Charlotte Virtual Franchise

2017-18 Schoolwide Improvement Plan

Charlotte Virtual Franchise

1445 EDUCATION WAY, Port Charlotte, FL 33948

http://charlottetechcollege.net/charlotte-virtual-school/

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	1%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	13%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	B*	A

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 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 [section 1008.33, Florida Statutes,](#) 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 [Rule 6A-1.099811, Florida Administrative Code:](#)

- **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:

- Implementing - 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 Charlotte 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.

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.

b. Provide the school's vision statement.

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

2. School Environment

a. 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.

b. 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. An administrator is on campus during open lab office hours.

Given a new work space with a dedicated lab for Charlotte Virtual School, students will have the opportunity to work on campus during the school day Monday - Friday.

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.

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. Charlotte Virtual staff will meet (virtually) weekly to discuss struggling students and interventions. For students with continued difficulty in the virtual environment, the program manager works with the family to explore appropriate educational options.

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 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).

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

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.

During the grace period (first 28 days of the school year), student attendance, pace, academic progress and engagement is monitored closed (daily communication with teachers and weekly child study team). If students are demonstrating difficulty in the online environment with the first 2 weeks, a conference is set up (parent, student and CVS staff). Interventions and strategies are provided to assist student with being successful in the online environment.

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.

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	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	1	0	1	2	1	0	0	5

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	0	1	0	2	2	0	5

c. 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).

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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

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, remind ap and phone calls.

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.

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 College.

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
Whisenant, Tara	Other
Bennett, DeeLynn	Principal

b. Duties

1. 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

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

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Tara Whisenant	Teacher
Janet Scinta	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

2015/2016 was the first year Charlotte Virtual School was required to create a School Improvement Plan. While the staff reviews data every year to improve student performance, this process provided a more structured approach to reviewing data and school goals.

b. Development of this school improvement plan

The staff met during pre-school to review assessment data from the 2016/2017 school year. The data provided insight to adjustments and changes the virtual teachers could implement to increase student success.

c. 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 (FLDVIPN conference).

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

Charlotte Virtual used the school improvement funds to attend a state wide virtual conference. This is an annual conference attended by virtual schools around the state. All of the Charlotte Virtual School teachers participate in state wide Professional Learning Communities. These PLC consist of other virtual school teachers in like content areas.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

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

Charlotte Virtual School started a SAC during the 2015/2016 school year. The committee consisted of four parents, a teacher and the program manager. Three of the four parents are no longer part of the Charlotte Virtual SAC (there students either graduated or transferred to another school).

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

b. Duties

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

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

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. 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.

Starting this school year, staff (full-time teachers and the Program Manager will meet weekly to discuss struggling students and strategies to assist struggling students.

2. 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.

3. 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.

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.

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.

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.

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 every three weeks. The teachers also offer boot camp sessions prior to state assessments to review.

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: 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

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.

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.

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.

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. For the 2017/2018, the Charlotte Virtual School has been staffed with a part-time school counselor (100 hours a semester). The school counselor is meeting individually with students/families to establish secondary/post-secondary plans.

2. 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 College and earn industry certifications through the perspective programs. Charlotte Virtual School has added a course that will lead to the Microsoft Bundle certification.

3. 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. Charlotte Virtual School students are encouraged to participate CTE courses at the Charlotte Technical College (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 College Shadow Day.

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.

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.

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.   All teachers will provide instructional delivery to students in multiple, differentiated levels of intensity based on a variety of data (state assessments, course assessments, pace, DBA achievement and performance on completed work)

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. All teachers will provide instructional delivery to students in multiple, differentiated levels of intensity based on a variety of data (state assessments, course assessments, pace, DBA achievement and performance on completed work) `1a`

🔑 G097713

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	3.0
FSA ELA Achievement	3.0
Bio I EOC Pass	3.0
FCAT 2.0 Science Proficiency	3.0
U.S. History EOC Pass	3.0
Civics EOC Pass	3.0

Targeted Barriers to Achieving the Goal `3`

- Due to the nature of the virtual program, parent involvement is essential. Disengaged parents present a barrier (incorrect or missing parent contact information).

- Students are focused on content rather than process and application.

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

- Open labs, Contact information

- Discussion Based Assessment

Plan to Monitor Progress Toward G1. `8`

Tracking student ability to stay on pace with teacher pace charts.

