero

Grades

Six Grades

Ethnicities

Black

Star Math Enterprise - State

Level 1

Level 2

Level 3

Level 4

Level 5

School

Imagine Schools At South Vero

Grade ↕	Star Math Enterprise Benchmark - Distribution of Students in Each Category - State									
	Fall									
	Level 1		Level 2		Level 3		Level 4		Level 5	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Grade 3	0	0%	1	25%	0	0%	1	25%	2	50%
Grade 4	0	0%	0	0%	3	60%	2	40%	0	0%
Grade 5	1	25%	2	50%	1	25%	0	0%	0	0%
Grade 6	0	0%	1	50%	1	50%	0	0%	0	0%
Grade 7	1	33%	1	33%	0	0%	1	33%	0	0%
Grade 8	1	14%	1	14%	3	43%	2	29%	0	0%
Summary	3	12%	6	24%	8	32%	6	24%	2	8%

School

All Schools

Imagine Schools At South Vero

Grades

Six Grades

Ethnicities

Black

Star Reading Enterprise - State

Level 1

Level 2

Level 3

Level 4

Level 5

School

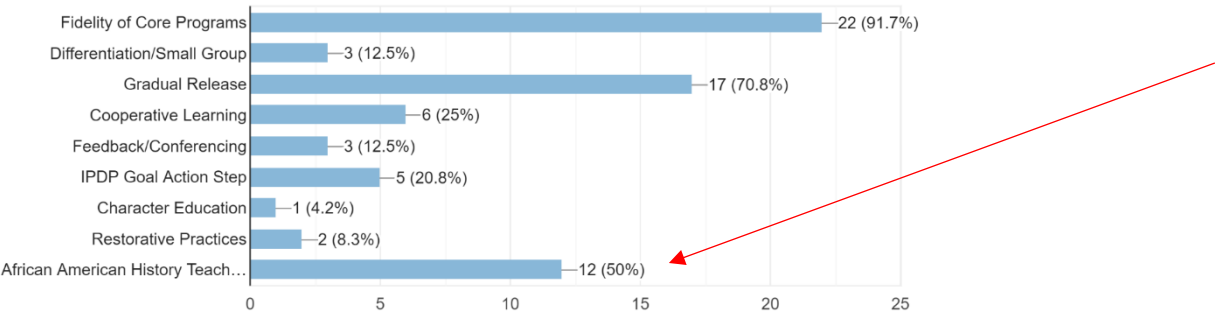
Imagine Schools At South Vero

Grade ↕	Star Reading Enterprise Benchmark - Distribution of Students in Each Category - State									
	Fall									
	Level 1		Level 2		Level 3		Level 4		Level 5	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Grade 3	0	0%	3	75%	0	0%	1	25%	0	0%
Grade 4	0	0%	0	0%	2	40%	2	40%	1	20%
Grade 5	1	25%	2	50%	1	25%	0	0%	0	0%
Grade 6	0	0%	0	0%	1	50%	1	50%	0	0%
Grade 7	1	33%	1	33%	0	0%	0	0%	1	33%
Grade 8	0	0%	3	43%	3	43%	1	14%	0	0%
Summary	2	8%	9	36%	7	28%	5	20%	2	8%

