

Charlotte County Public Schools

Charlotte Virtual Franchise School



2023-24

Schoolwide Improvement Plan (SIP)

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Charlotte Virtual Franchise

1445 EDUCATION WAY, Port Charlotte, FL 33948

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

School Board Approval

This plan was approved by the Charlotte County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|--|---|------------------------|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|----------------|--|
| Jenkins, Deshon | Principal | CCPS Point of Contact CVS Budget Principal meetings CVS teacher evaluations CVS support staff evaluation Parent communication/conference support SIP oversight SAC oversight to ensure compliance Literacy Leadership Team member |
| Fahey, Leanne | Other | CCPS district point of contact for CVS/Home Ed FLVS Franchise Liaison School Assessment Coordinator CVS curriculum oversight FTE - VSA/Focus oversight/compliance Enroll full-time, part-time, and home ed students in virtual courses Evaluate transcripts and make course recommendations Vet applicants New Student Orientation Weekly teacher support team meeting facilitator PACE reporting (CVS attendance policy) PACE reporting (CCPS high schools and centers) College Board AP Coordinator AP coordinator with zoned schools for test ordering MyPLC CVS Coordinator (professional development) Monthly teacher walk-throughs Home education enrollment and annual evaluation compliance Home Education State contact Bright Futures - home ed FSW home ed compliance verification FHSA home ed compliance FLHSMV home ed compliance Oversee truancy compliance for home ed |

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The current school grade, last year's school grade, the projected grade, as well as the CVS team suggested areas of focus are shared with CVS students and families via email. Input is requested on how CVS can improve these areas, other suggested areas of focus, and general input on the stakeholder's opinion of CVS, are encouraged and utilized in the development of the SIP.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

CVS is in a unique position as students have the same subject area teacher for multiple years. Given the nature of the set-up, the CVS team is well versed in each students' educational, social and emotional needs, as well as form a partnership with parents/guardians who are viewed as "learning coaches." The SIP will be regularly monitored via weekly Teacher Support Team (TST) meetings. The teachers and program manager meet weekly to create student-centered interventions as well as follow up on past interventions for students who are behind pace or have a D/F in any course. The program manager provides the progress report (including current course percentage complete and grade) to the teachers the day before the meeting. CVS will also monitor lab attendance (in-person or ZOOM), discussion-based assessment demonstrated proficiency, results of district required assessments and progress monitoring results, and school grade. The CVS team views the SIP as a living document that will be revised based on the needs of our student population.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

| | |
|--|--|
| 2023-24 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 |
| 2022-23 Title I School Status | No |
| 2022-23 Minority Rate | 15% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 11% |
| Charter School | No |
| RAISE School | No |
| ESSA Identification *updated as of 3/11/2024 | ATSI |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* White Students (WHT) Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: B 2019-20: A 2018-19: A 2017-18: B |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

Early Warning Systems

Using 2022-23 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 | | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 4 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 3 | 2 | 1 | 1 | 3 | 10 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 4 | |
| | 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 that have two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 3 |

Using the table above, complete the table below with the number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Prior Year (2022-23) As Initially Reported (pre-populated)

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

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|---|---|---|---|---|---|---|---|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 14 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 7 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 10 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 8 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|---|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 4 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 73 | 50 | 53 | 61 | 49 | 55 | 68 | | |
| ELA Learning Gains | | | | 59 | | | 59 | | |
| ELA Lowest 25th Percentile | | | | 40 | | | 46 | | |
| Math Achievement* | 44 | 41 | 55 | 45 | 34 | 42 | 49 | | |
| Math Learning Gains | | | | 53 | | | 34 | | |
| Math Lowest 25th Percentile | | | | 50 | | | 28 | | |
| Science Achievement* | 76 | 50 | 52 | 55 | 46 | 54 | 66 | | |
| Social Studies Achievement* | 88 | 50 | 68 | 79 | 55 | 59 | 74 | | |
| Middle School Acceleration | | 53 | 70 | 20 | 48 | 51 | 59 | | |
| Graduation Rate | 100 | 66 | 74 | 97 | 36 | 50 | 100 | | |
| College and Career Acceleration | 58 | 26 | 53 | 62 | 55 | 70 | 44 | | |
| ELP Progress | | | 55 | | 22 | 70 | | | |

