



**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**

<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	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).

<b>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.</b>												
Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3					4/21/22, 5/16/22							
<b>African American Students Receiving Interventions for Substantial Reading Deficiencies</b>												
<b>Kindergarten</b>			<b>First</b>			<b>Second</b>			<b>Third</b>			
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:	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.

<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.**

<b>Discipline</b>	
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.
<b>Achievement</b>	
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)**

<b>African American (#)</b>	<b>White, Non-Hispanic (#)</b>
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.
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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.
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<b>(SECONDARY ONLY)</b> 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.
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**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> .
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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
<b>Overarching S.M.A.R.T. Goal</b>	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 median Reading SGP for all students should be 50 or greater.	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 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.
<b>Subgoal:</b>	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, 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, 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, 65% of students will be at a Proficient Level or higher, as measured by the Math State Assessment.		
<b>Priority Area</b>	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

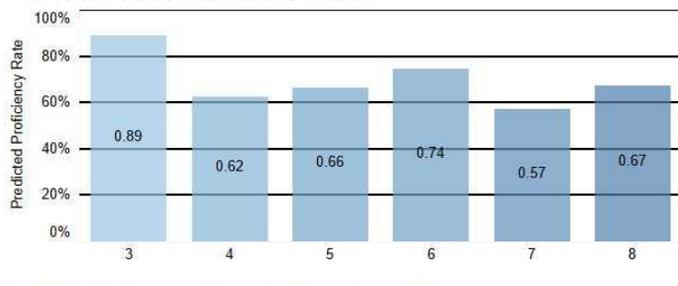
Predicted Proficiency Rate  
Note: Rate is based on the population defined by the filters.

**69%**

Academic Year  
2021-2022



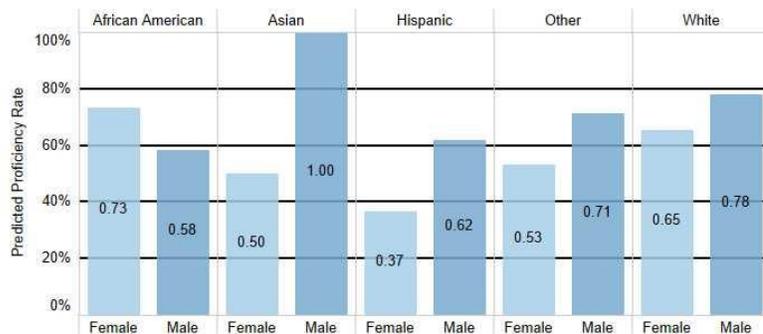
#### Predicted Proficiency Rate by Grade



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: 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

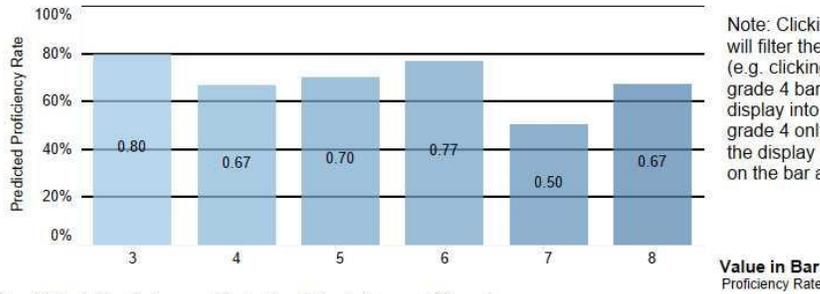
Note: Rate is based on the population defined by the filters.

**69%**

Academic Year  
2021-2022



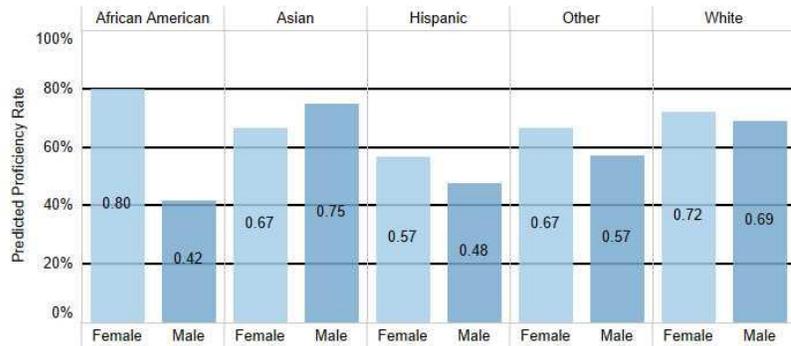
### Predicted Proficiency Rate by Grade



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)

