Charlotte County Public Schools

Charlotte Virtual Franchise

2021-22 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: 7/1/2015

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	11%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	No	10%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	**2020-21**	**2019-20**	**2018-19**	**2017-18**
Grade		A	A	B

School Board Approval

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SIP Authority

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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

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.

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.

To provide students a K-12 virtual curriculum that supports student success.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Bennett, DeeLynn	Principal	Deelynn Bennett serves as the School Administrator for Charlotte Virtual School. She is an instructional coach to Cynthia Gulsby, Leanne Fahey, and the virtual instructors in the continuous improvement cycle of the school.
Gulsby, Cynthia	Assistant Principal	Cynthia Gulsby serves as the Assistant Principal. Working with the day to day program decisions which include: Evaluating CVS staff (teachers, program manager, school counselor, data technologist, and administrative assistant) in consultation with the principal Attending APC district meetings and implements policies and procedures Overseeing the planning and administration of state assessments Facilitating solution-focused parent conferences
Fahey, Leanne	Other	Leanne Fahey serves as the Program Manager. Working with the day to day program decisions, including: Acting as the liaison with FLVS in the role of Instructional Leader, ensuring CVS adheres to the annual FLVS Franchise Agreement Facilitating new student enrollment and orientation Scheduling students in VSA in conjunction with school counselor Monitoring student pace and progress to ensure students meet graduation requirements in conjunction with school counselor Facilitating weekly Teacher Support Team (TST) Facilitating solution-focused parent conferences Managing program staff (teachers, school counselor, data technologist, and administrative assistant) with the exception of evaluations Attending APC district meetings and implements policies and procedures Planning and implementing state assessments Attending all virtual school conferences

Demographic Information

Principal start date

Wednesday 7/1/2015, Deshon Jenkins

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

6

Total number of students enrolled at the school

183

Identify the number of instructional staff who left the school during the 2020-21 school year.

55

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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	4	6	7	10	5	9	10	16	32	10	17	27	30	183
Attendance below 90 percent	0	0	0	0	2	1	3	1	4	0	9	5	4	29
One or more suspensions	0	0	0	0	0	0	0	0	1	0	1	3	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	4	2	2	9
Course failure in Math	0	0	0	0	0	0	0	0	1	1	5	3	2	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	2	2	0	4	1	3	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	2	3	2	3	2	1	13
Number of students with a substantial reading deficiency	1	2	2	3	0	0	0	2	2	0	4	1	1	18

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	1	0	5	3	2	11

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	

Date this data was collected or last updated

Wednesday 9/8/2021

2020-21 - 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	
Number of students enrolled	109	155	146	123	135	141	169	222	189	169	205	199	147	2109
Attendance below 90 percent	3	32	22	17	11	19	21	28	39	40	36	38	41	347
One or more suspensions	0	2	1	4	4	0	4	44	35	14	28	26	22	184
Course failure in ELA	0	0	0	1	8	4	10	29	36	27	62	56	53	286
Course failure in Math	0	0	0	0	13	5	14	28	38	37	46	53	71	305
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	5	23	18	26	34	32	43	47	230
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	8	30	30	35	26	34	41	28	233
	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	

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	2	0	3	4	5	19	40	51	45	55	59	58	341

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	4	9	3	0	0	0	0	1	2	0	0	0	5	24
Students retained two or more times	0	0	0	0	0	0	0	1	2	1	2	0	1	7

2020-21 - 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	
Number of students enrolled	109	155	146	123	135	141	169	222	189	169	205	199	147	2109
Attendance below 90 percent	3	32	22	17	11	19	21	28	39	40	36	38	41	347
One or more suspensions	0	2	1	4	4	0	4	44	35	14	28	26	22	184
Course failure in ELA	0	0	0	1	8	4	10	29	36	27	62	56	53	286
Course failure in Math	0	0	0	0	13	5	14	28	38	37	46	53	71	305
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	5	23	18	26	34	32	43	47	230
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	8	30	30	35	26	34	41	28	233
	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	

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	2	0	3	4	5	19	40	51	45	55	59	58	341

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	4	9	3	0	0	0	0	1	2	0	0	0	5	24
Students retained two or more times	0	0	0	0	0	0	0	1	2	1	2	0	1	7