Person Responsible
Tara Whisenant

Schedule
Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion
Student grade book, documentation from child study meetings (Google groups and google document)

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. All teachers will provide instructional delivery to students in multiple, differentiated levels of intensity based on a variety of data (state assessments, course assessments, pace, DBA achievement and performance on completed work) 1

🔑 G097713

G1.B1 Due to the nature of the virtual program, parent involvement is essential. Disengaged parents present a barrier (incorrect or missing parent contact information). 2

🔑 B262633

G1.B1.S1 All full-time Charlotte Virtual School students and parents are required to attend an orientation. 4

🔑 S278131

Strategy Rationale

Orientation outlines program requirements. Parents are also required to created and update virtual accounts and contact information.

Action Step 1 5

Provide orientation for students and parents.

Person Responsible

Tara Whisenant

Schedule

Semiannually, from 8/1/2017 to 5/24/2018

Evidence of Completion

Sign in sheets

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

Track parent/student attendance at orientation.

Person Responsible

Tara Whisenant

Schedule

Semiannually, from 8/1/2017 to 5/24/2018

Evidence of Completion

Orientation sign in sheets

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

Are parent responding to teacher contact.

Person Responsible

Tara Whisenant

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Teacher contact logs

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

Are parents attending parent conferences set up to discuss students struggling in the virtual environment.

Person Responsible

Schedule

Semiannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

weekly child study meetings (logs) Parent conference summaries

G1.B2 Students are focused on content rather than process and application. 2

🔑 B262634

G1.B2.S1 During Discussion Based Assessments teachers will focus on directing students to link the content with process/application. Students will be encouraged to complete DBA's face to face or via video conferencing. 4

🔑 S278133

Strategy Rationale

DBA's allow for teachers to assess student critical thinking ability and fave to face contact provides fidelity.

Action Step 1 5

Completing DBA's to assess critical thinking skills.

Person Responsible

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Performance on assessments (DBA's, module exams, semester exams and state assessments).

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Virtual contact log, teacher grade book and course completion.

Person Responsible

Tara Whisenant

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Virtual contact log, teacher grade book and course completion.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Student achievement will increase on assessments (DBA's, module exams, semester exams and state assessments).

Person Responsible

Tara Whisenant

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Assessment 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.MA1 🔑 M404421	Tracking student ability to stay on pace with teacher pace charts.	Whisenant, Tara	8/10/2017	Student grade book, documentation from child study meetings (Google groups and google document)	5/24/2018 monthly
G1.B1.S1.MA1 🔑 M404416	Are parent responding to teacher contact.	Whisenant, Tara	8/10/2017	Teacher contact logs	5/24/2018 monthly
G1.B1.S1.MA3 🔑 M404417	Are parents attending parent conferences set up to discuss students struggling in the virtual...		8/10/2017	weekly child study meetings (logs) Parent conference summaries	5/24/2018 semiannually
G1.B1.S1.MA1 🔑 M404418	Track parent/student attendance at orientation.	Whisenant, Tara	8/1/2017	Orientation sign in sheets	5/24/2018 semiannually
G1.B1.S1.A1 🔑 A374628	Provide orientation for students and parents.	Whisenant, Tara	8/1/2017	Sign in sheets	5/24/2018 semiannually
G1.B2.S1.MA1 🔑 M404419	Student achievement will increase on assessments (DBA's, module exams, semester exams and state...	Whisenant, Tara	8/10/2017	Assessment scores	5/24/2018 monthly
G1.B2.S1.MA1 🔑 M404420	Virtual contact log, teacher grade book and course completion.	Whisenant, Tara	8/10/2017	Virtual contact log, teacher grade book and course completion.	5/24/2018 monthly
G1.B2.S1.A1 🔑 A374629	Completing DBA's to assess critical thinking skills.		8/10/2017	Performance on assessments (DBA's, module exams, semester exams and state assessments).	5/24/2018 monthly

V. Professional Development Opportunities

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

G1. All teachers will provide instructional delivery to students in multiple, differentiated levels of intensity based on a variety of data (state assessments, course assessments, pace, DBA achievement and performance on completed work)

G1.B1 Due to the nature of the virtual program, parent involvement is essential. Disengaged parents present a barrier (incorrect or missing parent contact information).

G1.B1.S1 All full-time Charlotte Virtual School students and parents are required to attend an orientation.

PD Opportunity 1

Provide orientation for students and parents.

Facilitator

Charlotte Virtual staff creates virtual guidelines that are presented and explained at the orientation.

Participants

All full-time virtual students and parents/guardians are required to attend.

Schedule

Semiannually, from 8/1/2017 to 5/24/2018

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	Provide orientation for students and parents.	$0.00
2	G1.B2.S1.A1	Completing DBA's to assess critical thinking skills.	$0.00
		Total:	$0.00