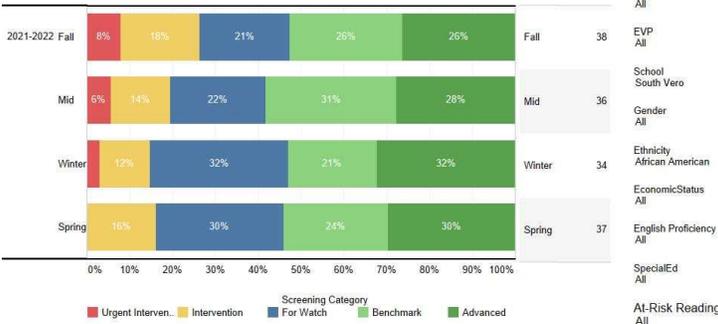
## Progress Monitoring Report Cross Section

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	1.01	60
Mid	36.00	53	1.04	50
Winter	34.00	54	1.03	50
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	12%	19%	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

# Spring STAR Math Assessment Data (Learning Gains)

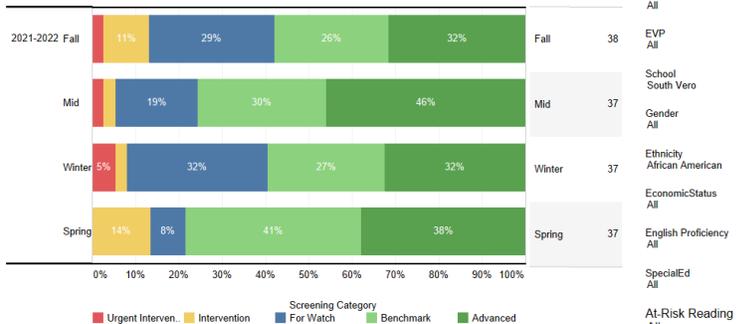
## Progress Monitoring Report Cross Section

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	1.06	60
Mid	37.00	61	1.02	50
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	11%	18%	29%	26%	32%
Mid	6%	13%	19%	30%	46%
Winter	5%	27%	32%	27%	32%
Spring	14%	14%	8%	41%	38%

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

# AAAP 1.1 African American History Teaching Artifacts

Module 4 Breaking Barriers				
Module 4	Content Standards	Essential Question and Learning Goals	Instructional Techniques	Assessment
<b>Reading</b>  <b>Core Text:</b> <i>The Fall of Icarus</i>  <i>We are the Ship</i>	<b>Reading Informational:</b> LAFS.5.RI.1.1 LAFS.5.RI.2.5 LAFS.5.RI.3.7 LAFS.5.RI.3.9	<b>Module Essential Question:</b> How can sports influence individuals and societies?  <b>Knowledge Goals:</b> 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.  <b>Reading Goals:</b> 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.  <b>Speaking and Listening Goals:</b> 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.	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
	<b>Speaking and Listening:</b> LAFS.5.SL.1.1.d LAFS.5.SL.2.4 LAFS.5.SL.2.5  <b>Continuing Standards:</b> LAFS.5.RL.4.10 LAFS.5.RI.4.10 LAFS.5.L.3.6			

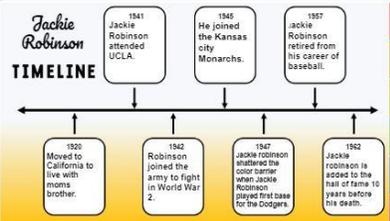
Written By Jacob Aucher

### Jackie Robinson



<b>Born</b> January 31, 1919	<b>Early Life</b> Jackie Robinson was born in Cairo, Georgia to a sharecropping family. He was the youngest of five children. His mother was left to raise him and all the other siblings by herself when their father abandoned them.
<b>Died</b> October 1972	<b>Quote</b> "I'm not afraid of anybody, but I'm afraid of the color barrier."
<b>Family</b> Siblings: Edgar, Frank, Matthew and villa Mae Spouse: Rachel Robinson, Chloee, David, Sharon, Jackie Jr.	<b>Image</b> 

### Jackie Robinson TIMELINE



- 1920 Moved to California to live with mom's brother.
- 1942 Robinson joined the army to fight in World War 2
- 1945 He joined the Kansas city Monarchs.
- 1947 Jackie Robinson broke the color barrier when Jackie Robinson played first base for the Dodgers.
- 1957 Jackie Robinson retired from his career of baseball.
- 1962 Jackie Robinson is added to the Hall of Fame 10 years before his death.