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				71%	65%	61%	73%	73%	60%
ELA Learning Gains				50%	49%	59%	53%	53%	57%
ELA Lowest 25th Percentile					46%	54%			52%
Math Achievement				65%	60%	62%	54%	54%	61%
Math Learning Gains				42%	43%	59%	45%	45%	58%
Math Lowest 25th Percentile					35%	52%			52%
Science Achievement				70%	60%	56%	83%	83%	57%
Social Studies Achievement				70%	75%	78%	65%	65%	77%

Grade Level Data Review - State Assessments
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	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	0%	49%	-49%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	0%	46%	-46%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	56%	-56%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	81%	53%	28%	55%	26%
Cohort Comparison		0%				
10	2021					
	2019	57%	52%	5%	53%	4%
Cohort Comparison		-81%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	0%	51%	-51%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	0%	62%	-62%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	47%	-47%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019	0%	55%	-55%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	0%	71%	-71%	67%	-67%

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	0%	78%	-78%	71%	-71%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	68%	76%	-8%	70%	-2%

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	50%	64%	-14%	61%	-11%

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	62%	62%	0%	57%	5%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

ClearSight for ELA - grades 1-11

Prior to 20/21, CVS progress monitored using the FLVS Educator platform and did not utilize the district required progress monitoring programs. Prior to the 20/21 "covid" school year, CVS had enrollment criteria which included proficient reading and math scores. Due to the influx of students to CVS in 20/21, the on boarding of teachers to meet the demands, and progress monitoring being conducted remotely without teacher supervision, the district only required CVS to progress monitor in ELA. The ELA data is not indicative of the number of students enrolled in CVS during the 20/21 school year, as a minimal percentage complied with the progress monitoring requirement. A myriad of factors impacted the numbers of students who tested, including student and familial refusal, COVID illness and residual effects, user error, complex instructions, technical glitches, time constraints, and namely that progress monitoring was conducted virtually at home and perceived as optional, regardless of the CVS stance that it was required.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	2/67%		5/83%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5/83%	5/100%	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8/100%	37/90%	30/86%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	3/100%	15/54%	20/59%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8/89%	16/76%	12/86%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		22/63%	1/65%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		45/74%	26/79%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		15/50%	16/68%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		24/67%	18/69%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		27/59%	19/68%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		4/80%	4/50%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20**	**C & C Accel 2019-20**
SWD	53	60	47	30	29	35	41	45			
ELL				20							
BLK	46	54		26	31						
HSP	63	63		47	33			58			
MUL	82			54							

2021 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 2019-20	C & C Accel 2019-20
WHT	71	58	43	51	33	23	67	77	65	100	40
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	

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	627
Total Components for the Federal Index	11
Percent Tested	74%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	20
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	57
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	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

CVS continues to meet or exceed district and state achievement levels in the area of ELA because reading is an integral component of student success. Students (grades 4-12) are recommended to have a proficient FSA ELA score to enroll in CVS. Students must have been successfully promoted from the prior grade and not owe any credits (CVS does not offer credit recovery - students are required to retake the course). Reading on or above grade level is recommended for success in this virtual curriculum which is 95% reading. Regardless of subject, students must engage in an enormous amount of reading to be successful in their courses.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data components based off 18/19 to 20/21 state assessment results that demonstrate the greatest need for improvement are:
Math achievement
Math gains

The data components based off 20/21 state assessment results that demonstrate need for improvement are:
L25 gains ELA
L25 gains math
*first time school grade components for CVS since its inception

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Due to COVID, CVS enrollment grew from 100 (6-12) students (19/20) to 3000 (K-12) students at the start of the 20/21 school year. The enrollment criteria for CVS was eliminated due to COVID; thus students regardless of academic ability or needs were enrolled. CVS also added K-5 to meet the district virtual elementary demands. Due to the rapid increase of teacher growth needed to support our student enrollment, CVS hired 55 new instructors, who were new to virtual instruction and the platform. During this on-boarding endeavor, teachers were educating students during their own FLVS training to use the platform. FLVS new teacher training classes grew from less to ten, to the hundreds, with one FLVS trainer. Due to these factors, CVS was unable to provide some of our signature strategies such live labs, boot-camps, along with state testing in a small and familiar environment (CVS lab) with at least 95% of students tested.