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|--|------|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 73 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 439 |
| Total Components for the Federal Index | 6 |

| 2021-22 ESSA Federal Index | |
|----------------------------|-----|
| Percent Tested | 96 |
| Graduation Rate | 100 |

| 2021-22 ESSA Federal Index | |
|--|------|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 56 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 621 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 96 |
| Graduation Rate | 97 |

ESSA Subgroup Data Review (pre-populated)

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | | | | |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | | | | |
| HSP | | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 73 | | | |
| FRL | | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 35 | Yes | 1 | |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | | | | |
| HSP | | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 60 | | | |
| FRL | 78 | | | |

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
| All Students | 73 | | | 44 | | | 76 | 88 | | 100 | 58 | |
| SWD | | | | | | | | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 73 | | | 43 | | | 75 | 86 | | 60 | 6 | |
| FRL | | | | | | | | | | | | |

| 2021-22 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 61 | 59 | 40 | 45 | 53 | 50 | 55 | 79 | 20 | 97 | 62 | |
| SWD | 42 | | | 27 | | | | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 62 | 58 | | 45 | 52 | | 59 | 76 | 25 | 96 | 63 | |
| FRL | | | | | | | | | | 97 | 59 | |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 68 | 59 | 46 | 49 | 34 | 28 | 66 | 74 | 59 | 100 | 44 | |
| SWD | 53 | 60 | 47 | 30 | 29 | 35 | 41 | 45 | | | | |
| ELL | | | | 20 | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 46 | 54 | | 26 | 31 | | | | | | | |
| HSP | 63 | 63 | | 47 | 33 | | | 58 | | | | |
| MUL | 82 | | | 54 | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 71 | 58 | 43 | 51 | 33 | 23 | 67 | 77 | 65 | 100 | 40 | |
| FRL | | | | | | | | | | | | |

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

| ELA | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 10 | 2023 - Spring | 75% | 51% | 24% | 50% | 25% |
| 05 | 2023 - Spring | * | 58% | * | 54% | * |
| 07 | 2023 - Spring | * | 53% | * | 47% | * |
| 08 | 2023 - Spring | * | 47% | * | 47% | * |
| 09 | 2023 - Spring | 58% | 49% | 9% | 48% | 10% |
| 04 | 2023 - Spring | * | 61% | * | 58% | * |
| 06 | 2023 - Spring | * | 46% | * | 47% | * |
| 03 | 2023 - Spring | * | 56% | * | 50% | * |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | * | 55% | * | 54% | * |
| 07 | 2023 - Spring | * | 66% | * | 48% | * |
| 03 | 2023 - Spring | * | 64% | * | 59% | * |
| 04 | 2023 - Spring | * | 62% | * | 61% | * |
| 08 | 2023 - Spring | * | 43% | * | 55% | * |
| 05 | 2023 - Spring | * | 54% | * | 55% | * |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2023 - Spring | * | 45% | * | 44% | * |
| 05 | 2023 - Spring | * | 51% | * | 51% | * |

| ALGEBRA | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 44% | 52% | -8% | 50% | -6% |

| GEOMETRY | | | | | | |
|----------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | * | 52% | * | 48% | * |

| BIOLOGY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 82% | 67% | 15% | 63% | 19% |

| CIVICS | | | | | | |
|--------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | * | 70% | * | 66% | * |

| HISTORY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 82% | 61% | 21% | 63% | 19% |

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

FAST Elementary Math - 12% achievement (grades 3-5 averaged)

Elementary has no enrollment criteria, as opposed to secondary, which is recommended proficiency in reading and math state assessments.