AAAP 1.1

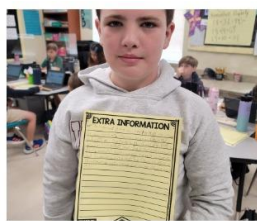
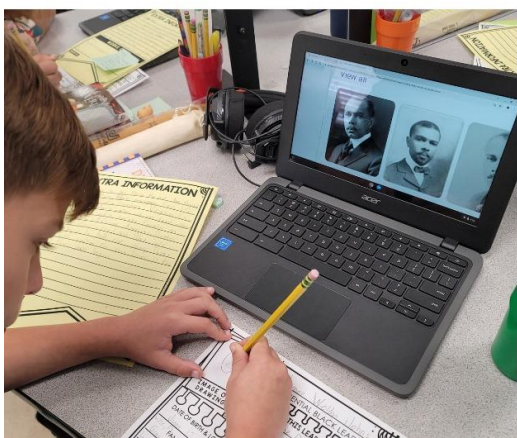
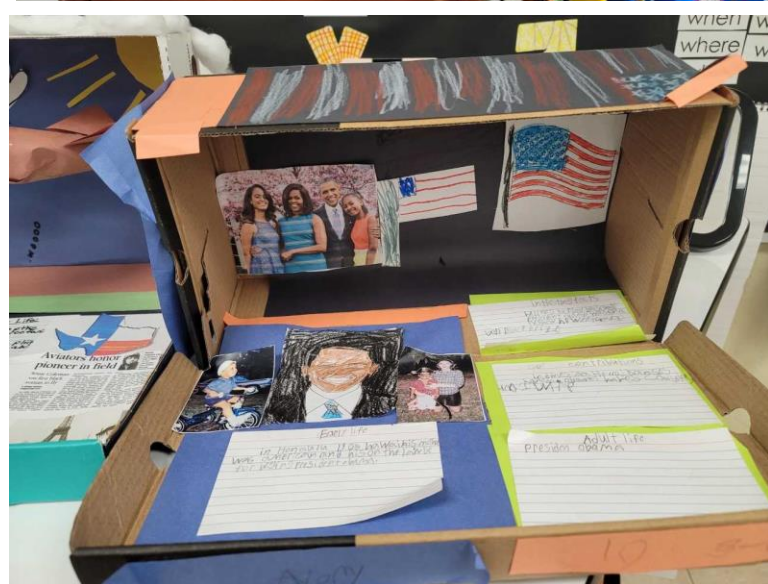
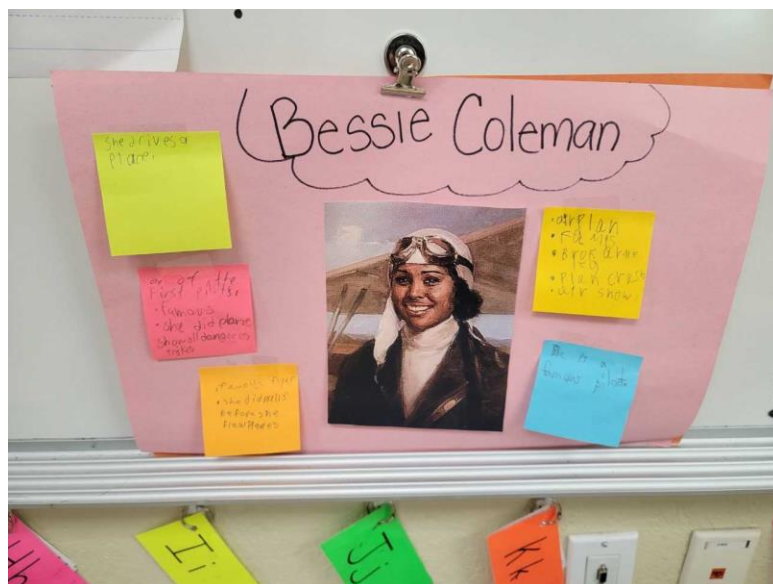
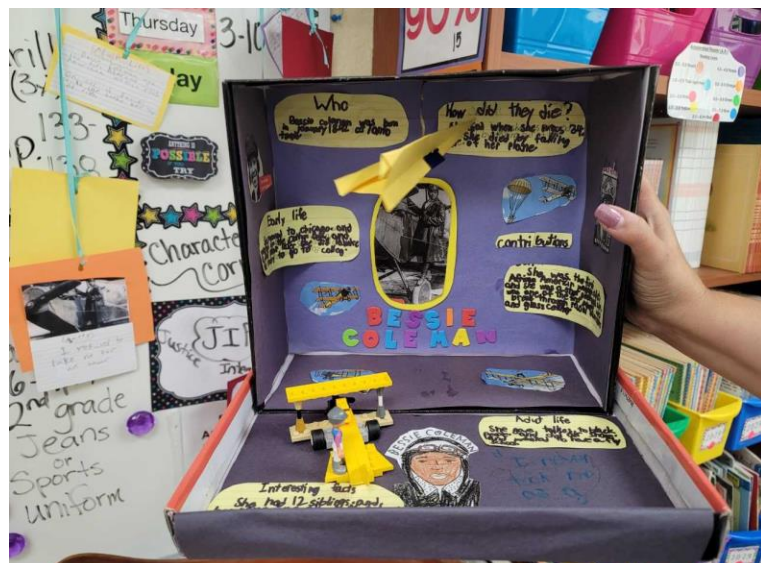
Instructional Look For Observed

24 responses

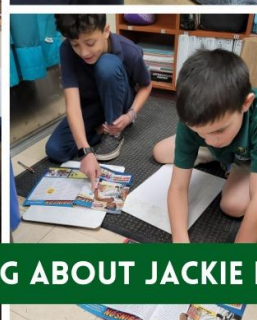
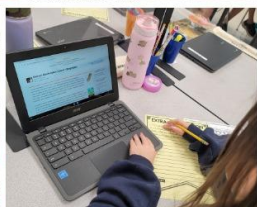




## AAAP 1.1 Walkthrough Artifacts



Learning about 24 African Americans who have contributed to our society through research projects.



