Charlotte Virtual Franchise

leadership
analysis
Florida
college and career
mission
students
ambitious
family and community involvement
school improvement
striving
achievement
relationships
teaching
learning
success
areas of focus
instruction
strategic planning
collaboration
vision
supportive environment
resources
growth
needs assessment

2019-20 Schoolwide Improvement Plan

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Charlotte Virtual Franchise

1445 EDUCATION WAY, Port Charlotte, FL 33948

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

Demographics

Principal: Deshon Jenkins

Start Date for this Principal: 7/22/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	11%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students
School Grades History	2018-19: A (63%) 2017-18: B (61%) 2016-17: A (63%) 2015-16: B (57%) 2014-15: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](http://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.

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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)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	B	A	B

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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

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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	Job Duties and Responsibilities
Fahey, Leanne	Other	Leanne Fahey serves as the Program Manager. Working with the day to day program decisions which include: • Facilitates new student enrollment and orientation • Monitors student pace and progress to ensure students meet graduation requirements • Facilitates parent conferences • Makes scheduling decisions in consultation with the Principal • Manages teachers for the exception of evaluation • Oversees the planning and administration of state assessments • Attends APC district meetings and implements policies and procedures • Attends all virtual school conferences • Youth Mental Health Commission (YMHC)
Bennett, DeeLynn	Principal	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.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	3	10	7	8	13	16	25	82
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	1	1	0	3	2	2	9

The number of students with two or more early warning indicators:

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

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
5

Date this data was collected or last updated
Monday 8/26/2019

Prior Year - 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	0	2	0	1	0	0	1	4

The number of students with two or more early warning indicators:

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

Prior Year - 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	0	2	0	1	0	0	1	4

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	71%	65%	61%	70%	70%	57%
ELA Learning Gains	50%	49%	59%	61%	61%	57%
ELA Lowest 25th Percentile	0%	46%	54%	0%	0%	51%
Math Achievement	65%	60%	62%	50%	50%	58%
Math Learning Gains	42%	43%	59%	51%	51%	56%
Math Lowest 25th Percentile	0%	35%	52%	0%	0%	50%
Science Achievement	70%	60%	56%	67%	67%	53%
Social Studies Achievement	70%	75%	78%	67%	67%	75%

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	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	3 (0)	10 (0)	7 (0)	8 (0)	13 (0)	16 (0)	25 (0)	82 (0)
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 (0)	1 (2)	1 (0)	0 (1)	3 (0)	2 (0)	2 (1)	9 (4)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	0%	49%	-49%	54%	-54%
	2018	0%	48%	-48%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	46%	-46%	52%	-52%
	2018	0%	51%	-51%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	56%	-56%	56%	-56%
	2018	0%	57%	-57%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	81%	53%	28%	55%	26%
	2018	0%	53%	-53%	53%	-53%
Same Grade Comparison		81%				
Cohort Comparison		81%				
10	2019	57%	52%	5%	53%	4%
	2018	53%	53%	0%	53%	0%
Same Grade Comparison		4%				
Cohort Comparison		57%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	0%	51%	-51%	55%	-55%
	2018	0%	46%	-46%	52%	-52%
Same Grade Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
07	2019	0%	62%	-62%	54%	-54%
	2018	0%	64%	-64%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	47%	-47%	46%	-46%
	2018	0%	45%	-45%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019	0%	55%	-55%	48%	-48%
	2018	0%	53%	-53%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	71%	-71%	67%	-67%
2018	85%	69%	16%	65%	20%
Compare		-85%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	78%	-78%	71%	-71%
2018	0%	78%	-78%	71%	-71%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	68%	76%	-8%	70%	-2%
2018	60%	75%	-15%	68%	-8%
Compare		8%			

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2019	50%	64%	-14%	61%	-11%	
2018	64%	72%	-8%	62%	2%	
Compare		-14%				
GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2019	62%	62%	0%	57%	5%	
2018	41%	60%	-19%	56%	-15%	
Compare		21%				

