

Charlotte-Mecklenburg Virtual School*

Comprehensive Progress Report

Mission:

The mission of Charlotte-Mecklenburg Virtual School (CMVS) is to transcend the traditional learning environment by providing relationships that prepare students for 21st Century citizenship.

Vision:

To create a learning environment that actively engages students in the learning process while promoting personal responsibility. Charlotte-Mecklenburg Virtual School uniquely prepared with relevant life skills making them college and career ready.

Goals:

To provide a duty-free lunch period for every teacher on a daily basis. (B3.03)

Provide duty-free instructional planning time for every teacher under GS 115C-105.27 and -301.1, with the goal of providing a planning time per week to the maximum extent that the safety and proper supervision of students may allow during regular school hours.

Provide a positive school climate under CMS regulation GICK-R, by promoting a safe learning environment free of bullying and harassment. (E.106)

Goal 3: The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 19.4% in SY2023-24 to 29.1% in SY2024-25. (Indicators A2.01, 2.04, B1.03, and B3.03)

Guardrail 2: The percent of OSS/ISS incidents was 2% in SY 2023-24 and will not increase in SY 2024-25. (Indicator A1.07, B1.03)

Guardrail 1: The percent of Black/Hispanic students scoring Grade Level Proficient (GLP), (by student group/s relevant to school assessments in grades 6-8 will increase from 33.3% in SY 2023-24 to 39% in SY 2024-25. (Indicators A2.01, B1.03, A4.01, B3.03)

Guardrail 3: 100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Indicator A1.07 and A4.06)

Guardrail 4: The school will retain 90% of licensed classroom teachers throughout the 2024-25. (Indicators B1.03 and C3.04)

Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 6-8 will increase from 29.1% in SY2023-24 to 29.1% in SY2024-25. (Indicators A2.01, A2.04, B1.03, and B3.03)

Goal 4 Interim: % of students meeting or exceeding GLP (grade level proficiency) in Math III, English II and Biology will increase from 48.8% in 2023-2024 to 53.8% in 2024-2025 English II 64.9% in 2023-2024 to 69.9% in 2024-2025 Math III 48.8% in 2023-2024 to 53.8% in 2024-2025 English II 64.9% in 2023-2024 to 69.9% in 2024-2025. (Indicators A4.10, B1.03, B3.03, and A4.16)

Goal 4: Required Goal (Specifics Coming 2025) The percent of rising 12th grade students on track to graduate from high school will increase from ___% in SY2023-24 to ___% in SY2024-25.

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership		
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency		
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assig
Initial Assessment:			<p>As of June 2024 the successes we experienced related to this indicator in meeting our goal are: the Instructional Leadership Team met weekly to review student data and plan for instruction/intervention.</p> <p>As of June 2024 the challenges that we are facing in meeting our goal targets aligned to the indicator include:</p> <p>As of June 2024 the opportunities that exist to address these challenges for the 2024-2025 school year are: continue weekly ILT meetings. (Goals 2-4)</p> <p>ILT Running Agenda</p>	Limited Development 09/20/2023	
			Priority Score: 3	Opportunity Score: 2	Index Score: 6
How it will look when fully met:			<p>Preliminary EOY data for 23-24 school year reports that 25.5% of HS Math I scored GLP and 6.9% scored CCR.</p> <p>MS Math I results show 78.6% GLP and 50% CCR.</p> <p>Math I EOC for all CMVS students is 40.4% GLP and 19 19.1% CCR.</p> <p>When fully met, our leadership team will prove to be effective by operating with agendas, keeping minutes, staying focused, meeting biweekly and following through with the plans they make. Our team will show that there is a team structure established with specific duties and time for instructional planning throughout the school day. Our team will facilitate communication and coordination among the grade levels and the departments of the school in out weekly staff meetings. (Goals 2-4)</p>		Carly I
Actions				0 of 2 (0%)	
		9/20/23	Administration will meet weekly with leadership team to analyze data related to our mid year, year and two year goal to ensure we are moving towards our meeting our goals (Goals 2-4)		Carly I
			<i>Notes:</i>		
		9/20/23	Proper district curriculum materials will be provided to teachers. Teachers will be provided curriculum materials and trained on how to effectively utilize classroom curriculum materials to ensure standards aligned instruction. (Goal 2, Goal 3, Guardrail 1)		Carly I
			<i>Notes:</i>		
Implementation:				07/30/2024	
			Evidence	6/12/2024 ILT Running Agenda	
			Experience	6/12/2024 As of June 2024 the successes we experienced related to this indicator in meeting our goal are: the Instructional Leadership Team met weekly to review student data and plan for instruction/intervention.	
			Sustainability	6/12/2024 As of June 2024 the opportunities that exist to address these challenges for the 2024-2025 school year are: continue weekly ILT meetings;	
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assig