Enrollment numbers - When statistically averaged, outliers have a greater effect when there is a smaller number of test takers.

Lack of and barriers to interventions compared to a traditional brick and mortar school.

Lack of attendance at in-person and zoom labs, and weekly targeted instruction sessions.

Students not taking advantage of enrichment and test preparation activities in person or via zoom, namely students who are behind pace and struggling in math.

Parents overly supporting students when completing daily lessons and assessments, making it difficult to determine competency.

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

Familial adjustment to the rigor and expectations of virtual education.

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

All components improved except a four point decline in College and Career Acceleration. It continues to be one of lowest CVS achievement scores since its inception. Many virtual students choose not to attend brick and mortar schools, where opportunities for CCA points are more readily available through industry certification, advanced placement and dual enrollment. The very nature of virtual education and the reasons families choose this educational format make it difficult to capture CCA points. Students often choose CVS as an option when managing social, emotional, and mental health issues.

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

FAST Elementary Math

Grade 3 - CVS 0%/State 59% (3 students tested)

Grade 4 - CVS 50%/State 61% (4 students tested)

Grade 5 - CVS 33%/State 55% (3 students tested)

As noted in #1, the elementary has no enrollment criteria, as opposed to secondary, which is recommended proficiency in reading and math state assessments.

Lack of and barriers to interventions compared to a traditional brick and mortar school.

Lack of attendance at in-person and zoom labs, and weekly targeted instruction sessions.

Students not taking advantage of enrichment and test preparation activities in person or via zoom, namely students who are behind pace and struggling in math.

Parents overly supporting students when completing daily lessons and assessments, making it difficult to determine competency.

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

Familial adjustment to the rigor and expectations of virtual education.

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

Science Achievement - 55% to 76% (21 point increase)

Required students to use guided notes for each lesson.

Social Studies Achievement - 79% to 88% (9 point increase)

Specific Zoom sessions about major topics covered in the USH course. Students were then provided study guides prepared by FLVS with relevant vocabulary words.

DBA questions that were formulated from past EOC questions and encouraged students to make a study guide from these samples.

Sent quarterly emails with relevant maps or propaganda posters to explain time-period relevancy.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Math proficiency is an area of concern; as 34% of students in grades 4 - 8 scored a Level 1 on the May 2023 Math FAST assessment.

Enrollment numbers - When statistically averaged, outliers have a greater effect when there is a smaller number of test takers. 10/29 (34%) students in grades 4-8 students scored a Level 1 on the May 2023 Math FAST assessment.

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

Student engagement

SWD reading and math achievement

Elementary math achievement

Access to reading and math interventions for virtual students

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Intervention**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Develop and implement differentiated instructional and intervention strategies to target the academic needs of individual students, who have not demonstrated proficiency in core subject area state assessments.

Measurable Outcome:

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

Meet or exceed the following achievement goals to maintain a school grade of A in the following subject areas:

ELA - grades 3-10 70%

Science - grades 5 and 8, BIO 76%

Social Studies - Civics and USH 78%

Meet or exceed the following achievement goal to improve the math school grade to a minimum B. Math grades 3-8, ALG, GEO 54%

Exceed the 22/23 students with disabilities (SWD) achievement scores:

Math 1/10 - 10% achievement

Reading 4/11 - 36% achievement

Monitoring:

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

This area of focus will be monitored by weekly course progress reports (percent complete and grade), weekly teacher support team meetings, attendance (in-person or ZOOM), discussion-based assessments, district required assessments and progress monitoring results, and school grade.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

HLP 6: USE STUDENT ASSESSMENT DATA, ANALYZE INSTRUCTIONAL PRACTICES, AND MAKE NECESSARY ADJUSTMENTS THAT IMPROVE STUDENT OUTCOMES.

Teachers have the skill to manage and engage in ongoing data collection using curriculum-based measures, discussion-based assessments, observations of student academic performance, self-assessment of classroom instruction, FAST progress monitoring, 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.