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
WHT	68	47		62	36			75		100	42
FRL										92	17
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	505
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Once again, College and Career Acceleration (CCA) performed the lowest. It has consistently been the lowest achievement score in our school grade for the past four years. Many virtual students choose not to attend brick and mortar schools, where opportunities for CCA points are more readily available through industry certification, advanced placement and dual enrollment. The very nature of virtual education and the reasons families choose this educational format make it difficult to capture CCA points. Students often choose CVS as an option when managing social, emotional, and mental health issues.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science had a 13 point drop from the prior year. It is important to note that the 18/19 science achievement score of 70 was 2 points above the state average. Individual students differ from year to year. CVS tested 22 science students in the 17/18 SY versus 13 in the 18/19 SY. If you statistically average, outliers have a greater effect when there is a smaller number of test takers.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math learning gains had the greatest gap (42) when compared to the state average (48). CVS students are recommended to have a Level 3 or higher in math and reading because the rigor of the curriculum. Thus, it becomes more difficult to show math gains when the baseline is a level 3. CVS has accepted Level 2 math students for the 19/20 SY.

Which data component showed the most improvement? What new actions did your school take in this area?

The CVS graduation rate had the most improvement, with a 14 point increase from 83 to 97. Our school is diligent in tracking and maintaining transcripts to ensure students are meeting graduation requirements on or ahead of pace. The school counselor and program manager meet at the start of every semester and the end of the school year to verify grades and transcripts.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

NA

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Math Learning Gains
2. ELA Learning Gains
3. Social Studies Achievement
4. College and Career Acceleration

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math Learning Gains
Rationale	CVS Math Learning Gains decreased three points from a 45% C (17/18 SY) to a 42% (18/19 SY).

State the measurable outcome the school plans to achieve	Increase Math Learning Gains from a 42 to a 45 (three points).
Person responsible for monitoring outcome	Leanne Fahey (leanne.fahey@yourcharlotteschools.net)
Evidence-based Strategy	Marzano Domain 1: Classroom Strategies and Behaviors DQ3#: Helping Students Practice and Deepen New Knowledge through: 14: Reviewing Content 15: Organizing Students to Practice and Deepen Knowledge
Rationale for Evidence-based Strategy	The Marzono evidenced based strategies of reviewing content and organizing students to practice and deepen knowledge are beneficial for students with unique student needs and situations. CVS students complete their curriculum online and remotely. Research shows that reviewing content is necessary to deepen the understanding of new knowledge. Engaging in cooperative learning provides students a second opportunity to describe how they approached problems and hear alternative approaches that other students used. Although students have access to their teachers throughout the week via phone, text, and email; these evidenced based strategies provide the opportunity for students to engage in person with their teachers and peers to review content in a cooperative and collaborative learning environment. This provides group opportunities for students to deepen their knowledge of content through peer interaction and feedback.

Action Step	
Description	1. Teacher Support Team (TST) – The teachers and program manager meet weekly to create student-centered interventions as well as follow up on past interventions for students who are behind pace or have a D/F in any course. The program manager provides the progress report (including current course percentage complete and grade) to the teachers the day before the meeting. 2. Pace and Open Lab have been restructured to include small group math instruction and application aligned with the standards. 3. Open Lab –Every three weeks, from 1:30 to 4:00 pm, students are encouraged to attend Open Lab for face-to-face math instruction with their teacher. As an incentive for attendance, students earn collaboration credit towards their course grade. 4. 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 is required to attend PACE Lab. Attendance is taken and no shows are contacted. This provides students an opportunity to meet face to face with their teachers to develop a plan for success. Teachers provide individual and small group instruction. At the conclusion of Pace Lab, students are expected to turn in an exit ticket which details what they accomplished during lab. When a student is consistently behind pace and the face to face intervention is not successful, a parent conference is scheduled to discuss an attendance contract and other options. 5. Math Boot Camp will be scheduled over multiple sessions prior to the administration of

state assessments to enhance understanding of previously taught concepts. This face to face instruction allows for differentiation of instruction and assessment; as well as student grouping to deepen knowledge and practice skills.