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Initial Assessment:		<p>As of June 2024 the successes we experienced related to this indicator in meeting our goal are: established grade-level and content-specific planning schedules for all grade-levels and core-content areas.</p> <p>As of June 2024 the challenges that we are facing in meeting our goal targets aligned to the indicator include: none</p> <p>As of June 2024 the opportunities that exist to address these challenges for the 2024-2025 school year are: increase opportunities for vertical alignment planning among grade levels. (Aligned to Goals 2-4)</p> <p>CMVS Planning Calendar</p>	Limited Development 09/20/2023	
		Priority Score: 3	Opportunity Score: 3	Index Score: 9
How it will look when fully met:		<p>Preliminary EOY data for 23-24 school year reports that 25.5% of HS Math I scored GLP and 6.9% scored CCR.</p> <p>MS Math I results show 78.6% GLP and 50% CCR.</p> <p>Math I EOC for all CMVS students is 40.4% GLP and 19.1% CCR.</p> <p>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. (Aligned to Goals 2-4)</p>		Carly I
Actions			0 of 2 (0%)	
	9/20/23	Administrative team and Instructional leaders will monitor teachers in weekly departmental/grade level meetings to identify coaching needs and for ensuring standards aligned instruction. (Goal 2, Goal 4)		Daniell electe
	<i>Notes:</i>			
	9/20/23	Our EC and ML support staff will attend weekly meetings will core teachers to ensure differentiated instruction to meet the needs of all students (Goal 2, Goal 4)		Daniell electe
	<i>Notes:</i>			
Implementation:			06/12/2024	
	Evidence	6/12/2024 CMVS Planning Calendar		
	Experience	6/12/2024 As of June 2024 the successes we experienced related to this indicator in meeting our goal are: established grade-level and content-specific planning schedules for all grade-levels and core-content areas. As of June 2024 the challenges that we are facing in meeting our goal targets aligned to the indicator include: none		
	Sustainability	6/12/2024 As of June 2024 the opportunities that exist to address these challenges for the 2024-2025 school year are: increase opportunities for vertical alignment planning among grade levels.		
Core Function:		Domain 1: Turnaround Leadership		
Effective Practice:		Practice 1B: Monitor short-and long-term goals		
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status
				Assig

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Initial Assessment:			As of June 2024 the successes we experienced related to this indicator: Instructional Leadership Team attended Relay GSE training; Instructional Leadership Team conducted regular walkthroughs focused on observing teacher us of Academic Monitoring, Student Know & Show, and I do, You do, We do;	Limited Development 07/30/2024	
			As of June 2024 the challenges that we are facing in meeting goal targets aligned to the indicator are: walkthrough data revealed the majority of the staff are implementing the school-wide PD initiatives; however, there are staff members who are not at full implementation		
			As of June 2024 the opportunities that exist to address these challenges for the 2024-2025 school year are: For taff who are not at full implementation, we will use facilitators and MCL to further support/coach toward full implementation.		
			Preliminary EOY data for 23-24 school year reports that 25.5% of HS Math I scored GLP and 6.9% scored CCR.		
			MS Math I results show 78.6% GLP and 50% CCR.		
			Math I EOC for all CMVS students is 40.4% GLP and 19 19.1% CCR.		
			CMVS ILT has coaching caseloads that they will manage to provide ongoing coaching and support.		
How it will look when fully met:			A walkthrough schedule will be created for CMVS that focuses on feedback regarding three key areas: Canvas design with standards aligned instruction, formative assessments, and small group instruction.		Daniell electe
Actions				0 of 2 (0%)	
	8/20/24		The principal will develop a weekly walkthrough calendar with strategic look-fors to assess the use of formative assessments and small group instruction. (Aligns to All goals and FAM-S 3)		Daniell electe
		Notes:			
	7/30/24		The principal will develop a monthly walkthrough calendar with strategic look-fors to assess the current state of Canvas course design to ensure standards alignment instruction (Aligns to All goals and FAM-S 3)		Daniell electe
		Notes:			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assig

