

Charlotte County Public Schools

Charlotte Virtual Franchise



2022-23 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: 7/13/2015

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	11%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students
School Grades History	2021-22: B (56%) 2018-19: A (63%) 2017-18: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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<http://charlottetechcollege.net/charlotte-virtual-school/>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	11%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	15%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Bennett, DeeLynn	Principal	<ul style="list-style-type: none"> • CCPS Point of Contact • CVS Budget
Miquel, Maggie	Assistant Principal	<ul style="list-style-type: none"> • Test Administrator • CVS teacher evaluations • CVS support staff evaluation • Parent communication/conference support • Principal meetings with Deelynn • APC meetings with Leanne • District AP contact for CVS • SIP oversight • SAC oversight to ensure compliance • Literacy Leadership Team member • FAST SA
Fahey, Leanne	Other	<ul style="list-style-type: none"> • Test Coordinator • FAST SAC • PLC meetings • FLVS Franchise Liaison • Scheduling CVS singletons and home education students • Enter students in VSA • New Student Orientation • Vets applicants • PACE reporting (CVS attendance policy) • PACE reporting (high schools) • Collection of Home Education Intent Forms • Home Education Annual Evaluation Compliance • Home Education State contact • Contact for MCO - SAT, ACT test ordering • AP coordinator with zoned schools for test ordering • College Board AP Coordinator (AP course approval) • MyPLC CVS Coordinator (professional development) • Monthly walk-throughs • FTE - VSA/Focus oversight/compliance • Bright Futures - home ed • FSW home ed compliance verification

Demographic Information

Principal start date

Monday 7/13/2015, Deshon Jenkins

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

0

Total number of teacher positions allocated to the school

6

Total number of students enrolled at the school

105

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

0

Identify the number of instructional staff who joined the school during the 2022-23 school year.

0

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	3	2	3	3	5	2	6	5	11	10	14	18	23	105	
Attendance below 90 percent	0	0	0	0	1	0	0	0	0	0	4	4	5	14	
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	1	0	2	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	2	0	1	3	
Course failure in Math	0	0	0	0	0	0	0	0	2	0	2	2	1	7	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	2	0	0	2	4	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	0	0	0	3	1	3	0	2	10	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have 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	2	0	2	2	2	8

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	0	0	0	0	0	0	0	1
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

Thursday 9/8/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	61%	49%	55%				71%	65%	61%
ELA Learning Gains	59%						50%	49%	59%
ELA Lowest 25th Percentile	40%							46%	54%
Math Achievement	45%	34%	42%				65%	60%	62%
Math Learning Gains	53%						42%	43%	59%
Math Lowest 25th Percentile	50%							35%	52%
Science Achievement	55%	46%	54%				70%	60%	56%
Social Studies Achievement	79%	55%	59%				70%	75%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	0%	49%	-49%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	0%	46%	-46%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	56%	-56%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
06	2022					
	2019	0%	51%	-51%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	0%	62%	-62%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	47%	-47%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	55%	-55%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	71%	-71%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	78%	-78%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	68%	76%	-8%	70%	-2%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	64%	-14%	61%	-11%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	62%	0%	57%	5%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	42			27							
WHT	62	58		45	52		59	76	25	96	63
FRL										97	59
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							
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI

ESSA Federal Index	
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	621
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	78
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Poor performance was noted in 8th grade across all subject areas. Contributing factors include non-exposure to testing, along with their unfamiliarity with the middle school high-stakes assessment rigor compared to elementary.

19/20 – 6th grade no FSA due to covid

20/21 – 7th grade – testing optional

21/22 – 8th grade – first exposure to FSA math and reading

Science – 8th grade students missed core instruction in 6th grade due to schools being shut down 4th quarter (use of Edgenuity). In 7th grade CVS was inundated with 55 new virtual teachers who were unfamiliar with the platform and curriculum.

In the 2020/2021 school year, due to covid, the district dropped the CVS recommended enrollment

criteria and in 2021/2022, students who did not meet the criteria, were permitted to continue enrollment.

Students did not take advantage of enrichment and test preparation activities in person or via zoom, namely students who were behind pace in core subject areas.

Increase of students in need of academic, social, emotional and behavioral support.

Familial adjustment to the rigor and expectations of virtual education.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA, math, and science for rising 9th graders.

ELA and math for grades 3-5.

