

Charlotte County Public Schools

Charlotte Virtual Franchise



2015-16 School Improvement Plan

Charlotte Virtual Franchise

1445 EDUCATION WAY, Port Charlotte, FL 33948

<http://www.yourcharlotteschools.net/charlottevirtual>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	0%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	0%

School Grades History

Year	2014-15	2013-14
Grade	I*	A

**Preliminary 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 Charlotte 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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission statement: Charlotte Virtual School is committed to providing interactive, media-rich educational opportunities in a flexible, student-centered learning environment to a diverse population of learners.

Provide the school's vision statement

Continually adjust curriculum, delivery, and communication processes in order to meet students' needs for success.

School Environment

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

All students and parents are required to attend an orientation prior to school starting. Even though Charlotte Virtual School is a virtual school, all students are required to attend (face to face) school on the first day of school. This gives the students and teachers a chance to meet one another. The teacher, student and parent also participate in a welcome call. This is a time where the teacher shares expectations and finds out any special needs or circumstances prior to the student starting classes.

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

The feed back on graded student lessons always included a positive note. Discussion Based Assessments (DBA's), text and emails always include a positive note to further communicate respect for the student..

Charlotte Virtual School holds an orientation before the school year starts. Charlotte Virtual School also holds monthly open labs. This is where students can come onto campus and work one on one with teachers. A security officer is on campus during open lab office hours.

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

Students primarily work from home on course work. Students only come onto campus for open labs and statewide testing. Charlotte Virtual School has developed a communication system for a student demonstrating difficulty in the virtual environment. Communication starts with the students and continues with parental involvement. The virtual teachers collaborate daily to discuss at risk students and appropriate interventions. For students with continued difficulty in the virtual environment, the program manager works with the family to explore appropriate educational options.

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 a need is identified, teachers will refer the student to the program manager. The program manager will then refer the student/family to the appropriate service. Charlotte Virtual has referred students to

school social workers, the county homeless liaison and to the Port Charlotte Cultural Center (for free computers).

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Attendance: Students are required to log into a district website for attendance daily. This is monitored daily and if students are not logging in for attendance, parents and student are notified. The virtual teachers and the program manager also monitor student progress in classes on a weekly basis. Reports are run from the virtual learning management system to monitor student pace, grades and progress in each virtual class. Parent contact is made on a regular basis to communicate concerns. Students are provided with opportunities to come in and work with teachers when struggling with a virtual course.

The math teacher provides extra opportunities for students to receive one on one, face to face assistance with math classes. The math teacher also provides study sessions for the math statewide assessments.

If a student scores a level 1 on the statewide ELA assessment, the teacher, parent and program manager discuss whether the virtual environment is providing enough support for the student. The Charlotte Virtual School does provide intensive reading for high school students.

Charlotte Virtual School tracks daily attendance of full-time Charlotte Virtual School students. We do not have the state assessments back yet

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

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

Indicator	Grade Level 7	Total
Attendance below 90 percent	0	
One or more suspensions	0	
Course failure in ELA or Math	7	7
Level 1 on statewide assessment	0	
	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Teachers and program manager monitor student attendance, pace and grades weekly. Weekly reports are run to monitor pace and grades. Teachers reach out to students and parents to discuss pace and grades on a weekly basis (if students are behind pace or not passing classes). If students are on pace and successful in the classes, teachers contact the students and parents monthly.

If students are struggling with pace, attendance or content, parents are encouraged to bring students in to meet with the teachers face to face (one on one assistance).

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Every parent is required to attend an orientation prior to starting the program. The teachers complete a welcome call with every parent and make monthly contact with each parent. The virtual teachers and the program manager continually communicate with students, parents and colleagues via text, email and phone calls.

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

Charlotte Virtual School will be reaching out to the community to secure some scholarship opportunities for students.

Full-time Charlotte Virtual School students are encouraged to participate in dual enrollment at the local college and the Charlotte Technical Center.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Whisenant, Tara	Other
Bennett, DeeLynn	Principal

Duties

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

DeeLynn Bennett serves as the School Administrator for Charlotte Virtual School. She is an instructional coach to the virtual instructors and completes the instructors evaluations.

Tara Whisenant serves as the program manager. Working with the day to day program decisions which include:

- monitoring student pace and progress
- tracking attendance
- making scheduling decisions
- planning and implementing state assessments

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 program manager and the teachers meet monthly to determine student and school needs. The program manager and virtual teachers collaborative determine how allocated monies will be spent.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lynn Wiggs	Parent
Greg Wiggs	Parent
Janet Scinta	Teacher
Phil Harden	Parent
Andrea Marin	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

N/A - this is the first year creating a school improvement plan.