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Initial Assessment:		A math MCL was hired in September 2023 to coach and work closely with eighth and ninth grade math teachers to ensure effective planning, instructional delivery, and assessing. The MCL and math teachers will progress monitor student academic progress regularly through the use of the following: MAP assessment, Quarterly Benchmark assessments, Edulastic assessments and data portal, and MasteryConnect assessments and data portal. Preliminary EOY data for 23-24 school year reports that 25.5% of HS Math I scored GLP and 6.9% scored CCR. MS Math I results show 78.6% GLP and 50% CCR. Math I EOC for all CMVS students is 40.4% GLP and 19.1% CCR. (Guardrail 1)	Limited Development 10/11/2023	
		Priority Score: 3	Opportunity Score: 2	Index Score: 6
How it will look when fully met:		Preliminary EOY data for 23-24 school year reports that 25.5% of HS Math I scored GLP and 6.9% scored CCR. MS Math I results show 78.6% GLP and 50% CCR. Math I EOC for all CMVS students is 40.4% GLP and 19.1% CCR. Student academic outcomes in Math I and 8th grade math will increase quarterly and will be measured by data from the NWEA Math MAP assessments and the CMS quarterly math benchmarks. (Guardrail 1)		Johr
Actions			0 of 2 (0%)	
9/6/24	Within the 2024-25 school year, our school identified the following resource inequity, having adequate software to progress monitor students during synchronous instruction, as a result, our school plans to mitigate this inequity by purchasing software and providing training to teachers to utilize these online monitoring tools.			Johr
<i>Notes:</i>				
10/11/23	Math MCL and math teachers will progress monitor student academic progress regularly through the use of the following: iReady assessment, Quarterly Benchmark assessments, Edulastic assessments and data portal. (Guardrail 1)			Johr
<i>Notes:</i> Title I Funding was used to purchase the MCL				
Implementation:			06/12/2024	
	<i>Evidence</i>	6/12/2024		
	<i>Experience</i>	6/12/2024		
	<i>Sustainability</i>	6/12/2024		
Core Function:		Domain 2: Talent Development		
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent		
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status
				Assig

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<p>Initial Assessment:</p>	<p>As of June 2024 the successes we experienced related to this indicator in meeting our goal are: CMVS participates in the TLP program to provide incentives to highly effective teachers; several staff members received compensation through multiple leadership opportunities are provided to staff such as committee chairs, grade-level chairs; department chairs; staff retention rate remains high; provide and fund professional growth opportunities to individual teacher needs in virtual instruction.</p> <p>As of June 2024 the challenges that we are facing in meeting our goal targets aligned to the indicator include: reduction in the number of staff allotments; staff members report challenges around collaboration due to single-member PLCs</p> <p>As of June 2024 the opportunities that exist to address these challenges for the 2024-2025 school year are: student achievement data from 23-24 will allow us to expand TLP opportunities to additional staff. (Guardrail 4)</p>	<p>Limited Development 09/20/2023</p>	
	<p>Priority Score: 3 Opportunity Score: 3</p>	<p>Index Score: 9</p>	
<p>How it will look when fully met:</p>	<p>Preliminary EOY data for 23-24 school year reports that 25.5% of HS Math I scored GLP and 6.9% scored CCR.</p> <p>MS Math I results show 78.6% GLP and 50% CCR.</p> <p>Math I EOC for all CMVS students is 40.4% GLP and 19.1% CCR.</p> <p>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 comprehensive and accurate picture of a teacher's competencies. When fully implemented CMVS will be fully staffed mostly with certified teachers and less than 15% non certified teachers. We will achieve at least an 90% retention rate. (Guardrail 4)</p>		<p>Daniell electe</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>	
<p>9/20/23</p>	<p>The school will provide staff incentives and recognition such as Mugs and Kisses, and staff member shout outs in weekly staff meetings. (Guardrail 4)</p>		<p>Johi</p>
<p><i>Notes:</i></p>			
<p>9/20/23</p>	<p>CMVS ILT will have a process for conducting walkthroughs and providing feedback. (Guardrail 4)</p>		<p>Johi</p>
<p><i>Notes:</i></p>			
<p>Implementation:</p>		<p>06/12/2024</p>	
<p>Evidence</p>	<p>6/12/2024 Teacher retention rate</p>		
<p>Experience</p>	<p>6/12/2024</p> <p>As of June 2024 the successes we experienced related to this indicator in meeting our goal are: CMVS participates in the TLP program to provide incentives to highly effective teachers; several staff members received compensation through the master teacher program; multiple leadership opportunities are provided to staff such as committee chairs, grade-level chairs; department chairs; staff retention rate remains high; provide and fund professional growth opportunities to individual teacher needs in virtual instruction.</p> <p>As of June 2024 the challenges that we are facing in meeting our goal targets aligned to the indicator include: reduction in the number of staff allotments; staff members report challenges around collaboration due to single-member PLCs</p>		