The actions needed for improvement are resuming our recommended enrollment criteria (current enrollment 183) and employing six instructors who are highly-effective and excel in virtual instruction. CVS offers daily teacher, student and familial support through our program manager, school counselor, and support staff. CVS will offer live and ZOOM open labs for individual and small group instruction, remediation, and state assessment preparation.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data components based off 18/19 to 20/21 state assessment results that showed the most improvement are:
ELA Gains
Social Studies Achievement
College and Career Acceleration

What were the contributing factors to this improvement? What new actions did your school take in this area?

The CVS curriculum focuses heavily on reading and writing across subject areas. As based on the state data, the reading and writing demanded in all curricular areas have resulted in high stakes testing scores that meet or exceed state and district averages.

The CVS virtual curriculum is 95% reading intensive and students must be able to comprehend and apply the material in order to be successful in their courses. Due to the increase in the actual amount of time that students were reading, this may have increased the gains in ELA and supported the social studies scores.

College and career acceleration (CCA) has long been a struggle for CVS based on our students opting for at-home instruction for a myriad of reasons and hesitance to attend brick and mortar institutions. However with opportunities for virtual advanced placement (CVS) and college (FSW) courses, along with the CVS/CTC affiliation, opportunities for CCA are becoming increasingly available for CVS students. In 20/21 CVS was able to employ a full-time CVS School Counselor whose mission is to ensure every student from K-12 is college and career ready by the time they graduate from CCPS.

What strategies will need to be implemented in order to accelerate learning?

The strategies that will be implemented in order to accelerate learning are:
Explicit, systematic instruction
Visual Representation
Schema
Metacognitive Strategies

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunties that will be provided at CVS to support teachers and leaders are:
Weekly CVS virtual PLC with teachers, program manager, and school counselor
Ongoing FLVS training (Pathways) and support by FLVS Training Manager
Ongoing CVS Professional Development geared towards the development and implemention of the skills necessary for improvement in virtual instruction, student engagement, social emotional learning, and academic success
FLVS subject area PLCs with other county franchises
BOLD (Blended and Online Learning Discovery of Florida) annual conference
FLVS annual franchise conference

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Building relationships is the cornerstone of student success. CVS staff and students are afforded the opportunity to work together over the years. Our K-12 school allows for teachers, students, and parents to collaborate throughout the students' education. Students have had the same secondary

core teachers. This allows for both progress monitoring and personal connections beyond compare.

CVS will follow a pyramid of student interventions on an individual or group basis, both in-person or ZOOM.
Every CVS Franchise employee who works directly with students (teachers, school counselor and program manager) has a ZOOM educational account, free of charge, from FLVS. The ZOOM Education account allows CVS to build collaborative classrooms to enrich teaching and learning with the goal of improving learning outcomes. This software tracks student engagement, is accessible for all learners, and enables FERPA compliance. Collaboration and engagement features include content sharing, digital white boarding, video breakout rooms, multi-sharing, polling and group chats.

The addition of full-time school counselor allows for the social-emotional learning component needed to assist our unique student population develop and implement the requisite skills to become productive and prosocial members of society. Both ZOOM and open-lab group activities facilitated by the CVS School Counselor provides students the opportunity to socialize with their peers and practice skills they have learned through social emotional learning. Students can also work on one with the CVS counselor regarding special needs.

Additional student and staff supports as needed will be provided to enhance technology instruction as it grows

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Due to the pandemic, students who would not have necessarily chosen virtual instruction are now enrolled in CVS. Providing student-centered instruction, especially in the virtual realm, promotes student engagement, increases opportunities for meaningful learning experiences, and provides opportunities for students to practice higher-level critical thinking skills. This in turn should contribute to improving our scores math achievement and gain, as well as lowest quartile in math and ELA.
Measurable Outcome:	Meet or achieve our 21/22 school grade goal in the areas of: Math achievement - goal 65 Math gains - goal 45 L25 math - 50 L25 ELA - 50
Monitoring:	This area of focus will be monitored by attendance (in-person or ZOOM), school grade, as well as a minimum of % participation in all state assessments.
Person responsible for monitoring outcome:	Leanne Fahey (leanne.fahey@yourcharlotteschools.net)
Evidence-based Strategy:	High Leverage Practice #18 Using strategies to promote active student engagement and academic success. Teachers use a variety of instructional strategies that result in active student responding. Active student engagement is critical to academic success. Teachers must initially build positive student–teacher relationships to foster engagement and motivate reluctant learners. They promote engagement by connecting learning to students' lives (e. g., knowing students' academic and cultural backgrounds) and using a variety of teacher-led (e.g., choral responding and response cards), peer-assisted (e. g., cooperative learning and peer tutoring), student-regulated (e.g., self-management), and technology-supported strategies shown empirically to increase student engagement. They monitor student engagement and provide positive and constructive feedback to sustain performance.
Rationale for Evidence-based Strategy:	The above noted high-leverage practices are from IRIS resources on HLPs https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/ https://highleveragepractices.org/four-areas-practice-k-12 Evidence to support this evidenced based strategy was also gleaned from Florida Department of Education data reported for CVS from 2015-2016 to 2020-2021.

