



Initial Assessment:

Goal: All courses taught by CMVHS teachers will be fully developed and standards aligned. As of June 2023, we have made progress toward this goal but have not fully implemented it. CMVHS teachers developed courses throughout the school year. Several new courses were added.

As of June 2023, the successes we experienced related to this indicator in meeting our goal are that teachers developed several standards-aligned courses throughout the school year. Teachers developing courses worked collaboratively in their PLC's to ensure courses were standards-aligned. Teachers developing courses worked collaboratively with Special Ed and ELL teams to develop courses. In our course

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

This objective will be fully met when standards-aligned courses have been fully developed in all content areas; and, when teachers are provided with more time and resources to reach full implementation; and, when more staff is provided to develop and monitor standards aligned curriculum. Groups of teachers will be provided frequent opportunities to work collectively to improve instructional and student achievement. In this work, plans for each standards aligned unit will be developed and shared. Within the units, learning targets that describe what students should be able to demonstrate will be fully developed. Writing end of year objectives that describe students performances will be the priority focus for every teacher. Through the utilization of our Special Education teacher and English Learner personnel, appropriate pedagogical methods will be designed and implemented.

Actions

9/14/22 Review courses developed by CMVS teachers to ensure standards alignment for each content area. Recommendations for revisions will be made as needed.

Danielle South--
elected 8/31/22

02/28/2024

This action directly aligns and supports the improvement of FAM-S 29.

Notes: Teachers developed several courses over the school year. Additional courses will need to be developed as we increase the number of in-house courses offered. Middle school courses will need to be reviewed for alignment and some will need to be developed.

This action directly aligns and supports the improvement of FAM-S

<i>Evidence</i>	1/24/2023 This is an ongoing objective--courses are in development and review will take place as progress is made.			
<i>Experience</i>	1/24/2023 Courses currently being developed: Foundations of Math 1, 2, 3; Foundations of English 1, 2; Chemistry; Physics; Pre-Calculus			
<i>Sustainability</i>	1/24/2023 Continued collaboration and review of the courses begin developed.			



Initial Assessment:

Goal: CMVS implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. As of June 2023, we made progress on this goal by implementing strong tier 1 interventions and tier 2/3 interventions with students who had been referred.

As of June 2023 the successes we experienced related to this indicator in meeting our goal is that students needing Tier 2 interventions based on Panorama data were invited to a small group intervention.

-Students who were referred for academic interventions by parent or EC team received individualized math and/or reading interventions.

-We identified an academic intervention team of one Math and one English teacher.

-The MTSS team met weekly and reviewed data on attendance and academics and implemented core interventions to address chronic absenteeism.

As of June 2023, we are facing challenges in creating time and groups for tier 2 academic interventions. Student buy-in is limited when they have to attend an additional synchronous session that is not connected to one of their courses or a grade. Currently the efforts to address chronic absenteeism have not yielded the results we intended.

As of June 2023 the opportunities that exist to address these challenges for the 2023-2024 school year is to implement a block schedule that has dedicated times throughout the week for intervention. We will continue to conduct home visits and plan a new parent and student orientation to assist with the transition to the online learning environment.

Limited Development
09/14/2022

<i>How it will look when fully met:</i>	Full implementation of our indicators would also demonstrate that students who need support are quickly identified. These students will be provided tiered interventions in response to their area of need. The effectiveness of instruction in tier one will serve as a primary focus when implementing this system.			
<i>Actions</i>				
10/4/23	<p>Establish a MTSS Leadership team and structures that support regular meetings in the virtual learning environment.</p> <p>This action directly aligns and supports the improvement of FAM-S 3.</p>		Ashley Sanogueira	09/29/2023
<i>Notes:</i>				
10/4/23	<p>The MTSS team will utilize the D/F Summary report and the chronic absenteeism report located in the Navigator Portal to schedule parent conferences and to create contracts with parents and students.</p> <p>This action directly aligns and supports the improvement of FAM-S 3.</p>		Carly Forshee -	11/30/2023
<i>Notes:</i>				
9/14/22	<p>Weekly meetings are held to discuss student progress and assign tiered interventions. The team is utilizing Branching Minds platform to review historical data, reviewing current progress in courses, and determining appropriate tiered interventions.</p> <p>This action directly aligns and supports the improvement of FAM-S 3.</p>		Ashley Sanogueira	06/10/2024
<i>Notes:</i> Weekly meetings were held; MTSS team will include grade level reps next year; Team will receive comprehensive training on MTSS platforms and interventions.				
This action directly aligns and supports the improvement of FAM-S 3.				