6. Tools for skills practice are available on the math teacher's announcement pages.

Person Responsible Janet Scinta (janet.scinta@yourcharlotteschools.net)

#2	
Title	ELA Learning Gains
Rationale	CVS ELA Learning Gains decreased three points from a 53% (17/18 SY) to a 50% (18/19 SY).

State the measurable outcome the school plans to achieve	Increase ELA Learning Gains from a 50 to 52 (two points).
Person responsible for monitoring outcome	Leanne Fahey (leanne.fahey@yourcharlotteschools.net)
Evidence-based Strategy	Marzano Domain 1: Classroom Strategies and Behaviors DQ3#: Helping Students Practice and Deepen New Knowledge through: 14: Reviewing Content 15: Organizing Students to Practice and Deepen Knowledge
Rationale for Evidence-based Strategy	The Marzono evidenced based strategies of reviewing content and organizing students to practice and deepen knowledge are beneficial for students with unique student needs and situations. CVS students complete their curriculum online and remotely. Research shows that reviewing content is necessary to deepen the understanding of new knowledge. Engaging in cooperative learning provides students a second opportunity to describe how they approached problems and hear alternative approaches that other students used. Although students have access to their teachers throughout the week via phone, text, and email; these evidenced based strategies provide the opportunity for students to engage in person with their teachers and peers to review content in a cooperative and collaborative learning environment. This provides group opportunities for students to deepen their knowledge of content through peer interaction and feedback.

Action Step	
Description	1. Students who are a Level 1 or 2 are enrolled in an intensive reading course taught by their same English teacher for continuity. 2. Teacher Support Team (TST) – The teachers and program manager meet weekly to create student-centered interventions as well as follow up on past interventions for students who are behind pace or have a D/F in any course. The program manager provides the progress report (including current course percentage complete and grade) to the teachers the day before the meeting. 3. Pace and Open Lab have been restructured to include small group ELA instruction and application aligned with the standards. 4. Open Lab –Every three weeks, from 1:30 to 4:00 pm, students are encouraged to attend Open Lab for face-to-face ELA instruction with their teacher. As an incentive for attendance, student earn collaboration credit towards their course grade. 5. 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 is required to attend PACE Lab. Attendance is taken and no shows are contacted. This provides students an opportunity to meet face to face with their teachers to develop a plan for success. Teachers provide individual and small group instruction. At the conclusion of Pace Lab, students are expected to turn in an exit ticket which details what they accomplished during lab. When a student is consistently behind pace and the face to face intervention is not successful, a parent conference is scheduled

to discuss an attendance contract and other options.

6. ELA Boot Camp will be scheduled over multiple sessions prior to the administration of state assessments to enhance understanding of previously taught concepts. This face to face instruction allows for differentiation of instruction and assessment; as well as student grouping to deepen knowledge and practice skills.

7. Tools for skills practice are available on the ELA teacher's announcement pages.

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

#3	
Title	Social Studies Achievement
Rationale	CVS Social Studies achievement score (70) was three points below the state average (73).
State the measurable outcome the school plans to achieve	Increase Social Studies achievement score from 70 to 77 (seven points).
Person responsible for monitoring outcome	Leanne Fahey (leanne.fahey@yourcharlotteschools.net)
Evidence-based Strategy	Marzano Domain 1: Classroom Strategies and Behaviors DQ3#: Helping Students Practice and Deepen New Knowledge through: 14: Reviewing Content 15: Organizing Students to Practice and Deepen Knowledge
Rationale for Evidence-based Strategy	The Marzono evidenced based strategies of reviewing content and organizing students to practice and deepen knowledge are beneficial for students with unique student needs and situations. CVS students complete their curriculum online and remotely. Research shows that reviewing content is necessary to deepen the understanding of new knowledge. Engaging in cooperative learning provides students a second opportunity to describe how they approached problems and hear alternative approaches that other students used. Although students have access to their teachers throughout the week via phone, text, and email; these evidenced based strategies provide the opportunity for students to engage in person with their teachers and peers to review content in a cooperative and collaborative learning environment. This provides group opportunities for students to deepen their knowledge of content through peer interaction and feedback.

