

Suwannee County Schools

Suwannee Virtual School



2015-16 School Improvement Plan

Suwannee Virtual School

702 2ND ST NW, Live Oak, FL 32064

www.suwannee.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	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
Grade

School Board Approval

This plan was approved by the Suwannee County School Board on 12/15/2015.

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Suwannee Virtual School will educate all students in a safe and supportive learning environment that will develop life-long learners and productive citizens.

Provide the school's vision statement

Suwannee Virtual School will be part of a system of excellence ensuring all students are prepared for personal success.

School Environment

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

Suwannee Virtual School (SVS) believes relationship building is imperative for the success of our students. This is done through monthly face to face meetings with students and families in our lab and/or various places throughout the community. Not only does this allow teachers to learn about students' cultures, but it also builds relationships between the teacher and students. Students can be successful in online courses with consistency, contact, and communication in the virtual classroom. At SVS, teachers provide a short biography about themselves and provide contact information (text, email, phone) for students and parents as well as office hours to ensure on-going communication (phone, text, email).

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

The Internet is an "information highway" connecting thousands of computers and millions of individual people all over the world. With access to computers and people all over the world, comes the availability of some material that may not be considered to be of educational value within the context of the school setting. The Suwannee County School Board has established Acceptable Use Guidelines for all users of technology and the Internet in an Internet Usage Agreement for students and parents to read and accept. When students are participating in a lab session on the school campus, our internet access is protected by blocking students from inappropriate material.

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

SVS Students enrolled in courses will adhere to the academic integrity policy outlined in the enrollment process. Any violation of this policy can result in disciplinary action and may jeopardize the student's continuation in the course and the award of academic credit. Students are expected to conduct themselves in accordance with five fundamental values: (1) honesty, (2) trust, (3) fairness, (4) respect, and (5) responsibility.

To minimize distractions and keeping students engaged, parents and teachers are encouraged to ensure students idle time does not exceed 20% of their daily progress.

SVS provides an annual meeting for teachers, a handbook to provide guidelines, a full-time

instructional colleague to provide support, and several reminders throughout the year to ensure this system is consistently enforced.

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

SVS provides opportunities for virtual school students to meet together for activities that address social/emotional needs. The relationships built with ongoing communication ensures student needs are being met with services provided through the district.

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 below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension (not applicable for virtual school)
- One or more suspensions, whether in school or out of school (not applicable for virtual school)
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

- SVS will implement the following strategies to assist students identified through the early warning system:
- Ensure appropriate course placement
 - Weekly face-to-face tutoring sessions with full-time virtual teacher
 - Extended time to complete a course
 - Frequent "classroom walkthroughs" by SVS Administration
 - Weekly progress monitoring by Administration
 - Virtual Coach implementation

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

SVS will

- Provide an annual Parent Orientation
- Update and advertise online activities for parents
- Offer face-to-face parent/student/teacher activities
- Ensure that online teachers contact parents
- Ensure that lead teachers, principal, and SAC members are available to contact/meet with parents
- Administer online parent survey and review parent responses

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

SVS will--

- Work with the SAC to plan the utilization of community resources to best support student achievement.

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
Garrison, Lisa	Assistant Principal
Hester, Angela	Teacher, K-12

Duties

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

Garrison serves as active member of the SAC, recruits highly qualified teachers, provides professional development and feedback for teachers, monitors progress toward achieving SIP goals, ensures policy and procedures are in place, enrolls students, verifies student graduation track, analyzes credits to ensure appropriate course placement, monitors student progress through virtual classroom walkthroughs, and provides parent/student/teacher conferences.

Hester serves as an active member of the SAC and is the teacher for the full-time students in K-5 and full/part-time students in 6-8.

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

Our school will--

Use problem-solving to identify and align all available resources to meet the needs of students

Problem solving model:

- a) Analyzing data to define the problem.
- b) Determining why the problem is occurring.
- c) Developing a plan that establishes a performance goal; delineates intervention strategies; and specifies how implementation of the plan will be supported and monitored; and specifies how and when the student's progress will be monitored.

Coordinate use of federal, state, and local funds/services/programs to maximize desired student outcomes.