Sustainability		6/12/2024 As of June 2024 the opportunities that exist to address these challenges for the 2024-2025 school year are: student achievement data from 23-24 will allow us to expand TLP opportunities to additional staff.		
Core Function:		Domain 3: Instructional Transformation		
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs		
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status
Initial Assessment:		<p>CMVS Student Services PLC, MTSS, and grade level (grades 6-9) meet weekly to review student data related to attendance and grades. The MTSS team has a process for tier 2 and 3 interventions with select groups. A schoolwide system for Tier 2 interventions is needed. (Goal 4, Guardrail 3, and FAM-S 3)</p> <p>As of June 2024 the successes we experienced related to this indicator in meeting our goal are: the MTSS team met weekly and reviewed data on attendance and academics and implemented core interventions to address chronic absenteeism; PLCs held regular data meetings to review MAP, Benchmark, and classroom assessment data and formulate appropriate instruction and reengagement strategies based on student need; Students who were referred for Tier 3 interventions by parent or EC team received individualized math and/or reading interventions;</p> <p>As of June 2024, we are facing challenges with student attendance at scheduled intervention groups; staffing limitations created scheduling challenges for Tier 2 and Tier 3 interventions;</p> <p>As of June 2024 the opportunities that exist to address these challenges for the 2024-2025 school year are to continue to hold regular review and respond data meetings; to provide planning opportunities for vertical alignment across grade levels;</p> <p>Preliminary EOY data for 23-24 school year reports that 25.5% of HS Math I scored GLP and 6.9% scored CCR.</p> <p>MS Math I results show 78.6% GLP and 50% CCR.</p> <p>Math I EOC for all CMVS students is 40.4% GLP and 19 19.1% CCR.</p>	Limited Development 08/01/2024	Assig
How it will look when fully met:		CMVS has a MTSS process for Tier 2 interventions woven into middle school homeroom time. Student data trends show that chronic absenteeism is reduced/decreasing and student failure rates are lower. (Goal 4, Guardrail 3, and FAM-S 3)		Daniell electe
Actions			0 of 3 (0%)	
	8/5/24	Student Services will review monthly D/F reports, absenteeism reports, and GSI reports showing which courses have the highest amount of failures to create academic supports and interventions for PLCs. (Goal 4, Guardrail 3, FAM-S 3).		Latish: electe
Notes:				