HLP 20: PROVIDE INTENSIVE INSTRUCTION.

Teachers match the intensity of instruction to the intensity of the student's learning and challenges. Intensive instruction involves working with students with similar needs on a small number of high priority, clearly defined skills or concepts critical to academic success. Teachers group students based on common learning needs; clearly define learning goals; and use systematic, explicit, and well-paced instruction. They frequently monitor students' progress and adjust their instruction accordingly. Within

intensive instruction, students have many opportunities to respond and receive immediate, corrective feedback with teachers and peers to practice what they are learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 18/19 through 22/23.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

SECONDARY ELA

Analysis of Existing FAST data

CVS exceeded both state and district ELA averages at all grade levels

Although the state does not record scores when less than ten students' test, CVS middle school breakdown of percentage of passage score (breakdown from the FAST portal) is listed below:

6th grade: 63%

7th grade: 100%

8th grade: 67%

The state did record the scores for:

9th grade: 58%

10th grade: 75%

Areas of focus this year will be on the 6th and 9th graders who failed to score at a level 3 or above as well as those on the cusp or below the cut in all grades.

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

By When: Current and ongoing through May 2024

SECONDARY ELA

In-person and ZOOM open lab and instructional sessions provide opportunities for students to hone skills in targeted areas. Lessons are designed around the data from last year's FAST, results from state progress monitoring, as well as concerns with the quality of current course assessments.

CVS continues to work with the secondary ELA C&I to ensure continued access to the district progress monitoring tools.

Utilize M/J Journalism and Journalism 1 as an intensive reading and writing intervention. High school students are also able to meet their fine art graduation requirement with this course.

Utilize Achieve 3000 and Khan Academy to prescribe weekly individualized lessons/activities that are scaled to each student's current level of understanding; then moving the student forward once skill mastery has been demonstrated.

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

By When: Current and ongoing through May 2024

SECONDARY MATH

Students can contact their instructor 8am – 8pm for extra assistance with specific assignments. In addition, weekly Zoom meetings for each course offer students an enrichment ‘extra credit’ grade for attending. Zoom meetings are 40 minutes and offer a more direct teaching option for struggling math students.

Utilize Khan Academy to prescribe weekly individualized lessons/activities that are scaled to each student's current level of understanding; then moving the student forward once skill mastery has been demonstrated.

Purchase school license for REFLEX math, an adaptive and individualized on-line math program for mastering basic math facts.

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

By When: Current and ongoing through May 2024

SECONDARY MATH

Zoom meetings employ the following evidence-based strategies:

1. Explicit, systematic instruction

Weekly Zoom meetings, per grade level, will teach a specific concept that they are working on in their module, in a highly structured and carefully sequenced manner. The process includes:

- a. Clearly identifying the skills or concepts to be learned
- b. Connecting the new content to previous learning
- c. Give precise instructions
- d. Modeling concepts or procedures in a step-by-step manner and includes “think alouds”— verbalize the thought process while demonstrating the concept or procedure
- e. Give student practice time
- f. Encourage the student to verbalize the strategy
- g. Give feedback, reteach and clarify instructions

2. Visual Representation

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.

3. Schema

Practice ways to improve their ability to solve word problems. Help students to:

1. Be able to identify and separate relevant information from irrelevant information
2. Represent the problem correctly
3. Choose an appropriate strategy for solving the problem
4. Perform the computational procedures
5. Check the answer to ensure that it makes sense

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

By When: Current and ongoing through May 2024

SECONDARY MATH

Zoom meetings employ the following evidence-based strategies:

4. 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.

Teacher will encourage students to use these strategies independently, and 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)

By When: Current and ongoing through May 2024

ELEMENTARY ELA AND MATH

Analysis of Existing Elementary FASTdata.

*CVS continues to work with both the elementary ELA and Math C & I to ensure continued access to the district progress monitoring tools.