Initial Assessment:

Goal: All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary. As of June 2023 we made progress on this goal by teachers utilizing wrap around support services such as school counselor/psychologist/Social Worker for intensive support.

As of June 2022-2023 the successes we experienced related to this indicator in meeting our goal is that student referrals were made to SBMH to address emotional needs, referrals to student services/MTSS through the student concerns form in which all teachers had access to, open office hours with teachers. This resulted in higher student engagement and achievement across all grade levels.

As of June 2022-2023 the challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to the indicator that our chronically absent population of students continue to be absent. Currently the efforts of student home visits, parent/teacher conferences, and incentives have not yielded the progress that we intended.

As of June 2022-2023 the opportunities that exist to address these
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How it will look

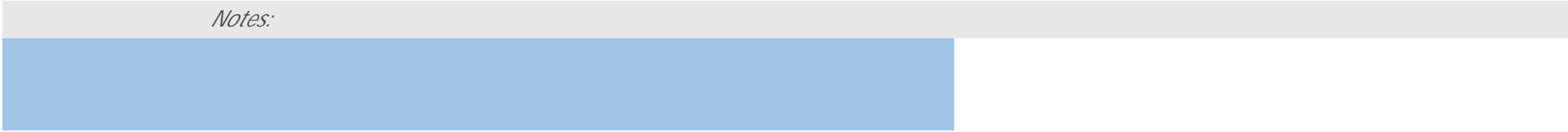
9/14/22 Through frequent communication (E-mail, text, zoom, phone), teachers model and guide students in expressing themselves in socially acceptable methods.

Carly Forshee -

06/10/2024

This action directly aligns and supports the improvement of FAM-S 30-31.

Notes:





There is an established team structure with specific duties and time for instructional planning. The Leadership team will meet bi weekly to review implementation of effective practices. In the monthly meetings we will discuss decisions concerning the general operation of the school and its continuous improvement. In a collaborative culture, members of the school community will work together effectively and are guided by a common purpose. All members of the community teachers, administrators, students and their families share a common vision of what the school should be like. Together they set goals that lead them toward this vision. In doing so, we will create a culture of discourse in which the most important educational matters facing the school are openly and honestly discussed

How it will look when fully met:

When fully met, our leadership team will prove to be effective by operating with agendas, keeping minutes, stayatin9rminutes, stayat4i

9/20/23 Proper district curriculum materials will be provided to teachers. Teachers will be trained on how to effectively utilize classroom curriculum materials. (3rd ELA, Math 8, EVAAS)

Carly Forshee

06/07/2024

Notes:

Initial Assessment:

Teachers have weekly planning meetings with PLC leaders. There is also time to meet vertically on half-days as well as on staff meeting days.

Limited Development
09/20/2023

How it will look when fully met:

When this objective is fully met, staff will meet by grade levels as well as vertically with regularity. We have created a strategic master schedule where there are designated times within the when teachers have adequate amount of time to plan for instruction daily. To build the capacity of teacher leaders within our building we have created various incentives to attract teachers to want to lead within the building.

Actions

9/20/23 Administrative team and Instructional leaders will monitor teachers in weekly meetings (EVAAS)

Danielle South--
elected 9/5/23

06/03/2024

Notes:

9/20/23 Our EC and ML support staff will attend weekly meetings will core teachers. (EVAAS)

Carla Grant Mathis

06/03/2024

Notes:

Initial Assessment:

Goal: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. As of June 2023, we made progress toward this goal. There are opportunities to increase walkthroughs and coaching in all core content areas.