LEARNING ABOUT JACKIE ROBINSON



## AAAP 1.3

## AAAP 1.1 Black History Month Teachings/Activities

# Imagine South Vero Team Leader Meeting

March 8, 2022

**Opening Circle:** What is the biggest challenge on your team right now?

**Lauren:**

- Communication/Newsletters
- Lunchroom Behavior
- Grade Level Meetings
- Walkthrough Feedback
- Boosterthon
- Calendar Updates
- Academic Concerns
  - Retentions
  - Graduation Requirements

**Rick:**

- Mentors
- Referral Parameters
- Electronics

**Amanda:**

- FSA Training and Preparations
- MTSS Process

**Liz:**

- AR
- Assignments with Purpose / Data-driven Decisions

**Teachers and Staff:**

- Questions, Share Outs, Advice Seeking

**Closing Circle:** Share a team celebration!

**Leadership Bite-Sized PD**

**Rule #8: Love Your Passengers.**

Jack gave George a list of Five Ways to Love Your Passengers, which George read before heading into his office.

1. Make time for them.
2. Listen to them.
3. Recognize them.
4. Serve them.
5. Bring out the best in them.

Which of these do you feel you do the best with? Which of these is toughest for you?

**Team Leader Challenge**

**Rule #8: Love Your Passengers.**

Who needs to know that you care about them?

Ask the following questions:

- How can I recognize them?
- How can I spend valuable time with them?
- How can I better listen to them?
- How can I serve them and their growth?
- How can I bring out the best in them?
- How can I energize their strengths to better themselves and the team?

Journey to  
Excellence!

