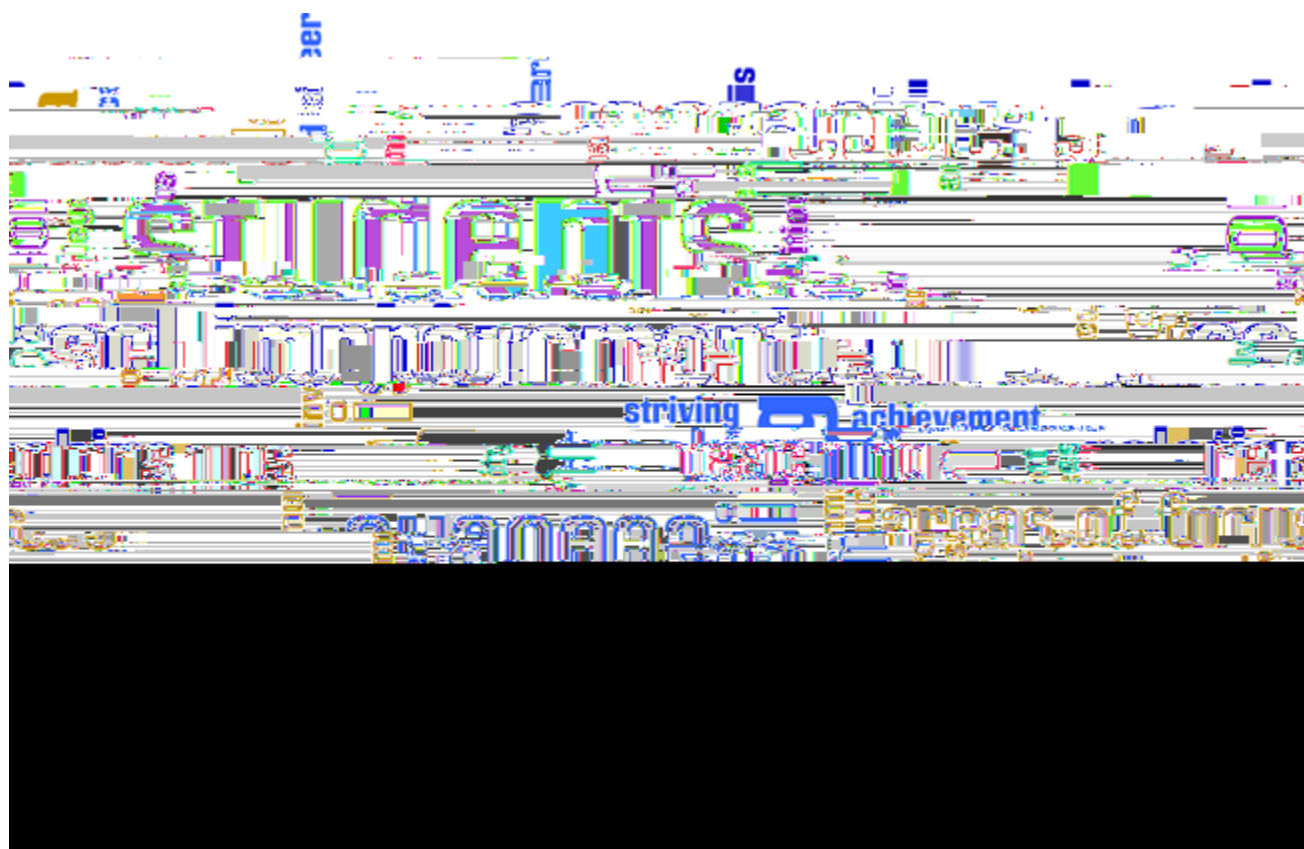




1445 EDUCATION WAY, Port Charlotte, FL 33948

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

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:

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

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

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, T7gs266 ed assessi has one or more s1TBrpt-5 T

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.

[illegible]

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.

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.

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

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.

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
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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
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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))

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.

[illegible]

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	0	
Students with two or more indicators	0	0	0	0	1	2	0	0	0		3
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	
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	0	1	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	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	0	4
Level 1 on statewide Math assessment	0	0	0	0	1	0	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	0	

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

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.

ELA Achievement*	61			68			71		
ELA Learning Gains	59			59			50		
ELA Lowest 25th Percentile	40			46					
Math Achievement*	45			49			65		
Math Learning Gains	53			34			42		
Math Lowest 25th Percentile	50			28					
Science Achievement*	55			66			70		
Social Studies Achievement*	79			74			70		
Middle School Acceleration	20			59					
Graduation Rate	97			100			97		
College and Career Acceleration	62			44			40		
ELP Progress									

* 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 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

SWD	35	Yes	1	
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	60			
FRL	78			

[illegible]



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

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.

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.

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.

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.

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.

Student engagement
SWD reading and math achievement
Elementary math achievement
Access to reading and math interventions for virtual students

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



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

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.

(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

No

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

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.

Janet Scinta (janet.scinta@yourcharlotteschools.net)

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.

Janet Scinta (janet.scinta@yourcharlotteschools.net)

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.

Melissa Russell (mellissa.russell@yourcharlotteschools.net)

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)

Julianne Farricker (julianne.farricker@yourcharlotteschools.net)

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)

Angie Nolan (angie.nolan@yourcharlotteschools.net)

Current and ongoing through May 2024

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.

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

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

*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

Cynthia kautz (cynthia.kautz@yourcharlotteschools.net)

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.

Leanne Fahey (leanne.fahey@yourcharlotteschools.net)

Current and ongoing through May 2024

CVS social studies teacher, Julianne Farricker, will provide students the opportunity to earn CCA point(s)

	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</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>			



Yes