At the district level, department directors meet to ensure collaboration and coordination between Title I A & D; Title III-- ESOL; Title IV A & B—21st Century Program/Safety and Drug Free Schools; Title V; Title X—Homeless; Exceptional Student Education; Teaching and Learning curriculum support; Testing and Student Assessment; Title VI and the School Improvement Office; Finance Office; Human Resources; CTE; and STEM initiatives.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lisa Garrison	Education Support Employee
Kelli Proctor	Parent
Angie Hester	Teacher
Tina Wolfe	Parent
Barbara Yates	Parent
Renee Bass	Education Support Employee

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

The SAC evaluates the effectiveness of the previous year SIP and are involved in the problem solving process to address new goals, barriers, strategies, and budgets.

Development of this school improvement plan

The SAC co-chairs work with the SVS Leadership Team to involve SAC members in the problem-solving process to address goals, barriers, strategies, and budgets for 2015-16. The SAC co-chairs assist in presenting the draft of the SIP at the open forum and to the council members for final review

Preparation of the school's annual budget and plan

The SAC co-chairs involve the members in a problem-solving process to consider the new goals, barriers, strategies in the SIP as they develop the budget for the new school year.

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

NA

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

SVS will be having the first SAC meeting in November 2015

Literacy Leadership Team (LLT)

Membership:

Name	Title
Garrison, Lisa	Assistant Principal
Hester, Angela	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) will

- Monitor appropriate course placement in English/language arts/reading and content-area courses.
- Train online teachers to provide differentiated virtual instruction.
- Monitoring academic progress of individual students.
- Monitoring progress toward meeting SIP goals for reading and writing.

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

Part-time and full-time teachers communicate and collaborate often via email and meet face to face twice a year (or more) to collaborate on strategies to ensure student success, progress monitoring, and modifying instruction, if needed.

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

SVS encourages highly qualified, certified-in-field teachers to become a member of the virtual instruction pool. This pool will provide SVS with prepared virtual instructors on an "as needed" basis. Instructors apply through the district's online employment system (Applitrack). Once there are ten applicants, an orientation meeting is held to inform the applicants of the positions, salary, expectations, evaluations, completion rates, and training dates.

EDGE webinars are used to develop highly qualified staff.

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

School support colleague (full-time teacher) is utilized during her planning period to assist with mentoring staff and on monthly PD days. Rationale behind this: This particular teacher has multiple certifications

and has worked in the past as a teacher leader at the secondary level. Mentoring activities are mostly on an "as needed" basis, except when new staff come on board. New teachers all go through a one year "beginner teacher mentoring" process.

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

The SVS curriculum is provided by Edgenuity (6th-12th), FLVS Connexus (K-5th) and K12 (K-5) which are all state approved providers. Each program provides an outline of the alignment between the course structure and the standards. It is our goal to align all of our virtual instruction programs with the scope and sequence of our brick and mortar schools. This will provide a smooth transition for students, if needed.

Additionally, we are currently using the I-Ready program for all students k-8. Once again, this is an approved program that provided diagnostic, as well as prescriptive assignments to aid in preparing all students for FSA and EOC's, as needed.

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

To ensure student success, SVS

- reviews student performance data before assigning students to courses
- monitors student progress in the course
- uses instructional strategies and tools based on student needs
- provides opportunities for face-to-face tutorials.

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 Year

Minutes added to school year:

Students can access course work during weekends, holidays, summer vacation and may contact teachers during the extended time.

Strategy Rationale

Provides extended time for tutoring, as well as enrichment courses that contribute to a well rounded education.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Garrison, Lisa, lisa.garrison@suwannee.k12.fl.us

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

The "Course Completion Report" from Edgenuity for 6th-12th will provide data on the amount of extra time used by students to complete course work.

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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

- Meeting regularly to collaborate across grade levels and content areas to assess student concerns linked to moving from one grade level to the next.
- Collaborating with virtual providers to ensure the curriculum is aligned with our district brick and mortar schools
- Designing and implementing strategies to improve curriculum and teaching strategies to meet student needs as they move through the grade levels.

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

NA

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

NA

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

NA

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

NA

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:

.

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.

The major advantage of SVS is the virtual curriculum (Edgenuity and Connexus) and highly qualified teachers facilitating the courses. Our completion data shows 439 successful semester completions out of 570 semester enrollments (77%). SVS needs to focus on providing a higher level of support to parents and students to increase completion rate.

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.