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

Contributing factors include non-exposure to testing, along unfamiliarity with the format, time constraints, and rigor of school high-stakes assessments. Virtual students are required to take part in FAST reading and math progress monitoring three times yearly in person. This will provide exposure and practice, with the goal of increasing student confidence and learning gains. Students will receive enrichment credit when they meet with their teacher and parents to go over the progress monitoring results. Students who score a low level three and below are required to participate in pace and open labs as well as small group or individual instruction via Zoom. Individualized progress monitoring results will be used to drive differentiated intervention and instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

College and Career Acceleration – 62% (up 4 from 21/22) School counselor's initiative for every high school student to have a point by the time they graduate (dual-enrollment at FSW or CTC, Advanced Placement). CVS is housed on the Charlotte Technical College (CTC) campus and many students take advantage of dual-enrollment opportunities.

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

CVS employed a full-time school counselor in the 20/21 school year. Our school counselor provides college and career readiness counseling to our students as early as middle school and encourages students to strive and earn credits and industry certifications during secondary school.

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

Innovative strategies and unique opportunities for student engagement via ZOOM for virtual students who are resistant to on-campus activities.

Requiring in person FAST progress monitoring for students to familiarize themselves with the platform, with the goal of increasing confidence and learning gains.

Using progress monitoring data to drive individualized instruction.

Engaging students and parents in reviewing progress monitoring results with their teachers and developing and committing to an individualized instruction plan.

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.

Blended and Online Learning Discovery of Florida (BOLD) annual conference.
BOLD subject area professional learning communities (PLCs).
FLVS annual franchise meeting.
Advanced Placement professional learning.
District subject-area professional development.

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

Return to pre-covid recommended conditions of enrollment.
Revamped conditions of enrollment requiring in-person DOE FAST progress monitoring three times per year, as well as participation in pace and ZOOM labs.
Utilizing ZOOM to target the individualized reading and math intervention and instruction needs of our students. Utilizing DOE and district required progress monitoring results to drive individualized instruction.
Requiring students and their parents to review progress monitoring results with their reading and math teachers and develop an individualized instruction plan.
Requiring students who are behind pace or who scored a two or low three on the reading and/or math FAST progress monitoring to participate in pace and open labs as well as to participate in small group or individual instruction via Zoom.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Student Engagement**Area of Focus****Description and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Student engagement is critical to academic success. Virtual students are often resistant to in-person and even phone and/or virtual learning opportunities, thus CVS teachers are challenged with developing and implementing innovative strategies and unique opportunities to engage their students.

Measurable Outcome:**State the specific measurable outcome the school plans to achieve.****This should be a data based, objective outcome.**

Develop and implement innovative instructional and intervention strategies to address the academic needs of virtual students, as evidenced by achieving or exceeding achievement goals in these core subject areas –

LA 62%

Math 48%

Science 65%

Social Studies 70%

Monitoring:**Describe how this Area of Focus will be monitored for the desired outcome.**

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 DOE and district required assessments and progress monitoring.

Person responsible for monitoring outcome:

Leanne Fahey (leanne.fahey@yourcharlotteschools.net)

Evidence-based Strategy:**Describe the evidence-based strategy being implemented for this Area of Focus.****HLP 18: USE STRATEGIES TO PROMOTE ACTIVE STUDENT ENGAGEMENT**

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 and using a variety of teacher-led, peer-assisted, student-regulated, technology-supported strategies shown empirically to increase student engagement. They monitor student engagement and provide positive and constructive feedback to sustain performance.

HLP 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. Teachers should provide ongoing feedback until learners reach their established learning goals.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

The above noted high-leverage practices (HLP) are from IRIS resources on HLPs. <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 through 2021/2022.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ELEMENTARY (ELA, math, science and social studies taught by Melissa Russell)

Increase teacher-student contact:

Teacher is available Monday to Friday 8 am to 8 pm.

Students are highly encouraged to attend OPEN labs monthly rather than optional/suggested.

Incentives provided for participating in ZOOM or OPEN labs.

More community activities, such as Dr. Seuss's birthday celebration at the public library, live performances at CPAC, and other field trips offered to CCPS students.

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

SECONDARY (ELA, math, science and social studies)

ELA – Cynthia Kautz

Math – Janet Scinta

Science – Jason Wikman

Social Studies – Julianne Farricker

Increase teacher-student contact:

Teachers are available Monday to Friday 8 am to 8 pm.

Teachers facilitate monthly in-person and virtual OPEN labs per semester.

Enrichment credit is awarded to students who book a one-on-one ZOOM meeting to review their reading and math progress monitoring results and set academic goals for the semester.

Collaboration credit for attending OPEN or ZOOM lab.

Enrichment and collaboration are at teacher discretion and built into the FLVS gradebook.

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

The middle and high school “No Stress” book club will continue this year for both middle and high school students. Due to HB 1467, students now select themes for the reading for the month and share summaries of books they enjoyed reading.

CVS will work to get full-time students access to the collections housed, at least digitally, at their brick-and-mortar zoned school.