Action Step	
Description	1. Teacher Support Team (TST) – The teachers and program manager meet weekly to create student-centered interventions as well as follow up on past interventions for students who are behind pace or have a D/F in any course. The program manager provides the progress report (including current course percentage complete and grade) to the teachers the day before the meeting. 2. Pace and Open Lab have been restructured to include small group social studies instruction and application aligned with the standards. 3. Open Lab –Every three weeks, from 1:30 to 4:00 pm, students are encouraged to attend Open Lab for face-to-face ELA instruction with their teacher. As an incentive for attendance, student earn collaboration credit towards their course grade. 4. 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 is required to attend PACE Lab. Attendance is taken and no shows are contacted. This provides students an opportunity to meet face to face with their teachers to develop a plan for success. Teachers provide individual and small group instruction. At the conclusion of Pace Lab, students are expected to turn in an exit ticket which details what they accomplished during lab. When a student is consistently behind pace and the face to face intervention is not successful, a parent conference is scheduled to discuss an attendance contract and other options. 5. Civics and US History Boot Camps will be scheduled over multiple sessions prior to the administration of state assessments to enhance understanding of previously taught

concepts. This face to face instruction allows for differentiation of instruction and assessment; as well as student grouping to deepen knowledge and practice skills.
6. Tools for skills practice are available on the social studies teachers' announcement pages.

Person Responsible   Julianne Farricker (julianne.farricker@yourcharlotteschools.net)

#4	
Title	College and Career Acceleration - restructure Advanced Placement (AP) testing and small group instruction/review
Rationale	CVS increased College and Career Acceleration from 29% to 40% over one year. CVS was 10 points below the district average 50%.

State the measurable outcome the school plans to achieve	Increase College and Career Acceleration from 40 to 50 (10 points).
Person responsible for monitoring outcome	Leanne Fahey (leanne.fahey@yourcharlotteschools.net)
Evidence-based Strategy	Marzano Domain 1: Classroom Strategies and Behaviors DQ3#: Helping Students Practice and Deepen New Knowledge through: 14: Reviewing Content 15: Organizing Students to Practice and Deepen Knowledge
Rationale for Evidence-based Strategy	The Marzono evidenced based strategies of reviewing content and organizing students to practice and deepen knowledge are beneficial for students with unique student needs and situations. CVS students complete their curriculum online and remotely. Research shows that reviewing content is necessary to deepen the understanding of new knowledge. Engaging in cooperative learning provides students a second opportunity to describe how they approached problems and hear alternative approaches that other students used. Although students have access to their teachers throughout the week via phone, text, and email; these evidenced based strategies provide the opportunity for students to engage in person with their teachers and peers to review content in a cooperative and collaborative learning environment. This provides group opportunities for students to deepen their knowledge of content through peer interaction and feedback.

Action Step	
Description	1. Enroll CVS students, who are recommended by the teacher support team, in virtual AP courses; in order for them to earn college credit and capture acceleration points. 2. CVS is working to reconfigure with the AP College Board to allow full time students to take their AP exams in the CVS classroom. In this small, familiar environment, AP exams will be administered by staff that the students are comfortable with. Testing groups will range from one to six students. 3. AP Boot Camps will be scheduled over multiple sessions prior to the administration of the exams to enhance understanding of previously taught concepts. This face to face instruction allows for differentiation of instruction and assessment; as well as student grouping to deepen knowledge and practice skills. 4. Tools for skills practice are available on AP teachers' announcement pages. 5. AP students will have access to AP Classroom, which are free resources for targeted practice and feedback, individualized support, and a library of real AP exam questions. 6. Funding is allotted for AP teachers to attend AP Summer Institutes specific to their subject area. This provides opportunity for teachers to build their skill set in AP education and more clearly define what students must know and be able to do to be successful on the AP exam.

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

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

NA