Based on face to face exit interviews, the root causes for students not completing the courses are numerous. Some reasons for incompletions are due to the rigor of the content and the lack of support from

their home environment. Technology (or lack thereof) is sometimes unreliable in the rural areas of which they live. Additionally, the clients we serve also tend to be quite mobile.

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. Our goal is to increase the successful completion rate by 10%.

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. Our goal is to increase the successful completion rate by 10%. 1a

G074603

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Labs with trained lab facilitators are located in every school
- Part-time teachers, lab facilitators, and administrator can be contacted at any time to provide support
- Public library has computers and assistance
- Two email systems are provided (First Class, Edgenuity) as well as phone correspondence
- Parent Portal is provided for parents to monitor their child's progress

Targeted Barriers to Achieving the Goal 3

- Students and parents need to be trained on how to be successful in an online course (know expectations, how to navigate the system, communicating with the teachers, how to monitor progress, etc.)

Plan to Monitor Progress Toward G1. 8

Completion rates

Person Responsible

Lisa Garrison

Schedule

On 6/30/2016

Evidence of Completion

Completion rates of Edgenuity courses

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. Our goal is to increase the successful completion rate by 10%. **1**

 G074603

G1.B5 Students and parents need to be trained on how to be successful in an online course (know expectations, how to navigate the system, communicating with the teachers, how to monitor progress, etc.)

2

 B194828

G1.B5.S1 Provide several ways for parents to receive information on helping their child be successful in an online course (ongoing communication, monitoring progress, navigating the system, etc...) These opportunities will be made available through parent nights, information via email, face to face meetings, newsletters, social media, etc. **4**

 S206420

Strategy Rationale

Parents need to understand the expectations and how the program works to ensure their child is successful. Their virtual experience needs to begin and remain pleasant.

Action Step 1 **5**

SVS will provide information on how to help their child be successful in virtual courses, in several delivery methods including by not limited to parent night, emails, social media, phone call outs.

Person Responsible

Lisa Garrison

Schedule

Monthly, from 11/16/2015 to 6/30/2016

Evidence of Completion

Parents will be asked to reply when the video is viewed.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Each time a Parent-Student Announcement (PSA) goes out, we will document the information and the delivery.

Person Responsible

Lisa Garrison

Schedule

Monthly, from 11/16/2015 to 6/30/2016

Evidence of Completion

Hardcopies, when possible.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Increase/decrease of completion rates.

Person Responsible

Lisa Garrison

Schedule

On 6/30/2016

Evidence of Completion

Completion rates of students/courses from July 1 - June 30th will be the data used to monitor this strategy.

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.B5.S1.A1	SVS will provide information on how to help their child be successful in virtual courses, in several delivery methods including by not limited to parent night, emails, social media, phone call outs.	Garrison, Lisa	11/16/2015	Parents will be asked to reply when the video is viewed.	6/30/2016 monthly
G1.MA1	Completion rates	Garrison, Lisa	7/1/2015	Completion rates of Edgenuity courses	6/30/2016 one-time
G1.B5.S1.MA1	Increase/decrease of completion rates.	Garrison, Lisa	11/16/2015	Completion rates of students/courses from July 1 - June 30th will be the data used to monitor this strategy.	6/30/2016 one-time
G1.B5.S1.MA1	Each time a Parent-Student Announcement (PSA) goes out, we will document the information and the delivery.	Garrison, Lisa	11/16/2015	Hardcopies, when possible.	6/30/2016 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. Our goal is to increase the successful completion rate by 10%.

G1.B5 Students and parents need to be trained on how to be successful in an online course (know expectations, how to navigate the system, communicating with the teachers, how to monitor progress, etc.)

G1.B5.S1 Provide several ways for parents to receive information on helping their child be successful in an online course (ongoing communication, monitoring progress, navigating the system, etc...) These opportunities will be made available through parent nights, information via email, face to face meetings, newsletters, social media, etc.

PD Opportunity 1

SVS will provide information on how to help their child be successful in virtual courses, in several delivery methods including by not limited to parent night, emails, social media, phone call outs.

Facilitator

Lisa Garrison

Participants

Parents

Schedule

Monthly, from 11/16/2015 to 6/30/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B5.S1.A1	SVS will provide information on how to help their child be successful in virtual courses, in several delivery methods including by not limited to parent night, emails, social media, phone call outs.	\$0.00
Total:			\$0.00