Although the state does not record scores when less than ten students' test, CVS elementary school breakdown of percentage of passage score (breakdown from the FAST portal) is listed below:

FAST ELA Proficiency:

3rd grade: 33%

4th grade: 50%

5th grade: 100%

FAST MATH Proficiency:

Grade 3 - CVS 0%

Grade 4 - CVS 50%

Grade 5 - CVS 33%

Elementary OPEN LABS, Tuesdays 30 min/grade level lessons and weekly in person meetings at varying libraries.

Utilize Educator.com, Khan Academy (grades 3-5) and Khan Academy Kids (grades K-2) to prescribe weekly individualized math & ELA lessons/activities that are scaled to each student's current level of understanding; then moving the student forward once skill mastery has been demonstrated.

Purchase school license for REFLEX math, an adaptive and individualized on-line math program for mastering basic math facts.

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

By When: Current and ongoing through May 2024

SECONDARY SOCIAL STUDIES (Civics and US History)

Evidence-Based Teaching Strategies implemented:

Questioning to check for understanding: DBAs provide an excellent opportunity to check for understanding. Teachers are able to ensure the student has mastered comprehension of the module before moving forward to take the module exam. Questions are also tailored to possible EOC questions to provide familiarity with concepts.

Providing students with feedback: Teacher feedback is provided upon every assignment submitted to CVS teachers for grading. This feedback not only provides reinforcement of a job well done, but also provides constructive feedback and encouragement for the student to dive back into the lesson for deeper understanding.

Allowing for flexibility in the time it takes for the student to learn: CVS provides a pace for each student. However, we understand that not all students learn at the same rate. Therefore, there is some level of flexibility provided for students to spend either more or less time on a lesson to gain comprehension.

*Person responsible: Julianne Farricker (US History), Angela Nolan (Civics)

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

By When: Current and ongoing through May 2024

SECONDARY SOCIAL STUDIES (Civics and US History)

ZOOM meetings: These meetings are offered weekly for students to “drop in” to ask questions or complete a DBA. These meetings may include:

Identifying the skills or concepts to be learned

Giving precise instructions

Encouraging the student to verbalize the strategy

Giving feedback, reteach and clarify instructions

CIVICS EOC review sessions: These are completed on zoom and provide students with additional materials to review for the upcoming EOC. Enrichment credit is offered to encourage students to participate in the review. These review sessions provide embedded videos that highlight each standard in preparation for the upcoming EOC.

SECONDARY SOCIAL STUDIES (Civics and US History)

USH EOC review sessions:

Zoom sessions offered with each module to review major concepts. FLVS-produced study materials are also shared with students to review major vocabulary. Extra sessions will be offered during the fourth quarter.

*Person responsible: Julianne Farricker (US History), Angela Nolan (Civics)

Person Responsible: Angie Nolan (angie.nolan@yourcharlotteschools.net)

By When: Current and ongoing through May 2024

#2. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Positive culture and environment specifically related to STUDENT ENGAGEMENT. Develop and implement innovative instructional and intervention strategies to improve student engagement and meet the academic needs of virtual students.

Measurable Outcome:

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

Meet or exceed the following achievement goals to maintain a school grade of A in the following subject areas:

ELA - grades 3-10 70%

Science - grades 5 and 8, BIO 76%

Social Studies - Civics and USH 78%

Meet or exceed the following achievement goal to improve the math school grade to a minimum B. Math grades 3-8, ALG, GEO 54%

Exceed the 22/23 students with disabilities (SWD) achievement scores:

Math 1/10 - 10% achievement

Reading 4/11 - 36% achievement

College and career acceleration (CCA) is one year lagging, thus the 23/24 CCA achievement is set at 67%. The goal is to exceed this achievement rate with CVS seniors to be reflected in the 24/25 school grade.

Monitoring:

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

This area of focus will be monitored by weekly course progress reports (percent complete and grade), weekly teacher support team meetings, attendance (in-person or ZOOM), discussion-based assessments, district required assessments and progress monitoring results, and school grade.