Development of this school improvement plan

SAC met to discuss Charlotte Virtual School's mission and vision statement. The team agreed the goal for the 2015/2016 would be to increase communication among virtual students, teachers and parents. The team also wants to focus on getting the word out to more parents about the virtual program.

Preparation of the school's annual budget and plan

The team discussed using school funds to purchase digital tools to assist teachers in delivering the curriculum to virtual students. For example, the team discussed purchasing Bamboo Boards. The team also discussed the use of school improvement funds to provide virtual teacher with training.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Charlotte Virtual was not allocated school improvement funds last school year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Charlotte Virtual School started a SAC this school year. An invitation went out to all full-time parents to attend the first SAC meeting. SAC members plan to reach out to individual full-time Charlotte Virtual school parents to invite them to become members of the SAC.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Whisenant, Tara	Other
kautz, Cynthia	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Teachers encourage active reading through the curriculum and share reading strategies to use across the curriculum.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The virtual school teachers meet monthly at open labs (a time where students are welcome to come on campus and work one on one with teachers and other students). The virtual teachers and the program manager also meet on these dates to discuss individual students, virtual instructional strategies and plan for upcoming virtual activities.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

All of the full-time Charlotte Virtual School teachers started out at as part-time or adjunct virtual teachers prior to becoming full-time. Teacher participate in ongoing subject area professional with other virtual teacher from around the state. The full-time Charlotte Virtual teachers belong to state wide professional learning communities. They meet monthly with these PLC's to discuss and share subject related virtual content, curriculum and instructional strategies. The full-time virtual teachers also attend the annual Florida District Instructional Program Network. This is an annual conference where virtual instructors from across the state meet and collaborate.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teacher selection for Charlotte Virtual School - all teachers are highly qualified classroom teachers with a variety of experience with digital learning and communication.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Charlotte Virtual School is a franchise of the Florida Virtual School. Florida Virtual School ensure the courses are aligned to the Florida Standards as part of the franchise contract.

Instructional Strategies

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

Charlotte Virtual teachers analyze state assessment data (FSA assessments and EOC's). The virtual teachers also analyze performance data from the virtual learning management system. Virtual teachers work with students individually on a regular basis. Students and teachers communicate one on one via phone, email and text. The students have access to reach their teachers Monday through Friday from 8:00am - 8:00pm. Students also have the opportunity to come onto campus to meet with teachers face to face for one on one assistance. All of the teachers are on campus at least once a month. The math teacher is on campus twice a month. The teachers also offer boot camp sessions prior to state assessments to review.

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: Extended School Day

Minutes added to school year: 0

Due to the nature of the virtual program, the virtual teachers offer face to face opportunities for students to receive additional one on one instruction.

Strategy Rationale

Virtual programs typically do not provided actual face time with the certified teacher. Charlotte Virtual School provides this "teacher time" to assist student who may require some additional instruction.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Whisenant, Tara, tara.whisenant@yourcharlotteschools.net

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

Teachers and program manager review student pace, grades and state assessments to tract student improvement within the virtual school

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Due to the nature of Charlotte Virtual School - there is a mandatory orientation held before school starts. Students are required to attend with parents to learn the details of the program. Students are also required to attend face to face on the first day of school and the first day of the second semester. This face to face time allows the virtual teachers to ensure students understand how to access the virtual curriculum. Students are also provided with pace charts (due dates) for all of the semester assignments.

College and Career Readiness

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

Charlotte Virtual School invites all full-time students to attend the district wide College Fair. All Charlotte virtual School students are provided the opportunity to apply for Florida Bright Futures at school with assistance. Students are also invited to attend a financial aid workshop hosted at Port Charlotte High School.

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

Charlotte Virtual School students (at the high school level) are encouraged to dual at the Charlotte Technical Center and earn industry certifications through the perspective programs. Charlotte Virtual School is also exploring the option of adding a course that will lead to the Microsoft Bundle certification for the 2016/2017 school year.

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

Charlotte Virtual School offers some career and technical education courses. CVS looking to offer additional career and technical education classes for the 2016/2017 school year. Charlotte Virtual School students are also encouraged to participate CTE courses at the Charlotte Technical Center (the district technical center). The Charlotte Technical Center offers informational sessions and Charlotte Virtual students are invited to attend. CVS students are also invited to participate in the Charlotte Technical Center Shadow Day.