Action Steps to Implement

At the elementary level (all subjects):

Students can contact their teacher for help with their material from 8am – 8pm for extra assistance with specific assignments.

At the elementary ELA and math level:
The teacher offers live lessons on ZOOM weekly and facilites six open lab sessions per semester.

One-on-one sessions are scheduled with any student/parent in person or ZOOM to teach a lesson when the student requires extra help.

At the elementary ELA level:

Enrichment credit (extra credit) is awarded to students who book a one-on-one Zoom meeting to review their ClearSight results and set academic goals for the semester.

Collabortion credit for attending open or ZOOM lab (one hour per course per semester).
*Enrichment and collaboration are at teacher discretion and built into the FLVS gradebook.

Person Responsible Melissa Russell (mellissa.russell@yourcharlotteschools.nett)

At the secondary ELA level:

Enrichment credit (extra credit) is awarded to students who book a one-on-one Zoom meeting to review their ClearSight results and set academic goals for the semester.

Collaboration credit for attending open or ZOOM lab (one hour per course per semester).
*Enrichment and collaboration are at teacher discretion and built into the FLVS gradebook.

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

At the secondary level, across all core subjects:

Students can contact their teachers for help with their material from 8am – 8pm for extra assistance with specific assignments.

Across the curriculum and throughout the year live mini lessons are presented via ZOOM. These lessons focus on specific skills needed to unpack a lesson or explain how to respond and complete a specific assessment as well as to prepare students for high stakes testing. To receive collaboration or enrichment credit for participation, teachers often require students' faces to be seen or students' voices to be heard during the ZOOM. Students and teachers may privately chat via the chat box. Students may also be required to submit a response to demonstrate meaningful participation in the session

*all secondary teachers are responsible for this action step

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

CVS strives to offer an in-person testing environment that best meets the students' needs. This often results in providing a 1:1 testing environment. There are students who have chosen the virtual environment in response to COVID and chose not to test at their geographic school last year. Teachers and staff are diligently addressing these concerns to bring students into CTC for a small group testing environment.

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

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	Due to COVID during the 20/21 school year, in-person labs and boot-camps were suspended. The lack of preparation time afforded to CVS for our exponential studnet growth, the addition of K-5 and on-boarding of 55 teachers, who were new to virtual instruction, impacted our ability to provide small group intruction, which in prior years was a cornerstone of our success. Small group instruction both in person and via ZOOM has been reinstituted this year.
Measurable Outcome:	Meet or achieve our 21/22 school grade goal in the areas of: Math achievement - goal 65 Math gains - goal 45 L25 math - 50 L25 reading - 50
Monitoring:	This area of focus will be monitored by weekly progress reports, attendance (in-person or ZOOM), school grade, as well as a minimum of 95% participation in all state assessments.
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 Although students have access to their teachers throughout the week via phone, text, email, and ZOOM; 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.
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. https://www.learningsciences.com/wp-content/uploads/2020/06/The-Marzano-Teacher-Evaluation-Model.pdf Evidence to support this evidenced based strategy was also gleaned from Florida Department of Education data reported for CVS from 2015-2016 to 2020-2021.

Action Steps to Implement

At the elementary level, ZOOM Writing Circles are offered to improve ELA writing. Students and teacher share and discuss paragraphs and essays. These sessions offer the opportunity for students and teacher to discuss the writing elements as well as provide suggestions and praise.

