Charlotte Virtual Franchise

2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	0%

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	2017-18	2016-17	2015-16	2014-15
Grade	B	A	B	B*

School Board Approval

This plan was approved by the Charlotte County School Board on 10/9/2018.

SIP Authority

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.

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. 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: School Information

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 Leadership Team

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

Name	Title
Fahey, Leanne	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 Leanne Fahey and the virtual instructors in the continuous improvement cycle of the school.

Leanne Fahey serves as the program manager. Working with the day to day program decisions which include:
- Monitoring student pace and progress
- Making scheduling decisions in consultation with the Principal
- Planning and implementing state assessments
- Attending all virtual school conferences

Early Warning Systems

Year 2017-18

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	0	2	0	1	0	0	1	4

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	0	0	1	0	1	2

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 8/14/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

College and Career Acceleration (CCA) performed the lowest. There was a 29 point drop from the 16/17 school year. However it is consistently the lowest achievement score in the school grade for the past three years. Virtual students choose not to attend brick and mortar schools, where opportunities for CCA points are more readily available. We offer elective options at CTC for students to earn industry certification; however few students attend or follow through on the certification exam. Transportation for CVS poses an issue as well. A limited number of students earn acceleration points from A/P or dual enrollment.

Which data component showed the greatest decline from prior year?

College and Career Acceleration (CCA) showed the greatest decline from the 16/17 school year (50% C to 29% F). As stated above, CCA has consistently been the lowest achievement in the school grade for the past three years. Issues unique to CVS students are mental health issues (anxiety and depression), transportation issues, and lack of online offerings of CCA courses. Virtual students often choose this educational option so they do not have to attend a brick and mortar school, thus do not want to come to school for electives options which could lead to industry certifications.

Which data component had the biggest gap when compared to the state average?

College and Career Acceleration (CCA) had the biggest gap compared to the state average (-31%).

Which data component showed the most improvement? Is this a trend?

Science showed the greatest improvement 67% to 83% (+16%). Achievement gains in Science have been a trend each year:
15/16 – 61%
16/17 – 67%
17/18 – 83%

Describe the actions or changes that led to the improvement in this area.

Per Jason Wikman, CVS science teacher, he contributes his revamped and fine-tuned Discussion Based Assessment (DBA) style, which incorporates higher level thinking skills rather than rote memorization as a key component in the improvement. He did admit that he had an exemplary group of science students in the 17/18 school year who were engaged, motivated and higher order thinkers. He noted his roster this year does not include the same number of students with this mindset. However Julianne Farricker will have those returning CVS students that Jason Wikman had last year for the Biology EOC for her US History EOC.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	73%	73%	60%	73%	73%	55%
ELA Learning Gains	53%	53%	57%	52%	52%	54%
ELA Lowest 25th Percentile	0%	0%	52%	0%	0%	49%
Math Achievement	54%	54%	61%	48%	48%	56%
Math Learning Gains	45%	45%	58%	33%	33%	54%
Math Lowest 25th Percentile	0%	0%	52%	0%	0%	48%
Science Achievement	83%	83%	57%	61%	61%	52%
Social Studies Achievement	65%	65%	77%	71%	71%	72%

EWS Indicators as Input Earlier in the Survey														
Indicator	Grade Level (prior year reported)													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 (0)	0 (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 (0)	0 (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 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	2 (0)	0 (1)	1 (2)	0 (1)	0 (0)	1 (0)	4 (5)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018						
	2017						
Cohort Comparison							
04	2018						
	2017						
Cohort Comparison		0%					
05	2018						
	2017						
Cohort Comparison		0%					
06	2018	0%	48%	-48%	52%	-52%
	2017	0%	52%	-52%	52%	-52%
Same Grade Comparison		0%					
Cohort Comparison		0%					
07	2018	0%	51%	-51%	51%	-51%
	2017	0%	45%	-45%	52%	-52%
Same Grade Comparison		0%					

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		0%				
08	2018	0%	57%	-57%	58%	-58%
	2017	64%	52%	12%	55%	9%
Same Grade Comparison		-64%				
Cohort Comparison		0%				
09	2018	0%	53%	-53%	53%	-53%
	2017	77%	52%	25%	52%	25%
Same Grade Comparison		-77%				
Cohort Comparison		-64%				
10	2018	53%	53%	0%	53%	0%
	2017	56%	54%	2%	50%	6%
Same Grade Comparison		-3%				
Cohort Comparison		-24%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018	0%	46%	-46%	52%	-52%
	2017	0%	51%	-51%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2018	0%	64%	-64%	54%	-54%
	2017	0%	57%	-57%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	0%	45%	-45%	45%	-45%
	2017	0%	49%	-49%	46%	-46%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2018					
	2017					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	0%	53%	-53%	50%	-50%
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	85%	69%	16%	65%	20%
2017	67%	72%	-5%	63%	4%
Compare		18%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	78%	-78%	71%	-71%
2017	0%	75%	-75%	69%	-69%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	60%	75%	-15%	68%	-8%
2017	70%	72%	-2%	67%	3%
Compare		-10%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	64%	72%	-8%	62%	2%
2017	60%	59%	1%	60%	0%
Compare		4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	41%	60%	-19%	56%	-15%
2017	54%	58%	-4%	53%	1%
Compare		-13%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	67	50		50	42		80	65		83	32
FRL										73	
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	67	56		45	50		56	67		81	52
FRL										92	55