#Journeytoexcellence

<p align="center"><b>Imagine South Hero Black History Month Activities/Arts/Projects 2022</b></p>	
<b>Kindergarten</b>	<p>Watched Brain Pop, Jr. – Rosa Parks, Jackie Robinson, Ruby Bridges, Martin Luther King</p> <ul style="list-style-type: none"> <li>• Directive Drawing - in their writing journals everyday</li> </ul> <p>Jessica - lesson on Martin Luther King, Jr.</p> <ul style="list-style-type: none"> <li>• Anchor chart</li> <li>• Dream</li> </ul>
<b>1st Grade</b>	<ul style="list-style-type: none"> <li>• Science - Brown Egg/White Egg experiment</li> <li>• Crayon Box That Talked - book on diversity</li> <li>• Text Passage on Martin Luther King, Jr. in HW packet</li> <li>• Henry Box Brown - week w/ project</li> <li>• Katherine Johnson - study for the week</li> <li>• Jackie Robinson - study for the week &amp; connect to VB with Doggettwin</li> <li>• Wit &amp; Wisdom - The Boy That Harnessed the Wind</li> </ul>
<b>2nd Grade</b>	<p>Wit &amp; Wisdom Module 3 (Civil Rights Heroes)</p> <ul style="list-style-type: none"> <li>• Langston Hughes poems "Words Like Freedom" and "Dreams"</li> <li>• I Have a Dream by Dr. Martin Luther King, Jr.</li> <li>• Martin Luther King Jr. and the March on Washington by Francis Ruffin</li> <li>• Ruby Bridges Goes to School: My True Story by Ruby Bridges</li> <li>• The Story of Ruby Bridges by Robert Coles</li> <li>• Separate is Never Equal: Shirley Minter and her Family's Fight for Desegregation by Duncan Tonatuh</li> <li>• Various music by Stephen Grifith and The Freedom Singers</li> <li>• Art: Selma to Montgomery March, Alabama, 1965</li> </ul>
<b>3rd Grade</b>	<p>Social Studies:</p> <ul style="list-style-type: none"> <li>• SS weekly - African American Contributions to the US</li> </ul> <p>Center Time</p> <ul style="list-style-type: none"> <li>• Readworks articles focusing on Black History Month</li> </ul> <p>Read Aloud</p> <ul style="list-style-type: none"> <li>• Who Was Jackie Robinson?</li> <li>• What Was Rosa Parks?</li> </ul>
<b>4th Grade</b>	<ul style="list-style-type: none"> <li>• Scholastic News: Jackie Robinson article (center 2/17)             <ul style="list-style-type: none"> <li>◦ Poster of his accomplishments</li> </ul> </li> <li>• Readbooks (for centers)             <ul style="list-style-type: none"> <li>◦ Carter Woodson</li> <li>◦ Marie Ann Daly</li> </ul> </li> <li>• EPIC             <ul style="list-style-type: none"> <li>◦ Pulling various books for students to read and take AR quizzes</li> </ul> </li> <li>• Pendant Project (next week)             <ul style="list-style-type: none"> <li>◦ Students choose from a list of AA who have contributed to US and create a Pendant to celebrate their life and contributions</li> </ul> </li> </ul>
<b>5th Grade</b>	<ul style="list-style-type: none"> <li>• Read Alouds in class: Henry Box Brown and Moses</li> <li>• Social Studies: Underground Railroad Webquest</li> <li>• Wit &amp; Wisdom (Civil War) - projects on Dred Scott and Frederick Douglas</li> </ul>
<b>6th Grade</b>	<p>Wit &amp; Wisdom Module 3: Narrating the Unknown</p> <ul style="list-style-type: none"> <li>• Blood on the River: connection of slave trade with the New World</li> <li>• Read Works passage: "The Growth of Slavery in the North American Colonies"</li> </ul>
<b>7th Grade</b>	<p>Wit &amp; Wisdom Module 2: Americans All</p> <ul style="list-style-type: none"> <li>• Benjamin O Davis, Jr. - first African American to graduate West Point</li> </ul> <p>Civics</p> <ul style="list-style-type: none"> <li>• Students explored the court cases of the following and created bumper stickers in response:             <ul style="list-style-type: none"> <li>◦ Brown vs. Board of Education</li> <li>◦ Plessy vs. Ferguson</li> </ul> </li> <li>• Students explored the Jim Crow laws</li> </ul>
<b>8th Grade</b>	<p>Wit &amp; Wisdom Module 1: The Poetics and Power of Storytelling</p> <ul style="list-style-type: none"> <li>• The Crossover by Kwame Alexander, novel study</li> <li>• Connections within the module:             <ul style="list-style-type: none"> <li>◦ "Elmy McNeasy" by Horace Silver, American jazz pianist</li> <li>◦ "Stam, Dunk, &amp; Hook" (poem), Yusef Komunyakaa</li> <li>◦ "Sometimes Silence Is the Loudest Kind of Noise," Bessie Jpgi</li> <li>◦ "The Danger of a Single Story," Chimamanda Ngozi Adichie</li> <li>◦ "Romare Bearden: Let's Walk the Block," metmuseum.org</li> </ul> </li> </ul> <p>PRIDE Time</p> <ul style="list-style-type: none"> <li>• Scope Article, "Becoming Darth Vader" which explores the life of James Earl Jones and his role in the Star Wars movie franchises and how he over</li> <li>• Scope Article, "Finding Her Voice" by Alessandra Potenza</li> </ul>

## AAAP 2.3

## 2.3 Behavior Tracking

MONTHS	A	S	O	N	D	J	F	M	A	M	TOTAL
Referrals	7	42	37	10	9	15	21	0	0	0	141
Restorative Conferences	27	118	126	46	48	39	75	0	0	0	479
ISS - Suspension	0	0	0	0	0	0	2	0	0	0	2
OSS - Suspension	0	3	0	0	0	0	0	0	0	0	3
TOTAL	0	3	0	0	0	0	2	0	0	0	5

### 2.3 At-Risk Restorative Book Club



Student Invite

# Teen


## Restorative Book Club




Lesson Examples

## AAAP 2.4

The image is a red-bordered graphic with rounded corners. At the top, the text 'Imagine Schools' is in a simple font, followed by 'Southeast Group' in a script font, and 'Feb CLR Agenda' in a simple font. Below this is the 'Imagine Together' logo, which includes a small illustration of a person. The main text 'Opening Circle' is in a large, bold, sans-serif font. Below it is a bulleted list with three items: 'School Excellence Plan', 'FSA Planning Assessment Tool & Bucket Gains', and 'Seeking Advice on Leadership Action Calendar'. Each item is preceded by a blue dot and the text is underlined. At the bottom, the text 'Closing Circle' is in a large, bold, sans-serif font. Below it are three red and white striped gnomes, each holding a heart. The first gnome holds a red heart, the second holds a white heart with a red outline, and the third holds a red heart with a white outline. There are also small red hearts scattered around the gnomes.