Person Responsible	Melissa Russell (mellissa.russell@yourcharlotteschools.nett)

At all levels:
Teachers will identify and implement a variety of curricular support strategies to meet the lowest

performing quartile where they need to be met.

By nature of the CVS curriculum, students constantly practice reading and writing skills across the curriculum. Teachers will focus to reinforce students' understanding of the application of skills beyond a specific classroom. (Deborah K. Reed & Cori Groth (2009) Academic Teams Promote Cross-Curricular Applications that Improve Learning Outcomes, Middle School Journal, 40:3, 12-19, DOI: 10.1080/00940771.2009.11495582)

*all teachers are responsible for this action step

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

ELA and Math Boot Camps (in person and via ZOOM) for all levels (K-12) 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.

*K-5 teacher, 6-12 math teacher and 6-12 ELA teacher are responsible for this action step

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

Weekly, the program manager will run the Virtual School Administrator (VSA) Student Details report for the lowest quartile in ELA and math. Data will be shared with the ELA and math instructors and analyzed to monitor student pace, grades, and progress in each course. For those students who appear to be needing more interventions, teachers will schedule ZOOM lesson and use the whiteboard for concept mapping to help students who need additional instruction and practice to master concepts.

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

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based on school grade data provided, math achievement and math gains decreased from the 18/19 to 20/21 state assessment results. Math achievement - decreased 16 points (65 to 49) Math gains - decreased 8 points (42 to 34)
Measurable Outcome:	Meet or achieve our 21/22 school grade goal in the areas of: Math achievment - increase 16 points from 49 to 65 Math gains - increase 11 points from 34 to 45
Monitoring:	This area of focus will be monitored by lab and live lesson attendance (in-person and ZOOM), scores in math achievement, gains and L25 gains, as well as a minimum of 95% participation in math state assessments.
Person responsible for monitoring outcome:	Janet Scinta (janet.scinta@yourcharlotteschools.net)
Evidence-based Strategy:	High Leverage Practice #6 Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes. Once instruction and other supports are designed and implemented, teachers have the skill to manage and engage in ongoing data collection using curriculum-based measures, informal classroom assessments, observations of student academic performance and behavior, self-assessment of classroom instruction, and discussions with key stakeholders. Teachers study their practice to improve student learning, validate reasoned hypotheses about salient instructional features, and enhance instructional decision making. Effective teachers retain, reuse, and extend practices that improve student learning and adjust or discard those that do not. Students will also be encouraged to use explicit, systematic instruction, visual representation, schema, and metacognitive strategies. The above noted high-leverage practice is from IRIS resources on HLPs https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/ https://highleveragepractices.org/four-areas-practice-k-12
Rationale for Evidence-based Strategy:	Secondary math strategies for improvement based on: Brown J., Skow K., & the IRIS Center. (2016). Mathematics: Identifying and addressing student errors. Retrieved from http:// iris.peabody.vanderbilt.edu/case_studies/ ics_matherr.pdf Evidence to support this evidenced based strategy was also gleaned from Florida Department of Education data reported for CVS from 2015-2016 to 2020-2021.

Action Steps to Implement

Students are able to contact their math teacher for help from 8am – 8pm for extra assistance with specific assignments. In addition, ZOOM instructional sessions at the end of each course module will be offered, prior to students taking the exam. Students will earn an enrichment credit for attending. ZOOM lessons are 40 minutes and offer a more direct teaching option for struggling math students.

Students will be encouraged to use explicit, systematic instruction, visual representation, schema, and metacognitive strategies independently to do the following:

Read the problem carefully.
Identify and circle the important information.
Draw a picture that helps you find the solution.
Identify the operations and write the equation.
Solve the problem using the equation.

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

ZOOM instructional math sessions employ the following evidence-based strategy: Explicit, systematic instruction

The teacher presents a specific concept students are working on in their module, in a highly structured and carefully sequenced manner. The process includes:
• Clearly identifying the skills or concepts to be learned
• Connecting the new content to previous learning
• Give precise instructions
• Modeling concepts or procedures in a step-by-step manner and includes “think alouds”— verbalize the thought process while demonstrating the concept or procedure
• Give student practice time
• Encourage the student to verbalize the strategy
• Give feedback, reteach and clarify instructions

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

ZOOM instructional math lessons via the whiteboard feature, employ the following evidence-based strategy: Visual Representation
Instructor will work with the students so they are able to create a good visual representation for the math problem. Before they can solve problems, students must first know to draw a good visual.