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA Learning Gains
Rationale	CVS ELA Learning Gains decreased from a 61% B (16/17 SY) to a 53% C (17/18 SY) – 8 points A key barrier in the ELA learning gains is the transient student population supported by CVS. The students often come with learning gaps due to their pattern of "open door" enrollment in multiple learning environments. School personnel and parents/guardians should have a realistic picture of virtual education. In order to be successful with the flexibility offered through virtual education, students and families need to be committed to ensuring 6-8 hours of internet access 5 days a week. This access should be consistently monitored by a parent, adult family member or guardian. Family members and students must be easily accessible by phone as well as email and responsive to school communication. Students often choose CVS as an option when managing social, emotional, and mental health issues. CVS teachers would benefit from protocols and support for dealing with academic concerns that may be the result of the above mentioned issues.
Intended Outcome	Increase ELA Learning Gains from a 53 C to 54 B (+1)
Point Person	Cynthia kautz (cynthia.kautz@yourcharlotteschools.net)
Action Step	
Description	*Cynthia Kautz (ELA teacher) will participate in the ELA & Math Critical Concepts Collaborative Plan 3rd-10th Grades Committee. *Ensure all students who are a Level 1 or 2 are enrolled in an intensive reading course taught by their same English teacher for continuity. *Open Lab will be restructured to include ELA instruction and application aligned with standards. *Open Lab –Every three weeks, from 1:30 to 4:00 pm, students are invited to attend open lab for face-to-face interaction with their teachers, program manager, and the school counselor. Open Lab Tutoring is optional for students who are ahead of pace or making academic gains. *PACE Lab – Every three weeks, from 10:00 am to 12:00 pm, any student who is behind pace or has a "D/F" in ANY virtual course beyond the 21 day grace period, is required to attend the remaining PACE labs for the semester. Attendance is taken and no shows are contacted. Teachers, school counselor, and program manager provide students with support on managing time and assignments to complete. At the conclusion of face to face instruction, students have to turn in an exit ticket which details what they accomplished during tutoring to ensure they are productive while they attend PACE Lab. If a student is consistently behind pace and face to face instruction does not help, a parent conference is scheduled to discuss an attendance contract and other options. *Reinstatement of the test logic prep session will be scheduled within six weeks of testing (Boot Camp). Introducing test logic strategies sooner could result in students working to "game" the test rather than reading to understand questions. *Access for students via FLVS to utilize the Shmoop program for test prep.

*Tools for skills practice will be made available on all CVS teacher's announcement pages.

*CVS teachers' Deliberate Practice Plan goal will be to develop and implement strategies to utilize in open lab to increase learning gains in all subject areas, including ELA.

Person Responsible	Cynthia kautz (cynthia.kautz@yourcharlotteschools.net)

Plan to Monitor Effectiveness

Description	*PACE, Open Lab and Boot Camp attendance *Assessment scores *Course completion *Teacher Support Team (TST) weekly logs Teacher Support Team (TST) – Every Tuesday, the teachers and program manager meet to create student-centered interventions as well as follow up on past interventions (agenda, interventions, and updates are maintained in a shared google document). The VS Student Details report drives the discussion with regards to grades and pacing. Students are discussed individually and a list of interventions is created and implemented. Families are contacted immediately via telephone/email and are informed of the proposed interventions. The feedback from the families is discussed among the TST members. Any modifications to the proposed interventions are distributed by the Program Manager to the parent/student/teacher.
Person Responsible	Leanne Fahey (leanne.fahey@yourcharlotteschools.net)

Activity #2	
Title	MATH Learning Gains
Rationale	CVS Math Learning Gains decreased from a 51% C (16/17 SY) to a 45% C (17/18 SY) – 6 points A key barrier in the Math learning gains is the transient student population supported by CVS. The students often come with learning gaps due to their pattern of "open door" enrollment in multiple learning environments.
Intended Outcome	Increase Math Learning Gains from a 45 C to a 50 C (+5).
Point Person	[no one identified]

