Okeechobee Virtual Franchise

2017-18 Schoolwide Improvement Plan

Okeechobee Virtual Franchise

1000 NW 34TH ST, Okeechobee, FL 34972

www.okee.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	No	48%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2016-17
Grade	I

Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Okeechobee County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in <u>section 1008.33, Florida Statutes,</u> is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- <u>Implementing</u> - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Okeechobee Virtual Franchise

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To prepare all students to be college and career ready and function as productive citizens.

b. Provide the school's vision statement.

Achieving Excellence: Putting Students First!

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Every student that enrolls in Okeechobee Virtual Instruction program meets with the coordinator of the program. During the enrollment process the coordinator establishes a relationship with the student and the parent. The coordinator corresponds with both parent and student via email, phone calls, letters, or individual conferences.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The students are not enrolled in a brick and mortar school. The students complete their work at home. The students only come to the district office for conferences or state testing.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

This is not applicable since the students complete their work at home.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

If students have needs then referrals to counseling are made to the appropriate agencies.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The Okeechobee Virtual Program looks at the students past attendance records, discipline records, academic records and standardized test scores. Students sign a contract as to the progress they must make in the virtual courses. Any student that is a Level 1 or Level 2 student on the FSA ELA or Math assessment must participate in progress monitoring.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	1	1	1	0	0	0	3
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	2	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	0	1	2	0	1	3	1	0	8

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	1	0	1	1	0	0	3

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students will be placed in intensive reading or math classes as appropriate. Students will be progressed monitored by i-Ready in grades K-8 and SAT practice tests in grades 9-12. Students are working independently on their virtual classes so teachers can give individual attention.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

This school is not a Title I school.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The principal meets with every parent of a student that is enrolling in the school. The principal contacts the parents, via email, phone, or letter at least quarterly to inform the parents of the student's progress. Teachers are in contact with the parents. The SIP plan is discussed with the District School Advisory team.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Wiersma, Toni	Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The principal is the liason between the contracted agency (NEFEC) and the school district. The principal works with the facilitator of the My District program to enroll students, check progress, discuss teacher concerns, and coordinates with finance to fund the school. The principal meets with each student to determine the best diploma option and courses based on each individual student's needs.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The resources for the program is the contract with NEFEC (North Eastern Florida Educational Consortium). The school is supported by the Digital classroom program for the loaning of computers, if necessary. The school is funded solely through FEEP dollars generated by the students taking the courses.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Wiersma, Toni	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Literacy is the focus for all of the students. The students will be progressed monitored for reading. The courses that are provided through FLVS are standard based courses approved by the Florida Department of Education.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The courses offered through My District Virtual are courses that are provided by Florida Virtual School. All of these courses are aligned to the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school uses the data from previous test scores to recommend the best virtual program or combination of programs for the students. Students have pacing guides that they follow for completion of the courses. Students may also work on the courses 24/7 so that they are not confined to certain hours of the day.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year:

Students are able to work at any time and for as long as they need to complete an assignment.

Strategy Rationale

This is a virtual education program

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Wiersma, Toni, wiersmat@okee.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Completion of the course.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

This is a K-12 school. Students meet with the principal and discuss the courses for the next school year. Many students choose to return to the brick and mortar school.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Students may enroll in Dual Enrollment classes or Advanced Placement classes if they meet the qualification requirements. Students may also elect to attend the brick and mortar school to complete career classes that lead to industry certifications.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Students may choose to enroll in the brick and mortar classes at the high school for industry certifications.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

The courses the students take are Florida Virtual classes and the course are not integrated.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

We do not have seniors that graduate from the program, therefore we do not have data on the High School Feedback report.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Virtual school students will score at the proficient level or higher as measured by the FSA ELA and math assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Virtual school students will score at the proficient level or higher as measured by the FSA ELA and math assessment. `1a`

🔍 G098249

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal `3`

- Communication with students and progress monitoring of the students.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- 1. Skyward calls, emails, phone calls, contract

Plan to Monitor Progress Toward G1. `8`

The i-Ready data, the PERT test score data, and the KAHN Academy data will be monitored triannually.