The leadership team met with teachers about course design implementation and monitoring of assessment systems in their courses. Teachers also showcased their course design and assessment systems with the schoolwide PLC to share practices and to get feedback from colleagues. Improvements in course design helps increase students' sense of success as they can more efficiently navigate and interact with more engaging instruction. Core Action walks and coaching of the Math 1 team drove improvements in design and assessment while simultaneously translating and incorporating a new curriculum to be implemented virtually. The number of students that did not earn course credits decreased from 489 in spring of 2022 to 277 in spring of 2023. Student self-efficacy increased from 35-41% on the Panorama screener and student self-management rose from 62%-77%. Biology GLP increased 11.6 percentage points and Biology CCR increased 16.3 percentage points. Math 3 GLP increased 12.1 percentage points and Math 3 CCR increased 13.4 percentage points. Math 1 GLP increased 11.4 percentage points and Math 1 CCR increased by .6 percentage

<p><i>How it will look when fully met:</i></p>	<p>This objective is fully met when the principal and the leadership team maintain a focus on instruction. Regular, short observations will give school leaders informal and impromptu opportunities to view instruction throughout the school. School leaders will provide support to teachers in their progress to establish a positive feedback loop.</p>			
<p><i>Actions</i></p>				
<p>10/4/23</p>	<p>The Instructional Leadership Team (ILT), which comprises of academic facilitators, the administrative staff, and the MCL will introduce the Get Better Faster Framework to staff and utilize it in coaching cycles in high leverage areas: EOG and EOC courses.</p> <p>This action directly aligns and supports the improvement of FAM-S.</p>		<p>John Cline</p>	<p>02/28/2024</p>
<p><i>Notes:</i></p>				
<p>9/14/22</p>	<p>The Leadership Team will review instructional design and student performance in courses. The Leadership Team will meet with teachers individually about design implementation and monitoring of assessment systems in their classrooms and throughout the school.</p> <p>This action directly aligns ad supports the improvement of FAM-S.</p>		<p>John Cline</p>	<p>06/10/2024</p>
<p><i>Notes:</i></p>				

Initial Assessment:

Charlotte Mecklenburg Virtual School has established a team structure with specific duties for each team member and has scheduled time built in the master schedule for instructional planning throughout the week. This teams will look at student performance data and determine the needs of professional development for the school.

Limited Development
09/20/2023

How it will look when fully met:

Our leadership team will determine what professional development is needed throughout the year by directly tying in classroom observations and analysis of student learning data. We will use the successful turnarounds school model and consider data at three levels: at the school level to focus on areas that needed schoolwide improvement to meet adequate yearly progress, at the classroom level to focus on teachers' instructional strengths and weaknesses, and at the student level to focus on instructional needs of individual students.

Actions

9/20/23 We will view student outcome data and look at the data on patterns of professional practice to determine professional development needs of our school and plan appropriate professional development. (EVAAS)

Carla Grant Mathis

06/03/2024

Notes:

Initial Assessment:

Career fairs are held specifically for teachers at hard to staff schools and the transfer period stay open longer for Title I and low performing schools.

Limited Development

09/20/2023

*How it will look
when fully met:*

Evaluating teachers in a timely manner would be especially important to help provide growth opportunities for teachers in our building. These evaluations should also be accurate, fair and fully transparent. By conducting these type of evaluations we will be able to gain a



Initial Assessment:

Goal: CMVHS regularly communicates with parents/guardians about school expectations and how to best support their virtual learners. As of June 2023, we have made progress on this goal; however, there are still some unengaged parents who need additional assistance and information.

As of June 2022-2023 the successes we experienced related to this indicator in meeting our goal is that CMVHS Parent Engagement Committee created a Canvas course to house all resources- including documents, videos, etc. to support them. CMVHS implemented ParentSquare in August as a communication tool. 37,970 direct messages were sent this school year and 747 posts. 55% CMVHS families interacted with staff on ParentSquare this school year.

As of June 2022-2023 the challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to the indicator include: Parent responsiveness; Lack of parental computer skills; Incorrect phone numbers/emails.

As of June 2022-2023 the opportunities that exist to address these challenges for the 2023-2024 school year is to create a unique Parent Orientation during the summer of 2023 to launch in the fall to help parents. A hard copy of a Parent Handbook has been created for parents who have technical challenges.

Limited Development
09/14/2022

*How it will look
when fully met:*

The connection between the school and the home will be focused on engaging families in their child's academic progress. A consistent message of expectations is communicated through direct contact and through external media. Effective parent engagement will be