Person responsible for monitoring outcome:

Leanne Fahey (leanne.fahey@yourcharlotteschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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, and technology-supported strategies shown empirically to increase student engagement. They monitor student engagement and provide positive and constructive feedback to sustain performance.

HLP 1: COLLABORATE WITH PROFESSIONALS TO INCREASE STUDENT SUCCESS.

Collaboration with the schoolhouse team is necessary to support students' learning toward measurable outcomes and to facilitate students' social and emotional well-being across all school environments and instructional settings (e.g., co-taught). Collaboration with individuals or teams requires the use of effective

collaboration behaviors (e.g., sharing ideas, active listening, questioning, planning, problem solving, negotiating) to develop and adjust instructional or behavioral plans based on student data, and the coordination of expectations, responsibilities, and resources to maximize student learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 18/19 through 22/23.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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.

*The updates in the CVS enrollment agreement, require students who are behind pace or who scored below or a low three on the FAST to attend in-person pace and open labs as well as to participate in small group or individual instruction via Zoom.

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

By When: Current and ongoing through May 2024

CVS is slated to be located at the mall once the hurricane damage is remediated. This location is centrally located, accessible, and operates extended hours. There will be ample classroom and large office space to provide individualized and small group instruction, an optimal assessment environment, as well as interest based and enrichment activities.

In-person education and socialization are paramount for the virtual student population. Concern is access to an elementary and secondary Pace and Open Lab space as the mall space remains in a state of repair; as well as a familiar and consistent location for in-person assessments. CVS has requested an alternative space that will work for the K-12 population and once a space is confirmed, in-person lab events will be reinstated.

Person Responsible: Deshon Jenkins (deshon.jenkins@yourcharlotteschools.net)

By When: ASAP

* The "No Stress" book club will continue this year for both middle and high school students. HB 1467 continues to alter the way in which reading can be promoted. This year the club will focus on "reading across the universe" with students selecting a time and space on which to focus their independent reading for the second semester. The goal is to create a literary travel guide similar to the literary cookbook created last year.

*With all the legislative changes the media centers had to address last year, CVS was unable to secure full-time students access to the collections housed, at least digitally, at their brick-and-mortar zoned school. That process will be restarted this year.

*Person responsible: Julianne Farricker and Cynthia Kautz

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

By When: Current and ongoing through May 2024

Program Manager, in conjunction with Lucinda Rempala, School Counselor, will provide each CVS student the opportunity to earn college and career acceleration point(s), including but not limited to AP, AICE (24/24 SY), dual enrollment, industry certifications, or a minimum of 300 clock hours in an adult CTE program.

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

By When: Current and ongoing through May 2024

CVS social studies teacher, Julianne Farricker, will provide students the opportunity to earn CCA point(s) through one semester AP courses (AP Micro and Macro-economics. AP Psychology, a popular course and opportunity to earn CCA by scoring a Level 3 or higher, is no longer offered by FLVS; thus, Julianne Farricker will teach Cambridge AICE Psychology 1 AS Level in the 24/25 school year.

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

By When: Ongoing through May 2025.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Schoolwide Improvement funds are allocated to schools annually as a per pupil allocation based on Survey 3 FTE data. Supplemental federal funds are allocated to schools as requested by school leadership and based on need. Schools complete the Federal Programs Consultation Survey to request funds needed to support their school improvement areas of focus. The federal programs team reviews each request and approves on an individual basis giving priority to schools designated as CSI, TSI, and ATSI respectively.