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8/1/24	School will use Title I funds for Curriculum Development so grade level chairs in 9-12 grade can plan high quality Math lessons to ensure standards aligned instruction (Goal 4)		Daniell electe
<i>Notes:</i>	<p>\$15,000 (Curriculum Development)) \$2,000 (Supplies & Materials) 4,000 (Smart TV)</p> <p>Success of these lessons will be measured by pre and post observations, assessments, or exit tickets.</p> <p>CMVS will increase the percentage of students scoring CCR (college and career ready) on Math 1 as measured from the EOC will increase from 0.5 in June 2024 to 5.0 in June 2025, with an end goal of 57% by June 2029, through the use of their Title I Funds.</p>		
8/5/24	Grade level PLC's (grades 6-9) will establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (Goal 4 and FAM-S 3)		Daniell electe
<i>Notes:</i>			
Core Function:	Domain 3: Instructional Transformation		
Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction		
!	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)
			Implementation Status
<i>Initial Assessment:</i>	<p>As of June 2024 the successes we experienced related to this indicator in meeting our goal are: teachers were provided PD around Academic Monitoring and I do; You do; We do; MS teachers provided homeroom instruction following the Caring Schools Curriculum; HS teachers provided homeroom instructions following the 7 Mindsets Curriculum; established school-wide synchronous instruction policies and procedures including mandatory camera-on.</p> <p>As of June 2024 the challenges that we are facing in meeting our goal targets aligned to the indicator include: Homeroom attendance is lower than expected; lack of viable consequences for students who don't follow procedures.</p> <p>As of June 2024 the opportunities that exist to address these challenges for the 2024-2025 school year are: All staff will be trained in the Caring Schools curriculum.</p>	Limited Development 09/18/2023	Assig
	Priority Score: 3	Opportunity Score: 3	Index Score: 9
How it will look when fully met:	<p>Preliminary EOY data for 23-24 school year reports that 25.5% of HS Math I scored GLP and 6.9% scored CCR.</p> <p>MS Math I results show 78.6% GLP and 50% CCR.</p> <p>Math I EOC for all CMVS students is 40.4% GLP and 19 19.1% CCR.</p> <p>When fully implemented teachers will maintain sound classroom management and establish classroom rules and procedures. Instruction will be provided to reinforce rules and procedures to help correct students when needed. When this objective is fully met, chronic attendance rates will improve.</p>		Daniell electe
Actions		0 of 1 (0%)	
9/20/23	Academic facilitators will provide coaching and support to individual teachers that are designed to increase student engagement and create independent learners.		Daniell electe

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		<i>Notes:</i> Staff PD has focused on Academic Monitoring in the virtual classroom to include: giving precise instructions, Deliberately looking at student work, Specific feedback to each student, Clear expectations - students know what the teacher is looking for, Teacher records data on student learning. Implementation began in January, and teachers have been observed using a walk through response form. Areas of success include: Deliberately looking at student work, Specific feedback to each student, Clear expectations - students know what the teacher is looking for, Areas for growth include: Teacher records data on student learning.		
Implementation:			06/12/2024	
Evidence		6/10/2024		
Experience		6/10/2024		
Sustainability		6/10/2024		
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assig
Initial Assessment:		<p>During summer of 2024, teachers designed virtual units of instruction aligned to the standards to begin the school year. Virtual best practices were included by utilizing the Quality Matters rubric.</p> <p>As of June 2024, the successes we experienced related to this indicator in meeting our goal are: 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.</p> <p>As of June 2024 the challenges that we are facing in meeting our goal targets aligned to the indicator are: teachers have the additional task of adapting district-provided instructional materials to be appropriate for instruction in the virtual classroom.</p> <p>As of June 2024, the opportunities that exist to address these challenges for the 2024-2025 school year are: to increase collaboration between teachers developing courses, PLC's, Special Ed, ELL, and facilitators; utilize Title 1 funds for teachers to develop units/assessments during extended summer employment.</p> <p>Preliminary EOY data for 23-24 school year reports that 25.5% of HS Math I scored GLP and 6.9% scored CCR.</p> <p>MS Math I results show 78.6% GLP and 50% CCR.</p> <p>Math I EOC for all CMVS students is 40.4% GLP and 19 19.1% CCR.</p>	Limited Development 07/30/2024	
How it will look when fully met:		Canvas courses will reflect standards aligned instruction for synchronous and asynchronous instruction. During synchronous instruction, teachers will monitor student understanding by utilizing tools to formatively assess. Teachers will plan for small group instruction regularly to respond to ongoing data.		Daniell electe
Actions			0 of 2 (0%)	
	7/30/24	CMVS will use Title 1 Funds to purchase virtual instruction software tools for formative assessment and student engagement to increase overall student progress. (FAM-S 3, Goal 2, Goal 3, Guardrail 1)		Carly f