Action Step	
Description	*Janet Scinta (Math teacher) will participate in the ELA & Math Critical Concepts Collaborative Plan 3rd-10th Grades Committee. *Open Lab will be restructured to include ELA instruction and application aligned with standards. *Open Lab –Every three weeks, from 1:30 to 4:00 pm, students are invited to attend open lab for face-to-face interaction with their teachers, program manager, and the school counselor. Open Lab Tutoring is optional for students who are ahead of pace or making academic gains. *PACE Lab – Every three weeks, from 10:00 am to 12:00 pm, any student who is behind pace or has a "D/F" in ANY virtual course beyond the 21 day grace period, is required to attend the remaining PACE labs for the semester. Attendance is taken and no shows are contacted. Teachers, school counselor, and program manager provide students with support on managing time and assignments to complete. At the conclusion of face to face instruction, students have to turn in an exit ticket which details what they accomplished during tutoring to ensure they are productive while they attend PACE Lab. If a student is consistently behind pace and face to face instruction does not help, a parent conference is scheduled to discuss an attendance contract and other options. *Math Boot Camp will be scheduled over multiple sessions prior to the administration of state assessments. *Access for students via FLVS to utilize the Shmoop program for test prep. *Tools for skills practice will be made available on all CVS teacher's announcement pages. *CVS teachers' Deliberate Practice Plan goal will be to develop and implement strategies to utilize in open lab to increase learning gains in all subject areas, including Math.
Person Responsible	[no one identified]

Plan to Monitor Effectiveness	
Description	*PACE, Open Lab and Boot Camp attendance *Assessment scores *Course completion *Teacher Support Team (TST) weekly logs Teacher Support Team (TST) – Every Tuesday, the teachers and program manager meet to create student-centered interventions as well as follow up on past interventions (agenda,

interventions, and updates are maintained in a shared google document). The VS Student Details report drives the discussion with regards to grades and pacing. Students are discussed individually and a list of interventions is created and implemented. Families are contacted immediately via telephone/email and are informed of the proposed interventions. The feedback from the families is discussed among the TST members. Any modifications to the proposed interventions are distributed by the Program Manager to the parent/student/teacher.

Person Responsible   Leanne Fahey (leanne.fahey@yourcharlotteschools.net)

Activity #3	
Title	College and Career Acceleration (CCA)
Rationale	CVS College and Career Acceleration Points decreased from a 50% C (16/17 SY) to a 29% F (17/18 SY) – 21 points Limited FLVS course offerings align with industry certifications. Limited number of students are deemed appropriate for Advanced Placement. CVS students tend to choose this virtual educational option so they do not have to attend a brick and mortar school, thus limiting options for school-based electives which could lead to industry certifications.
Intended Outcome	In the analysis of the 17/18 school year graduates, 15/34 (44% C) students earned a CCA point, thus bringing the achievement level up 15% for the 18/19 school grade.
Point Person	Leanne Fahey (leanne.fahey@yourcharlotteschools.net)

Action Step	
Description	*CVS Principal, Program Manager and teachers will research FLVS courses offered that can be aligned with industry certifications and current CVS teacher's FLDOE certifications. *CVS teachers will apply for additional certification subjects that align with Career and College Acceleration opportunities (i.e. Humanities certification for AP Art History). *Updated New Student Orientation PowerPoint will inform CVS parents of Charlotte Technical College and Advanced Placement opportunities. *CVS Manager in collaboration with Principal will create a flowchart to use as advertising to CVS students about the career & college readiness opportunities provided. *Program Manager will network with other Franchise Managers (FLDVIPN group) for CCA options for virtual students. *Program Manager will analyze the 18/19 graduating class to determine CCA points accrued and brainstorm with CVS teachers to determine CCA possibilities for those students who do not earned them. *Effective 19/20 school year, all incoming 9th graders (10-12 graders with no CCA point) will be enrolled in an elective which leads to industry certification. This enrollment could be through CVS OR through electives served by CTC. *Prior to each school year/semester, CVS teachers will review full-time CVS enrollment to recommend students for Advanced Placement opportunities. *CVS Manager and Principal will review C & C district report in the spring of the year before scheduling to follow- up on those students who have NO C & C.
Person Responsible	Leanne Fahey (leanne.fahey@yourcharlotteschools.net)

Plan to Monitor Effectiveness	
Description	Program Manager will keep data base of CVS students' attainment of a CCA point. Teacher Support Team (TST) will review all students without CCA point and determine most appropriate course of action for student to obtain CCA point.
Person Responsible	Leanne Fahey (leanne.fahey@yourcharlotteschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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 app and phone calls.

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

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).

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.

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.

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 2018/2019, 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.

Part V: Budget

Total:	$662.00