Jackie Robinson is best known for...  
**Jackie Robinson is famous for becoming the first black major league baseball player after segregation. He made opportunities for many other players to come after him.**

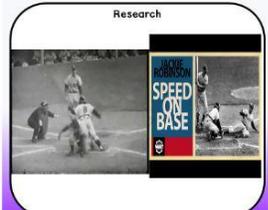
**Lasting Impact**  
 Jackie Robinson's lasting impact was opening the gates to let non whites play major league baseball with the help of everyone before him.

<b>Character Trait</b> Brave	<b>Character Trait</b> Calm	<b>Character Trait</b> Selfless
<b>Evidence</b> Jackie Robinson was able to handle being threatened for his life and family's life.	<b>Evidence</b> Did not talk back to the people calling him names.	<b>Evidence</b> He cared more about other people than himself.  He joined the army in great time of discrimination.

### Interesting Facts About Jackie Robinson

- Jackie Robinson brother was a silver medalist in the olympics.
- He was an accomplished athlete in many other sports like basketball and football.
- He was a good friend of boxer Joe Louis in his time in the military.
- Jackie was known for his skills at bunting.
- Some of the Brooklyn Dodgers signed a petition about Robinson joining the team.
- Robinson started receiving death threats and the FBI started to investigate.
- He continued to break color barriers after he retired from baseball.
- Has a holiday about him on April 15.
- He was hit by pitches a total of 72 times during his career.
- Jackie Robinson stole home a total of 10 times in his career.

### Research



### Sources

- <https://www.history.com>
- <https://sofathooks.com/>
- Jackie Robinson - Wikipedia
- <https://abc7ny.com/>
- Childhood - Jackie Robinson
- 10 Fast Facts on Jackie Robinson - LatryLester42.com

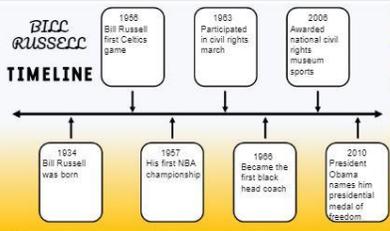
Written by Madison Williams

### Bill Russell



<b>Born</b> Feb. 12, 1934	<b>Early Life</b> He was born in Monroe, Louisiana
<b>Died</b> He is currently 88	<b>Quote</b> "If you really have integrity, there are very few people who can insult you, or honor you."
<b>Family</b> Dad: Charles Russell Mom: Katie Russell Siblings: Charlie Russell Kids: Jacob, Karen, and William Russell	

### BILL RUSSELL TIMELINE



- 1934 Bill Russell was born
- 1955 Bill Russell first Celtics game
- 1957 His first NBA championship
- 1963 Participated in civil rights march
- 1968 Became the first black head coach
- 2008 Awarded national civil rights museum sports
- 2010 President Obama names him presidential medal of freedom

Bill Russell is best known for...  
**Bill Russell best known for winning lots of awards, fighting for civil rights, and his skill at basketball.**

**Lasting Impact**  
 Bill Russell impacted the world by helping with rights.

<b>Character Trait</b> Bravery	<b>Character Trait</b> Talented	<b>Character Trait</b> Leader
<b>Evidence</b> He fought for civil rights advocate.	<b>Evidence</b> Bill Russell is known for his strong defence and his skills in basketball.	<b>Evidence</b> 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
- 1965 memoir go up for glory
- 2008 he was awarded National Civil Right Museum sports
- 2010 he received the Arthur Ashe courage award
- 2013 Boston honored Russell by erecting a statue of him on the City Hall
- 2015 two statues of children were added to honor Russell's commitment to working with children
- Went to university in San Francisco from 1953 to 1956
- He won a gold medal at the 1956 summer olympics for the mens basketball team
- Russell was also notorious for his refuse to give out autographs or acknowledge the Celtics fan

### Research

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. The president named him presidential medal of freedom Recipients.

### Sources

- Lead wikipedia
- Biography.com
- A timeline of Bill Russell
- And more...





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

Summer Learning All Grade Levels

**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**

**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.

**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 page, 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](http://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