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

ZOOM instructional math sessions employ the following evidence-based strategy: Schema

Students will practice ways to improve their ability to solve word problems. Instructor will help students to:
Be able to identify and separate relevant information from irrelevant information
Represent the problem correctly
Choose an appropriate strategy for solving the problem
Perform the computational procedures
Check the answer to ensure that it makes sense

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

ZOOM instructional math sessions employ the following evidence-based strategy: Metacognitive Strategies

Plan — To decide how to approach the mathematical problem, first determining what the problem is asking and then selecting and implementing an appropriate strategy to solve it.
Monitor — To solve a mathematical problem, they check to see whether their problem-solving approach is working. After completing the problem, they consider whether the answer makes sense.
Modify — Students will determine if their problem-solving approach is not working or that their answer is incorrect, they can adjust their approach.

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

Math Boot Camps (in person and via ZOOM) will be scheduled over multiple sessions prior to the administration of state assessments to enhance understanding of previously taught concepts. This practice allows for differentiation of instruction and assessment; as well as student grouping to deepen knowledge and practice skills.

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

#4. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Parent involvement is a key component in the success of CVS students. Parents are referred to as "learning coaches" and at home progress monitoring via the parent account is imperative. Virtual learning is based on student mastery and not time in seat. CVS attendance is equated with adhering to course pace charts, which is measured by 5% completion per week with a 70% or higher overall grade. Mastery of course material as evidenced by successful course completion is imperative prior to high stakes assessments.
Measurable Outcome:	Meet or achieve our 21/22 school grade goal in the areas of: Math achievement - goal 65 Math gains - goal 45 L25 math - 50 L25 reading - 50
Monitoring:	This area of focus will be monitored by weekly progress reports, teacher support team (TST) meetings, parent-teacher conference attendance, pace lab attendance (in-person or ZOOM), school grade, as well as a minimum of 95% participation in all state assessments.
Person responsible for monitoring outcome:	Leanne Fahey (leanne.fahey@yourcharlotteschools.net)
Evidence-based Strategy:	High Leverage Practice # 2 Organize and facilitate effective meetings with professionals and families. Teachers lead and participate in a range of meetings (e.g., meetings with families, individualized education program [IEP] teams, individualized family services plan [IFSP] teams, instructional planning) with the purpose of identifying clear, measurable student outcomes and developing instructional and behavioral plans that support these outcomes. They develop a meeting agenda, allocate time to meet the goals of the agenda, and lead in ways that encourage consensus building through positive verbal and nonverbal communication, encouraging the sharing of multiple perspectives, demonstrating active listening, and soliciting feedback.
Rationale for Evidence-based Strategy:	The above noted high-leverage practices are from IRIS resources on HLPs https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/ https://highleveragepractices.org/four-areas-practice-k-12 Evidence to support this evidenced based strategy was also gleaned from Florida Department of Education data reported for CVS from 2015-2016 to 2020-2021.

Action Steps to Implement

At the beginning of each semester, CVS students and their families are notified of a weekly pacing expectation per course. Students and their families are required to sign the conditional enrollment agreement for CVS.

Weekly Progress Report - Weekly, the program manager runs a Virtual School Administrator (VSA) Student Details report. Data is analyzed to monitor student pace, grades, and progress in each course. Parent contact is made on a regular basis to communicate concerns. If students are on pace and successful in the classes, teachers contact the students and parents monthly. Teachers reach out to students and parents to discuss pace and grades if a student is behind pace or not passing classes and enters the student and concerns on the TST agenda.

*all teacher support team (TST) members are responsible for this action step

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

Teacher Support Team (TST) –The team (teachers, school counselor 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 failing. The VSA Student Details Report drives the discussion with regards to grades and pacing. Students are discussed individually and student-centered interventions are developed and implemented. Families are contacted immediately via telephone/email and are informed of the proposed interventions. The feedback from the families is discussed amongst the TST members. Any modifications to the proposed interventions are distributed by the program manager to the parent/student/teacher.

*all teacher support team (TST) members are responsible for this action step

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

Pace and Open Lab have been reinstituted to include individual and small group instruction and application aligned with the standards. Six labs are held per semester.
Open Lab – Students are encouraged to attend Open Lab (in-person or ZOOM) for face-to-face instruction with their teacher. As an incentive for attendance, students earn collaboration credit towards their course grade.