Person Responsible
Toni Wiersma

Schedule
Triannually, from 9/15/2017 to 5/15/2018

Evidence of Completion
The printed reports will indicate whether the students are making progress on the selected progress monitoring tool.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. Virtual school students will score at the proficient level or higher as measured by the FSA ELA and math assessment. [1]

🔑 G098249

G1.B1 Communication with students and progress monitoring of the students. [2]

🔑 B264304

G1.B1.S1 1. Schedule of mailings – quarterly newsletter that includes a calendar by semester. [4]

🔑 S279958

Strategy Rationale

Students would know dates and expectations

Action Step 1 [5]

A calendar will be created and mailed to each student with important dates.

Person Responsible

Toni Wiersma

Schedule

Quarterly, from 8/21/2017 to 4/16/2018

Evidence of Completion

A copy of the calendar

Action Step 2 [5]

A quarterly newsletter will be mailed to each student and their parent. The newsletter will also be emailed to the students.

Person Responsible

Toni Wiersma

Schedule

Quarterly, from 8/28/2017 to 4/16/2018

Evidence of Completion

A copy of the newsletter

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Review calendar before the calendar is sent out.

Person Responsible

Toni Wiersma

Schedule

Quarterly, from 8/21/2017 to 4/16/2018

Evidence of Completion

The quarterly calendar

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Percentage of students testing increased on a quarterly basis.

Person Responsible

Toni Wiersma

Schedule

Quarterly, from 9/11/2017 to 4/16/2018

Evidence of Completion

Documentation of students attending progress monitoring

G1.B1.S2 Students in grades K-8 will be progressed monitored using i-Ready [4]

S279959

Strategy Rationale

i-Ready is the progress monitoring tool that we use for all students enrolled in the brick and mortar school and assignments can be made to address deficiencies.

Action Step 1 [5]

Studentw will report to the office for progress monitoring using i-ready and assigned lessons to complete.

Person Responsible

Toni Wiersma

Schedule

On 5/15/2018

Evidence of Completion

i-Ready reports

Plan to Monitor Fidelity of Implementation of G1.B1.S2 [6]

The reports will be run for each student and the assignments will be monitored.

Person Responsible

Toni Wiersma

Schedule

Triannually, from 9/11/2017 to 5/16/2018

Evidence of Completion

The i-Ready reports will be kept as evidence and discussed with the superintendent.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

The scores on the FSA tests.

Person Responsible

Toni Wiersma

Schedule

Annually, from 5/1/2018 to 5/15/2018

Evidence of Completion

FSA score reports for each student.

G1.B1.S3 Students that are enrolled or have not passed the Algebra 1 EOC will take the PERT test at IRSC to get a concordance score for Algebra I. `4`

🔑 S279960

Strategy Rationale

A concordance score will meet the graduation requirement.

Action Step 1 `5`

Students will be given information on the PERT test and information on how to go to IRSC to take the test.

Person Responsible

Toni Wiersma

Schedule

Annually, from 8/14/2017 to 5/15/2018

Evidence of Completion

The results of the PERT test for each student. The student may re-take the test until they receive the required score.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Student records will be monitored for completion of the test. Reminders will be sent out to the students.

Person Responsible

Toni Wiersma

Schedule

On 5/15/2018

Evidence of Completion

The results of the PERT test will be included in the student's file.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

The passing rate of students taking the PERT test.

Person Responsible

Toni Wiersma

Schedule

On 5/15/2018

Evidence of Completion

The number of students taking the PERT test and their results.

G1.B1.S4 Students enrolled in grades 9-12 that have not passed the 10th grade FSA will take the practice SAT on KAHN academy and complete the prescribed assignments. 4

🔑 S279961

Strategy Rationale

The SAT prep work will help prepare the students for passing the FSA ELA test and the Algebra 1 and Geometry EOC.

Action Step 1 5

Students will sign up with KAHN Academy and take the practice SAT test.

Person Responsible

Toni Wiersma

Schedule

On 5/15/2018

Evidence of Completion

Reports will be generated that the students have taken the test.

Action Step 2 5

Students will work on the prescribed lessons to increase their SAT score.

Person Responsible

Toni Wiersma

Schedule

Biweekly, from 9/15/2017 to 5/15/2018

Evidence of Completion

A record of the lessons completed will be added to their files.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

KAHN Academy sends weekly reports on the progress of the students.

Person Responsible

Toni Wiersma

Schedule

Biweekly, from 9/15/2017 to 5/15/2018

Evidence of Completion

The weekly reports sent by KAHN Academy

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

The scores on a practice SAT test given at the end of the year.