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

Charlotte Virtual School continues to add college prep and Advanced Placement courses. Charlotte Virtual School students are also encouraged to dual at the Charlotte Technical Center and Florida South Western. In preparation for post secondary, CVS students are encourage to attend the Charlotte County college fair in September. All CVS seniors are assisted with applying for Florida Bright Futures and invited to attend a scholarship presentation at Port Charlotte High School.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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” 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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Charlotte Virtual School will continue to develop processes to enhance communication to increase course completion rates to 90%.

Strategic Goals Detail

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

G1. Charlotte Virtual School will continue to develop processes to enhance communication to increase course completion rates to 90%. 1a

 G071001

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	120.0

Resources Available to Support the Goal 2

- Training to increase communication and one on one and small group instruction with virtual students.

Targeted Barriers to Achieving the Goal 3

- Due to the nature of the virtual program, teachers do not have contact with students on a day to day basis.

Plan to Monitor Progress Toward G1. 8

Successful completions and unsuccessful completions will run to determine the Charlotte Virtual School completion rate.

Person Responsible

Tara Whisenant

Schedule

Weekly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Program Manager and virtual teachers monitor student pace rates and progress in courses weekly to determine if additional support is needed.

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. Charlotte Virtual School will continue to develop processes to enhance communication to increase course completion rates to 90%. **1**

 **G071001**

G1.B1 Due to the nature of the virtual program, teachers do not have contact with students on a day to day basis. **2**

 **B185159**

G1.B1.S1 Virtual teachers will offer live lessons (face to face) and digital live lessons to provide additional instructional support to virtual school students. **4**

 **S196590**

Strategy Rationale

Virtual students have access to work with the virtual teachers in the open lab setting, but are not always able to attend the open labs. Live lessons will provide digital "face to face" time.

Action Step 1 **5**

Charlotte Virtual School teachers will participate in professional develop to learn how to use different digital tools to provide additional virtual instructional strategies.

Person Responsible

Tara Whisenant

Schedule

Monthly, from 10/1/2015 to 5/26/2016

Evidence of Completion

Recordings of live lessons provided by the virtual teachers.

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

Participation in professional development and training, teachers providing live lessons for students to participate.

Person Responsible

Tara Whisenant

Schedule

Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Attendance in Professional Learning Communities Recordings of Live Lessons

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

Teachers will be able to provide additional support (scheduled or by request) when a student is struggling with a specific concept or lesson by using the live lesson format.

Person Responsible

Schedule

Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Recordings of live lessons, feedback from parents, students and teachers

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Charlotte Virtual School teachers will participate in professional develop to learn how to use different digital tools to provide additional virtual instructional strategies.	Whisenant, Tara	10/1/2015	Recordings of live lessons provided by the virtual teachers.	5/26/2016 monthly
G1.MA1	Successful completions and unsuccessful completions will run to determine the Charlotte Virtual School completion rate.	Whisenant, Tara	10/1/2015	Program Manager and virtual teachers monitor student pace rates and progress in courses weekly to determine if additional support is needed.	5/27/2016 weekly
G1.B1.S1.MA1	Teachers will be able to provide additional support (scheduled or by request) when a student is struggling with a specific concept or lesson by using the live lesson format.		10/1/2015	Recordings of live lessons, feedback from parents, students and teachers	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Participation in professional development and training, teachers providing live lessons for students to participate.	Whisenant, Tara	10/1/2015	Attendance in Professional Learning Communities Recordings of Live Lessons	5/27/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Charlotte Virtual School will continue to develop processes to enhance communication to increase course completion rates to 90%.

G1.B1 Due to the nature of the virtual program, teachers do not have contact with students on a day to day basis.

G1.B1.S1 Virtual teachers will offer live lessons (face to face) and digital live lessons to provide additional instructional support to virtual school students.

PD Opportunity 1

Charlotte Virtual School teachers will participate in professional develop to learn how to use different digital tools to provide additional virtual instructional strategies.

Facilitator

Virtual teachers will participate in state-wide professional learning communities and the annual FLDVIPN conference (February 17-19, 2016).

Participants

All full-time virtual school teachers will participate in the state wide PLC's and the annual conference.

Schedule

Monthly, from 10/1/2015 to 5/26/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Charlotte Virtual School teachers will participate in professional develop to learn how to use different digital tools to provide additional virtual instructional strategies.	\$0.00
Total:			\$0.00