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		<p><i>Notes:</i> CMVS students scoring at GLP achievement level will increase from 47.1% in 23-24 to 55% in 24-25.</p> <p>Budget: Pear Assessment 4895.00 Edpuzzle 2940.00 Nearpod 6286.25 Screencastify 5520.00</p> <p>Teachers will also be trained on best practices for using virtual instruction software tools. (Edpuzzle, Screencastify, Nearpod, and Pear Assessment).</p>		
7/30/24		Instructional teams will collaborate with the leadership team to analyze data after each benchmark window to provide differentiated instruction to meet the needs of all students (Goals 2, 3, and guardrail 1, FAM-S 3)		Daniell electe
		<i>Notes:</i>		
Core Function:		Domain 3: Instructional Transformation		
Effective Practice:		Practice 3C: Remove barriers and provide opportunities		
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status
<i>Initial Assessment:</i>		As of June 2024 the successes we experienced related to this indicator in meeting our goal are: content PLC teams met weekly to discuss and plan for vertical alignment of instruction; student services team met weekly to review student data to support student's promotion to the next grade level and strategically schedule students to increase preparation for and participation in advanced coursework; the middle to high school transition was supported by collaborating on registration and reviewing student data for appropriate course advisement and placement; partnership with NCSSM to provide advanced coursework; CMVS teachers offered additional in-house AP course offerings. As of June 2024 the challenges that we are facing in meeting our goal targets aligned to the indicator include: loss of allotments in the student services team; reduction in course offerings due to staffing limitations	Limited Development 09/14/2022	Assig
		Priority Score: 2	Opportunity Score: 2	Index Score: 4
How it will look when fully met:		<p>Preliminary EOY data for 23-24 school year reports that 25.5% of HS Math I scored GLP and 6.9% scored CCR.</p> <p>MS Math I results show 78.6% GLP and 50% CCR.</p> <p>Math I EOC for all CMVS students is 40.4% GLP and 19 19.1% CCR.</p> <p>This will be fully met when we have decreased our 9th grade retention rate and all students exceeding growth in EOG and EOC courses. Over 80% of students being successful in the core (grade level proficiency) would result in students being prepared for advanced coursework and being promoted in each grade level.</p>		Latish: electe
Actions			0 of 2 (0%)	
	8/5/24	Instructional leaders will implement PLC agendas that analyze data driven instruction and academic monitoring protocols to ensure effective small group instruction. ((Goal 2, Guardrail 1)		Daniell electe
		<i>Notes:</i>		
	8/20/24	Instructional leaders will implement PLC agendas that show evidence of vertical alignment planning and Canvas design that will ensure standards aligned instruction (Goal 2, Guardrail 1)		Daniell electe
		<i>Notes:</i>		

Implementation:			06/12/2024	
Evidence	6/12/2024	21% of EOY graduates are earning an endorsement in 23-24 SY.		
Experience	6/12/2024	<p>As of June 2024 the successes we experienced related to this indicator in meeting our goal are: content PLC teams met weekly to discuss and plan for vertical alignment of instruction; student services team met weekly to review student data to support student's promotion to the next grade level and strategically schedule students to increase preparation for and participation in advanced coursework; the middle to high school transition was supported by collaborating on registration and reviewing student data for appropriate course advisement and placement; partnership with NCSSM to provide advanced coursework; CMVS teachers offered additional in-house AP course offerings.</p> <p>As of June 2024 the challenges that we are facing in meeting our goal targets aligned to the indicator include: loss of allotments in the student services team; reduction in course offerings due to staffing limitations</p>		
Sustainability	6/12/2024	As of June 2024 the opportunities that exist to address these challenges for the 2024-2025 school year are:		
Core Function:		Domain 4: Culture Shift		
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning		
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status
Initial Assessment:			<p>As of June 2024, the successes we experienced related to this indicator in meeting our goal are: the student services team maintained a Student Concerns form for teachers to complete to identify at-risk students; student referrals were made to SBMH to address emotional needs; homeroom teachers provided grade-level appropriate SEL instruction; student services team implemented a school-wide attendance recognition; 9th grade PLC met weekly to review student academic and attendance data and used data to implement interventions based on student need; chronic absent rate went from 20.8% (22-23 SY) to 9% (23-24 SY)</p> <p>As of June 2024 the challenges that we are facing in meeting goal targets aligned to the indicator are: a lack of resources/interventions for students who continue to be chronically absent.</p> <p>As of June 2024 the opportunities that exist to address these challenges for the 2024-2024 school year are: to increase student/family engagement through regularly scheduled parent-centered events. We will continue to conduct home visits and provide incentives as well.</p> <p>All staff will be trained on the Capturing Kids' Heart program on August 14-15th for schoolwide implementation.</p>	Limited Development 08/05/2024
How it will look when fully met:			Teachers are implementing daily practices of Capturing Kids Heart program on a daily basis to meet the social-emotional needs of their students.	Carly I
Actions				0 of 3 (0%)