*Southeast Group*  
**March CLR Agenda**  
 2024-2025  
*Together*



**In the Midst of March Madness!!!**

**Opening Circle**

- [Student Character Survey](#)
- **Teacher Observations & Intent to Returns**
- [Leadership Action Calendar](#)

[Instructional Resource Survey](#)

**Closing Circle**

**March 2025**

**Special days:**

- 18 World Access America Day
- 21 Dr. Seuss Day
- 24 National and World Day
- 25 National Grammar Day
- 26 National Goodie Day
- 27 Florida Power Day
- 28 Pi Day
- 31 Patriots Day


**March 2025**

**March 2025**

- 10 First Day of Spring
- 16 World Day of Kindness
- 17 World Poetry Day
- 18 World Forestry Day

**Week long**

- 7-13 National Week of the Teacher
- 8-10 Teacher Appreciation Week
- 11-13 National Breakfast Week



## Seven Habits of Highly Unsuccessful Teens:

### Habit #1 React

**Blame all of your problems on someone else. Be the victim. Take no responsibility for your life. If someone yells, yell back.**

## 7 Habits of Highly Effective Teens

- Habit #1-Be Proactive: Take responsibility for your life.
- Habit #2-Begin with the End in Mind: Define your mission and goals in life.
- Habit #3-Put First Things First: Prioritize and do the most important things first.
- Habit #4-Think Win-Win: Have an everyone-can-win attitude.
- Habit #5-Seek First to Understand, Then to Be Understood: Listen to people sincerely.
- Habit #6-Synergize: Work together to achieve more.
- Habit #7-Sharpen the Saw: Renew yourself regularly.

Parents,

After much brainstorming and advice seeking, we are going to begin a book culcure with your student on Monday using the book, *7 Habits of Highly Effective Teens*. This course will be every day for the next 2 weeks. We will begin at 10:30 and end at 11:30. We have posted the topics and topics to learn about this. Please let us know if you have any questions, comments, or suggestions.

Respectfully,

**Berk  
Tanya**


Director of Student Services & Operations

e-mail: [dr.berk.tanya@berkhs.org](mailto:dr.berk.tanya@berkhs.org)  
 p: 770-360-0776  
 w: [www.berkhschools.org](http://www.berkhschools.org)

mission: to inspire students to reach their full potential.

vision: To provide a premier academic instruction and develop life-long learners to be a character rich environment.

## Prospective Family Efforts


**Imagine Schools at South Vero**

- K-8 Charter School
- National School of Character
- "A" Rated School
- Extra-Curricular Offerings


We inspire students to reach their full potential.

**Prospective Family Night**

**When: February 23, 2022**  
**Where: Gifford Youth Achievement Center**  
**Time: 6:30-7:30**

772-567-2728  
[www.imaginesouthvero.org](http://www.imaginesouthvero.org)

• INDIAN RIVER •



SCIENCE • TECHNOLOGY • ENGINEERING • ART • MATH

**SATURDAY, MARCH 12, 2022**

IRC Intergenerational Recreation Center | 1590 9th St. SW, Vero Beach, FL 32962

**10:00 am - 4:00 pm**

Join us for a day of innovation and imagination as K-12th grade students and their families explore hands-on exhibits in the critical areas of **Science, Technology, Engineering, Art and Math.**

- ★ 60+ STEAM Hands-On Exhibits
- ★ Secondary (6th-12th grade) Exhibits
- ★ Drone Zone
- ★ Planetarium Experience
- ★ Mad Science Show
- ★ Art Classes & Drumming Workshops
- ★ Indian River Lagoon STEAM T-Shirt

**Tickets \$6**

Pre-order your t-shirt online to ensure your preferred size.  
 Pre-event pick up also available!

**NEW!**  
 DRONE ZONE & 6th-12 GRADE HANDS ON EXHIBITS PROVIDED by the ORLANDO SCIENCE CENTER

Pre-Purchase Your General Admission Tickets Today! \$6 per person  
 For Event Info and to Purchase Tickets Online:  
[www.indianriversteamfest.com](http://www.indianriversteamfest.com)