Person Responsible

Toni Wiersma

Schedule

Annually, from 9/15/2017 to 5/15/2018

Evidence of Completion

The pre and post test scores showing an improvement in test scores.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1 🔍 M408492	Percentage of students testing increased on a quarterly basis.	Wiersma, Toni	9/11/2017	Documentation of students attending progress monitoring	4/16/2018 quarterly
G1.B1.S1.MA1 🔍 M408493	Review calendar before the calendar is sent out.	Wiersma, Toni	8/21/2017	The quarterly calendar	4/16/2018 quarterly
G1.B1.S1.A1 🔍 A377415	A calendar will be created and mailed to each student with important dates.	Wiersma, Toni	8/21/2017	A copy of the calendar	4/16/2018 quarterly
G1.B1.S1.A2 🔍 A377416	A quarterly newsletter will be mailed to each student and their parent. The newsletter will also...	Wiersma, Toni	8/28/2017	A copy of the newsletter	4/16/2018 quarterly
G1.MA1 🔍 M408500	The i-Ready data, the PERT test score data, and the KAHN Academy data will be monitored triannually.	Wiersma, Toni	9/15/2017	The printed reports will indicate whether the students are making progress on the selected progress monitoring tool.	5/15/2018 triannually
G1.B1.S2.MA1 🔍 M408494	The scores on the FSA tests.	Wiersma, Toni	5/1/2018	FSA score reports for each student.	5/15/2018 annually
G1.B1.S2.A1 🔍 A377417	Studentw will report to the office for progress monitoring using i-ready and assigned lessons to...	Wiersma, Toni	9/11/2017	i-Ready reports	5/15/2018 one-time
G1.B1.S3.MA1 🔍 M408496	The passing rate of students taking the PERT test.	Wiersma, Toni	8/10/2017	The number of students taking the PERT test and their results.	5/15/2018 one-time
G1.B1.S3.MA1 🔍 M408497	Student records will be monitored for completion of the test. Reminders will be sent out to the...	Wiersma, Toni	8/10/2017	The results of the PERT test will be included in the student's file.	5/15/2018 one-time
G1.B1.S3.A1 🔍 A377418	Students will be given information on the PERT test and information on how to go to IRSC to take...	Wiersma, Toni	8/14/2017	The results of the PERT test for each student. The student may re-take the test until they receive the required score.	5/15/2018 annually
G1.B1.S4.MA1 🔍 M408498	The scores on a practice SAT test given at the end of the year.	Wiersma, Toni	9/15/2017	The pre and post test scores showing an improvement in test scores.	5/15/2018 annually
G1.B1.S4.MA1 🔍 M408499	KAHN Academy sends weekly reports on the progress of the students.	Wiersma, Toni	9/15/2017	The weekly reports sent by KAHN Academy	5/15/2018 biweekly
G1.B1.S4.A1 🔍 A377419	Students will sign up with KAHN Academy and take the practice SAT test.	Wiersma, Toni	9/15/2017	Reports will be generated that the students have taken the test.	5/15/2018 one-time
G1.B1.S4.A2 🔍 A377420	Students will work on the prescribed lessons to increase their SAT score.	Wiersma, Toni	9/15/2017	A record of the lessons completed will be added to their files.	5/15/2018 biweekly
G1.B1.S2.MA1 🔍 M408495	The reports will be run for each student and the assignments will be monitored.	Wiersma, Toni	9/11/2017	The i-Ready reports will be kept as evidence and discussed with the superintendent.	5/16/2018 triannually

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	A calendar will be created and mailed to each student with important dates.	$0.00
2	G1.B1.S1.A2	A quarterly newsletter will be mailed to each student and their parent. The newsletter will also be emailed to the students.	$0.00
3	G1.B1.S2.A1	Studentw will report to the office for progress monitoring using i-ready and assigned lessons to complete.	$0.00
4	G1.B1.S3.A1	Students will be given information on the PERT test and information on how to go to IRSC to take the test.	$0.00
5	G1.B1.S4.A1	Students will sign up with KAHN Academy and take the practice SAT test.	$0.00
6	G1.B1.S4.A2	Students will work on the prescribed lessons to increase their SAT score.	$0.00
		Total:	$0.00