PACE Lab – Any student who is behind pace or failing is required to attend PACE Lab (in-person or ZOOM). This provides students an opportunity to develop a plan for success. Teachers provide individual and small group instruction. 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.

*all teachers are responsible for this action step

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

#5. Leadership specifically relating to Walkthroughs	
Area of Focus Description and Rationale:	Analysis of the 20/21 data lead to the conclusion that our school grade was impacted by a myriad of factors, including: Rapid increase in teacher growth needed to support student enrollment. Addition of K-5 program without adequate time to plan, develop and implement a plan for success Reintroducing opportunities for live pace and open labs, assessment boot-camps for instruction and remediation for the 21/22 school year.
Measurable Outcome:	Meet or achieve our 21/22 school grade goal in the areas of: Math achievement - goal 65 Math gains - goal 45 L25 math - 50 L25 reading - 50
Monitoring:	This area of focus will be monitored by adminstration ensuring that scheduled lab dates and ZOOM sessions are being held and that teachers are adhering to the FLVS franchise agreement by meeting or exceeding the requirements of the classroom audit, including returning student and parent contact within 24 hours, providing assignment feedback within 48 hours of submission, grading according to the rubic, feedback (timely and specific), emails (content and tone).
Person responsible for monitoring outcome:	DeeLynn Bennett (deelynn.bennett@yourcharlotteschools.net)
Evidence-based Strategy:	High Leverage Practice #22 Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior The purpose of feedback is to guide student learning and behavior and increase student motivation, engagement, and independence, leading to improved student learning and behavior. Effective feedback must be strategically delivered and goal directed; feedback is most effective when the learner has a goal and the feedback informs the learner regarding areas needing improvement and ways to improve performance. Feedback may be verbal, nonverbal, or written, and should be timely, contingent, genuine, meaningful, age appropriate, and at rates commensurate with task and phase of learning (i.e., acquisition, fluency, maintenance). Teachers should provide ongoing feedback until learners reach their established learning goals. Marzano Domain 1: Classroom Strategies and Behaviors DQ1: Communicating Learning Goals and Feedback 1. Providing Clear Learning Goals and Scales (Rubrics) - available for each curriculum assessment 2. Tracking Student Progress 3. Celebrating Success
Rationale for Evidence-based Strategy:	The above noted high-leverage practices are from IRIS resources on HLPs https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/ https://highleveragepractices.org/four-areas-practice-k-12 https://www.learningsciences.com/wp-content/uploads/2020/06/The-Marzano-Teacher-Evaluation-Model.pdf

Evidence to support this evidenced based strategy was also gleaned from Florida Department of Education data reported for CVS from 2015-2016 to 2020-2021.

Action Steps to Implement

CVS administrators will conduct a minimum of monthly virtual walk-throughs (virtual teacher classroom audits) to ensure compliance with stipulations of the FLVS Franchise Agreement. Areas of focus will include:
Announcement page
Grading within timeframe
Discussion based assessment (DBA) feedback quality
Instructor feedback quality (including reference to rubric)
Email content, tone, and timeliness
Monthly parent contact (minimum)

*Principal, assistant principal and program manager are responsible for this action step

Person Responsible DeeLynn Bennett (deelynn.bennett@yourcharlotteschools.net)

CVS administrators will also conduct walk-throughs during scheduled in-person pace labs, open labs, and state assessment boot-camps. Scheduled sessions are posted on teacher announcement pages and provided to administration. Teachers will also provide administration ZOOM links to virtual labs and boot-camps, if requested.
Lab dates are posted on the CVS website, as well as push out slide, teacher announcement pages, and emailed.

Semester 1 labs are:
CVS 6-12
Lab #1 8/11
Lab #2 8/24
Lab #3 9/14
Lab #4 10/5
Lab #5 11/2
Lab #6 12/7

CVS K-5
Lab #1 8/11
Lab #2 8/26
Lab #3 9/16
Lab #4 10/7
Lab #5 11/4
Lab #6 12/9

Semester 2 labs are
CVS 6-12
Lab #1 1/25
Lab #2 2/15
Lab #3 3/8
Lab #4 3/29
Lab #5 4/19
Lab #6 5/10

CVS K-5
Lab #1 1/27

Lab #2 2/17
Lab #3 3/10
Lab #4 3/31
Lab #5 4/21
Lab #6 5/12

*Principal, assistant principal and program manager are responsible for this action step

Person Responsible DeeLynn Bennett (deelynn.bennett@yourcharlotteschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Attendance/truancy is monitored through our attendance policy.