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

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.

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.

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

Continued efforts to recruit and retain familial and community membership and attendance in the CVS School Advisory Council.

Person Responsible Maggie Miquel (maggie.miquel@yourcharlotteschools.net)

CVS School Counselor facilitates parent information sessions based on an interest survey. The goal is to provide parents with the tools to support their child's acclimation and success in virtual education.

Person Responsible Lucinda Rempala (lucinda.rempala@yourcharlotteschools.net)

#2. Instructional Practice specifically relating to Differentiation**Area of Focus
Description
and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Providing data-driven, student-centered instruction, especially in the virtual realm, 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 student achievement in the four cores subject areas.

**Measurable
Outcome:****State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Develop and implement differentiated instructional and intervention strategies to targeted to address the academic needs of individual students, as evidenced by achieving or exceeding achievement goals in these core subject areas –

LA 62%

Math 48%

Science 65%

Social Studies 70%

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

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 DOE and district required assessments and progress monitoring.

Person responsible for monitoring outcome:

Leanne Fahey (leanne.fahey@yourcharlotteschools.net)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

HLP 16: USE EXPLICIT INSTRUCTION

Teachers make content, skills, and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks, and classifying concepts. Teachers use explicit instruction when students are learning new material and complex concepts and skills. They strategically choose examples and non-examples and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They model and scaffold steps or processes needed to understand content and concepts, apply skills, and complete tasks successfully and independently.

**Rationale for Evidence-based Strategy:
Explain the**

The above noted high-leverage practices (HLP) are from IRIS resources on HLPs. <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 through 2021/2022.

rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

New/Updated Curriculum by FLVS that is aligned with BEST standards.

The updates in the CVS Conditions of Enrollment require students who are behind pace or who scored below a low three on the FSA/FAST to participate in PACE and OPEN labs as well as to participate in small group or individual instruction via ZOOM. These instructional and practice opportunities are designed for students to hone skills in targeted areas.

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

K-12 ELA teachers will implement reading strategies aligned with the CCPS K-12 Comprehensive Evidence Based Reading Plan. Lessons are designed around the data from last year's FSA, results from state progress monitoring, as well as concerns with the quality of current course assessments.

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

All FAST progress monitoring will be in person this year to develop familiarity with the testing site and platform. CVS strives to offer an in-person testing environment that best meets the students' needs. There are students who have chosen the virtual environment in response to COVID, health, as well as social/emotional issues. This often results in providing a small group or 1:1 testing environment. Teachers and staff are diligently addressing these concerns to bring students into CTC for a testing environment conducive to student comfort and success.

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

ELEMENTARY (ELA, math, science and social studies taught by Mellissa Russell)

Strategies implemented for each student based on standards and student needs:

ZOOM lessons geared specifically to the skills/standards of current module.

OPEN lab activities will focus on curriculum lessons, highlighting ELA and math specifically.

This year, K-5 ELA and math DBAs will be for every module (rather than one per semester).

Individual tutoring available via ZOOM or in-person based on need.

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

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

SECONDARY (ELA, math, science and social studies)

ELA – Cynthia Kautz

Math – Janet Scinta

Science – Jason Wikman

Social Studies – Julianne Farricker

Strategies implemented for each student based on standards and student needs:

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

One-on-one sessions are scheduled with any student to teach a lesson when the student requires extra help.

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 progress monitoring and end of courses exams.

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

The CVS Multi-tiered System of Supports (MTSS) team is facilitated under the direction of the CVS school counselor. The team utilizes data to develop and implement strategies to assist students struggling with academics or social-emotional skills. CVS strives to provide an inclusive educational environment for all students, as outlined in the CVS Best Practices for Inclusive Education (BPIE) in the areas of:

Leadership and Decision Making
Instruction and Student Achievement
Communication and Collaboration

Person Responsible Lucinda Rempala (lucinda.rempala@yourcharlotteschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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, and provides a unique opportunity for teachers to monitor progress 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 DOE FAST progress monitoring and end of course exams in small groups in a familiar setting with familiar proctors. For the most part, 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, including dual-enrollment at FSW and CTC.

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

CVS offers a live graduation ceremony at CTC. Given our small graduation class, we do not limit guests and CVS is able to spotlight student achievement and post-graduation goals in the ceremony.

CVS offers a monthly middle and high school "No Stress Book Club", encouraging students to read for pleasure and engage in meaningful discussion with their peers.

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.

CVS offers monthly in-person and virtual OPEN labs for students to engage with teachers and peers.

Teachers are available to students and parents during 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, technology, HVAC, culinary, cosmetology).

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

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

Assistant Director (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 teacher 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.