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9/6/24	CMVS Student Services and MTSS team will identify students with 3 absences and make parent/student contact to develop a plan for improvement. (CMVS Attendance Plan: https://docs.google.com/document/d/1U_XP6vGPjZGfttUfLclpoXTyzGb_w_9yfs_g_nbtacJHY/edit?usp=sharing)		Carly I
<i>Notes:</i>	CMVS Attendance Plan: https://docs.google.com/document/d/1U_XP6vGPjZGfttUfLclpoXTyzGb_w_9yfs_g_nbtacJHY/edit?usp=sharing		
9/6/24	Teachers will implement schoolwide interventions for Rule 6 (Misrepresentation: Honesty) in a consistent manner with a rubric provided and document in Educator's Handbook accordingly. (FAM-S 30: behavior)		Carly I
<i>Notes:</i>			
8/5/24	Teachers will implement daily elements from the Capturing Kids' Hearts program (Morning Meetings, Journaling, Good Things, Signals (Time Out, Check, Foul)) in homeroom and class periods as our Schoolwide Core Social-Emotional Practices to support the SEL needs of students. (Guardrail 3, FAM-S 31)		Carly I
<i>Notes:</i>			

Core Function:		Domain 4: Culture Shift		
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals		
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assig
<i>Initial Assessment:</i>		<p>As of June 2024 the successes we experienced related to this indicator in meeting our goal are: the development of a parent handbook outlining strategies to support virtual learners; the development of a Canvas Parent Orientation course; regular use of ParentSquare for all school-based communication; weekly newsletter;</p> <p>As of June 2024 the challenges that we are facing in meeting our goal targets aligned to the indicator include: Parent responsiveness; Lack of parental computer skills; Incorrect phone numbers/emails.</p> <p>As of June 2024 the opportunities that exist to address these challenges for the 2024-2025 school year are: implementation of regularly scheduled on-campus parent-centered events focused on strategies to support students who are learning from home.</p> <p>CMVS Communication Tracker 23-24</p> <p>ParentSquare Usage Data: 50, 894 direct messages sent; 1251 posts;</p> <p>CMVS currently has a parent orientation course that all new parents and students complete to understand virtual school expectations.</p> <p>CMVS maintains a schoolwide communication log to document parent outreach.</p> <p>CMVS utilize ParentSquare for school communications.</p> <p>CMVS sends out a weekly Parent Newsletter with pertinent course information.</p> <p>(Align to Goal 1 and Guardrail 3)</p>	Limited Development 08/05/2024	

Comprehensive Report

How it will look when fully met:	Teacher/Parent contacts are logged for all students who are not passing a course on regular intervals. Parents receive weekly school communication to stay informed and help their children reach their goals.		Latish: electe
Actions		0 of 2 (0%)	
	8/5/24 CMVS will send a weekly Parent Newsletter through ParentSquare to ensure access for all families in leveraging our existing tools for student academic support. (FAM-S 3, Goal 2, Goal 3)		Daniell electe
	<i>Notes:</i>		
	8/5/24 Teachers will document the use of ParentSquare, email, phone, text, etc. as they use it as a source of consistent communication between school and home to engage parents in their children's academic progress. (FAM-S 3, Goal 2, Goal 3)		Latish: electe
	<i>Notes:</i>		