"Cheating" is monitored and address via turnitin.com and the FLVS academic integrity matrix.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

CVS addresses building a positive school culture and environment by building relationships with students, parents, and the community in the following ways:

Students choose virtual education for a myriad of reasons including, flexibility, acceleration, personalization, employment, physical health, mental health, and COVID. CVS provides an inclusive environment to support the various needs of our student population, many of whom do not “fit” in a traditional school setting.

In person new student orientation is held with students and parents in order to begin developing relationships and a sense of school pride. We aim to create a positive learning triangle between the parent, student, and school.

This triangle should have no open spaces so the members collaborate for the purpose of student success

and a positive school culture. At this time we recruit new SAC members.

We offer a live first day of school, where students meet face-to-face with their teachers and peers for an orientation and breakout sessions to set them up for success.

Elementary students have one teacher for all subjects K-5, and secondary students have five teachers for grades 6 through 12. This allows the learning triangle to formulate and develop over time. Over the years, teachers are able to progress monitor and individualize instruction.

CVS staff and families develop a bond due to regular communication that is inherent to virtual instruction. Student engagement is a CVS cornerstone. We administer state assessments in small groups in a familiar setting with familiar proctors. For the most parent, students are willing to come for testing and aim to perform well.

CVS has a K-12 school counselor who provides academic advisement, social emotional learning opportunities, and college and career readiness.

CVS students have the option to participate in activities at their zoned school, such as extracurricular, homecoming, grad bash, and prom.

CVS is providing parent education and support nights using ESSER funds to help parents develop and implement the skills necessary to be successful “learning coaches.”

Even though the CVS platform is virtual, our classroom is open daily for student use. We provide Chromebooks and well as staff on hand for education and social emotional support.

We offer in-person labs six times a semester to meet with teachers and peers.

Teachers are available to students and parents school days from 8 am to 8 pm.

CVS is housed on the Charlotte Technical College Campus and provides virtual support for dual-enrolled students. CVS provides supplemental virtual education so students are able to participate in full-day CTE programs (nursing, HVAC, cosmetology).

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal - Supports the school, the administrative team, instructors, and all stakeholders in the vision of school.

Assistant Principal (added 20/21) - Provides resources and support to the CVS Manager and instructors, assists with professional development, testing, and parent conferences.

Program Manager (identified instructional leader for CVS franchise) - Ensures compliance with the FLVS franchise agreement, facilitates the new student orientation, admission, and scheduling process, monitors student pace and progress to ensure students meet graduation requirements facilitates weekly TST support team meetings, provides student progress to families and schedules conferences, oversees the planning and administration of state assessments, attends division of learning district meetings, and implements policies and procedures.

School Counselor (added 20/21) - Helps all students apply academic achievement strategies, manage emotions and apply interpersonal skills, and plan for postsecondary options (higher education, military, work force).

Data Technologist/Registrar - Performs complex diversified clerical and data processing-related duties pertaining to the preparation, input, storage, retrieval and reporting of student related data. Processes new student records, including requesting transcripts and records from other schools, setting up cumulative folder, and entering student data into appropriate databases.

Administrative Assistant (added 21/22) - Answers phones and provides information on virtual and home education to families, schedules appointments, greets parents and students, distributes Chromebooks, and maintains records.

Teacher – Serves as primary contact for students and parents about subject specific questions, delivers the curriculum, provides instructional intervention strategies, monitors student progress, scores assessments and provides feedback, and adheres to all policies and procedures of CCPS and FLVS Franchise Agreement.

Student – Learns to the best of his/her ability and adheres to CCPS code of conduct.

Parent/Guardian – Serves as the at home academic “learning coach” and monitors student progress using their virtual parent account.

Business Community – Assists workforce high needs area employability, provides for work-based learning (OJT credit), industry skills to meet the student's college and career goals. Assists students with job shadowing, career opportunities and to meet their graduation requirements, such as service hours for Bright Futures.