CVS will use school improvement funds to purchase online math programs for student practice to increase fluency, as well as supplemental materials for EOC courses and AP and AICE practice exams to better prepare students for high stakes assessments. CVS will also purchase materials to support positive behaviors and active participation in virtual and in-person sessions with teachers.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

| 1 | III.B. | Area of Focus: Instructional Practice: Intervention | | | | \$740.00 |
|---|----------|---|--------------|----------------|-----|----------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |

| | | | | | | |
|----------|---|---|--|--------------------------|-----|-------------------|
| | Academic Intervention | REFLEX MATH - 20 licenses x \$35 | 7004 - Charlotte Virtual Franchise | School Improvement Funds | | \$700.00 |
| | | | <i>Notes: REFLEX math is an adaptive and individualized on-line math program for mastering basic math facts.</i> | | | |
| | Academic Intervention | Political Cartoon Workbook | 7004 - Charlotte Virtual Franchise | School Improvement Funds | | \$20.00 |
| | | | <i>Notes: Political cartoon image analysis workbook for U.S. History highlighting Exploration-Reconstruction. Each political cartoon has its own graphic organizer, a summary of the historical context, and analysis questions for students to answer. Providing opportunities for students to learn to decipher and understand political cartoons.</i> | | | |
| | Academic Intervention | US History classroom posters | 7004 - Charlotte Virtual Franchise | School Improvement Funds | | \$20.00 |
| | | | <i>Notes: Five piece American Expansion in US History study material classroom poster set: American Expansion Louisiana Purchase Manifest Destiny Thirteen Colonies Westward Expansion</i> | | | |
| 2 | III.B. | Area of Focus: Positive Culture and Environment: Other | | | | \$1,160.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | Student Engagement | Gift cards 30 x \$10 = \$300 | 7004 - Charlotte Virtual Franchise | School Improvement Funds | | \$300.00 |
| | | | <i>Notes: Incentives for student participation and improvement.</i> | | | |
| | Increase college and career acceleration points | Barron's AP Microeconomics/ Macroeconomics Premium, 2024: 4 Practice Tests + Comprehensive Review + Online Practice | 7004 - Charlotte Virtual Franchise | School Improvement Funds | | \$20.00 |
| | | | <i>Notes: In depth review covering all units on the AP Microeconomics exam and the AP Macroeconomics exam. Four full length practice tests—1 AP Micro exam and 1 AP Macro exam in the book, and 1 additional AP Micro exam and 1 additional AP Macro exam online—plus detailed answer explanations for all questions.</i> | | | |
| | Increase college and career acceleration points | 5 Steps to a 5: AP Macroeconomics 2024 Elite Student Edition and Teacher's Manual | 7004 - Charlotte Virtual Franchise | School Improvement Funds | | \$30.00 |
| | | | <i>Notes: 3 full-length practice tests that align with the latest College Board requirements Hundreds of practice exercises with answer explanations Comprehensive overview of all test topics Proven strategies from seasoned AP educators 5-minute daily activities to reinforce critical AP concepts All instructional content in digital format Interactive practice tests with answer explanations A self-guided, personalized study plan with daily goals, powerful analytics, flashcards, games, and more</i> | | | |
| | Increase college and career acceleration points | AICE Psychology Coursebook with Digital Access (2 years) | 7004 - Charlotte Virtual Franchise | School Improvement Funds | | \$60.00 |
| | | | <i>Notes: There are multiple opportunities to engage in active learning such as group work, research projects and discussion questions. Activities develop students'</i> | | | |

| | | | | | | |
|--------|---|---|---|--------------------------|--|------------|
| | | | <i>essential skills of analysis, interpretation, application and evaluation. Exam-style questions build student confidence. Regular self-assessment and peer-assessment features provide reflection opportunities, to develop confident, independent learners.</i> | | | |
| | Increase college and career acceleration points | AP/AICE Summer and/or Online Institutes | 7004 - Charlotte Virtual Franchise | School Improvement Funds | | \$750.00 |
| | | | <i>Notes: Explore the Course & Exam Dive into each section of the course and exam description, including unit guides, topic questions, and sample syllabi. Develop Teaching Skills & Strategies Gain ready-to-use teaching strategies, instructional materials, and pedagogical tools. Make the Most of AP Classroom Learn how to leverage AP Classroom resources to support your students and create effective lesson plans.</i> | | | |
| Total: | | | | | | \$1,900.00 |

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes