

## Comprehensive Progress Report

### Mission:

The mission of Charlotte-Mecklenburg Virtual School (CMVS) is to transcend the traditional learning environment by providing flexibility, personalization and 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. Students will graduate from 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 an average of at least 5 hours planning time per week to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (A2.04)

Provide a positive school climate under CMS regulation GICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (B3.03) (E.106)

The percent of CMVS students who score at the CCR level- a 4 or 5- in Math 1 will increase from 7.1% in 2020-21SY to 14.5% in SY2022-23 and 25% in SY2023-2024.

The percent of graduates earning a state high school endorsement will increase from 44.4% in SY2021-22 to 46.6% in SY2022-23, and 75% in SY2023-2024.

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24 on all End-of-Grade(EOG) and End-of-Course (EOC) state assessments (Reading, Math, Science, Math 1, Math 3, Biology, English 2). (Aligns to A4.01 and B3.03 and CMS Goal 4)

Interim Guardrail 3.1b: Percent of students reporting a positive self-perception of their self-efficacy on the Fall Panorama Screener will increase from 43% in Grades 6-12 in September 2021 to 50% in Grades 6-12 in September 2024. Interim Guardrail 3.2b: Percent of students reporting a positive self-perception of their self-management on the Fall Panorama Screener will increase from 70% in Grades 6-12 in September 2021 to 80% in Grades 6-12 in September 2024. Interim Guardrail 3.3b: Percent of students reporting a positive self-perception of their engagement in school on the Fall Panorama Screener will increase from 30% in Grades 6-12 in September 2021 to 40% in Grades 6-12 in September 2024.

OSS disproportionately for Black students will decrease from 46.8% in SY2021-22 to 34.9% SY2022-23 and 23.0% in SY2023-24.

The percentage of 8th grade students who score at the College and Career level - 4 or 5 - on the Grade 8 Mathematics EOG will increase from 2% in SY2021-2022 to 20% in SY2022-23 and 30% in SY 2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2).



Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teachers will participate in the district's initiative of the Caring Schools Curriculum initiative. This initiative places emphasis on social emotional wellness by addressing various situations that students face and by assisting them with communicating their emotions in an efficient and effective manner. In addition to the Caring Schools Curriculum, we will implement an I can and I will positive campaign that focuses on everyone in the building speaking and behaving positively and with confidence.	Limited Development 09/18/2023		
<i>How it will look when fully met:</i>		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.		Danielle South-- elected 9/5/23	06/09/2024
<i>Actions</i>			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.		Danielle South-- elected 9/5/23	12/01/2023
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date

**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 registration, we were able to offer an increased number of in-house courses including AP electives and foundational English courses.

As of June 2022-2023 the challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to the indicator is that teachers developing courses were not allotted additional time to develop courses.

As of June 2022-2023 the opportunities that exist to address these challenges for the 2023-2024 school year is to increase collaboration between teachers developing courses, PLC's, Special Ed, ELL, and facilitators. An additional opportunity is the development of standards-aligned middle school courses once the schools merge (August 2023).

Limited Development  
09/13/2022

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	<p>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.</p>			Danielle South-- elected 9/5/23	06/09/2024
<b>Actions</b>			<b>0 of 2 (0%)</b>		
9/14/22	<p>Review courses developed by CMVS teachers to ensure standards alignment for each content area. Recommendations for revisions will be made as needed.</p> <p>This action directly aligns and supports the improvement of FAM-S 29.</p>			Danielle South-- elected 8/31/22	02/28/2024
	<p><i>Notes:</i> 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.</p> <p>This action directly aligns and supports the improvement of FAM-S 29.</p>				
10/4/23	<p>Academic Facilitators will provide coaching and support to teachers to ensure that teachers are providing culturally relevant and engaging instruction in a student-centered environment.</p> <p>This action directly aligns and supports the improvement of FAM-S 29.</p>			Danielle South-- elected 9/5/23	06/10/2024
	<p><i>Notes:</i> This action directly aligns and supports the improvement of FAM-S 29.</p>				
<b>Implementation:</b>			03/30/2023		

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

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Student support services</b>
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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	Assigned To	Target Date
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**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

<b>How it will look when fully met:</b>		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.		Carly Forshee -	02/28/2024
<b>Actions</b>			<b>0 of 3 (0%)</b>		
10/4/23	Establish a MTSS Leadership team and structures that support regular meetings in the virtual learning environment.  This action directly aligns and supports the improvement of FAM-S 3.			Ashley Sanogueira	09/29/2023
<i>Notes:</i>					
10/4/23	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.  This action directly aligns and supports the improvement of FAM-S 3.			Carly Forshee -	11/30/2023
<i>Notes:</i>					
9/14/22	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.  This action directly aligns and supports the improvement of FAM-S 3.			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.					
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<p><b>Initial Assessment:</b></p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>As of June 2022-2023 the opportunities that exist to address these challenges for the 2023-2024 school year is to increase student/family engagement. We will continue to conduct home visits and provide incentives as well as providing parent informational sessions.</p>	<p>Limited Development 09/14/2022</p>		
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<p><b>How it will look when fully met:</b></p>	<p>Through consistent communication with teachers, students learn to manage their emotional states and develop the critical social relationship that impacts learning. Teachers can help students learn to identify and understand their emotions and can teach students strategies for successfully managing their emotions.</p>		<p>Latisha Dixon-- elected 9/5/23</p>	<p>02/28/2024</p>
<p><b>Actions</b></p>		<p><b>1 of 3 (33%)</b></p>		
<p>10/6/22</p>	<p>Create an attendance plan and communicate with families, students, and staff.</p> <p>This action directly aligns and supports the improvement of FAM-S 30 and 31.</p> <p>Attendance plan is being reviewed by staff to finalize on 10/12/23. The attendance plan will be shared with families and students through our weekly newsletter as well as the website.</p> <p><a href="https://docs.google.com/document/d/1y5wGp3jfi1gAq78Bxu9bsuKqhiAZ0uhzZnMz9srTmo0/edit?usp=sharing">https://docs.google.com/document/d/1y5wGp3jfi1gAq78Bxu9bsuKqhiAZ0uhzZnMz9srTmo0/edit?usp=sharing</a></p>	<p>Complete 10/12/2023</p>	<p>Carly Forshee -</p>	<p>10/12/2023</p>
<p><i>Notes:</i> Attendance plan is being reviewed by staff to finalize on 10/12/23. The attendance plan will be shared with families and students through our weekly newsletter as well as the website.</p> <p><a href="https://docs.google.com/document/d/1y5wGp3jfi1gAq78Bxu9bsuKqhiAZ0uhzZnMz9srTmo0/edit?usp=sharing">https://docs.google.com/document/d/1y5wGp3jfi1gAq78Bxu9bsuKqhiAZ0uhzZnMz9srTmo0/edit?usp=sharing</a></p> <p>This action directly aligns and supports the improvement of FAM-S 30 and 31.</p>				
<p>10/4/23</p>	<p>Teachers are required to identify and address students' learning needs based on 504, IEP, ML status with an intentional and target focus. (CMS Guardrail 3 - The superintendent will not neglect students' social/emotional health, wellness, and development)</p> <p>This action directly aligns and supports the improvement of FAM-S 30-31.</p>		<p>Carly Forshee -</p>	<p>06/10/2024</p>
<p><i>Notes:</i></p>				

	9/14/22	Through frequent communication (E-mail, text, zoom, phone), teachers model and guide students in expressing themselves in socially acceptable methods.  This action directly aligns and supports the improvement of FAM-S 30-31.		Carly Forshee -	06/10/2024	
<i>Notes:</i>						
	<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Our content PLC teams meet weekly to discuss and plan for vertical alignment of instruction. Our student services team meets 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 is supported by collaborating on registration and reviewing student data for appropriate course advisement and placement.	Limited Development 09/14/2022			
<i>How it will look when fully met:</i>		This will be fully met when we have met our high school endorsement targets, decreased our 9th grade retention rate, and middle school students showing growth from the fall 2023 MAP administration to the Spring 2024 MAP administration. 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.		<b>Latisha Dixon-- elected 9/5/23</b>	<b>06/09/2024</b>	
<b>Actions</b>			<b>0 of 1 (0%)</b>			
	9/14/22	Weekly PLC meeting agendas will show evidence of vertical alignment planning and discussion.		Danielle South-- elected 9/5/23	02/28/2024	
<i>Notes:</i>						
<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>				
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>				

	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	Assigned To	Target Date
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<b>Initial Assessment:</b>	<p>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</p>	<p>Limited Development 09/20/2023</p>		
<b>How it will look when fully met:</b>	<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.</p>		<p>Carly Forshee -</p>	<p>06/03/2024</p>
<b>Actions</b>		<b>0 of 2 (0%)</b>		
9/20/23	<p>Meet weekly with leadership team to make sure that as a school we are moving towards our mid year, year and two year goal. (3rd ELA, Math 8, EVAAS)</p>		<p>Carly Forshee</p>	<p>06/07/2024</p>
<i>Notes:</i>				

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
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Distributed leadership and collaboration</b>			
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KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	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		
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<i>How it will look when fully met:</i>	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.			Carly Forshee -	06/03/2024
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<b>Actions</b>			<b>0 of 2 (0%)</b>		
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9/20/23	Administrative team and Instructional leaders will monitor teachers in weekly meetings (EVAAS)			Danielle South-- elected 9/5/23	06/03/2024
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9/20/23	Our EC and ML support staff will attend weekly meetings will core teachers. (EVAAS)			Carla Grant Mathis	06/03/2024
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<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>			
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KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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**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 points.

The challenge with fully meeting this goal will be in assuming responsibility for grades 5-8 in 23-24. This will require significant time and resources in order to learn the course design, instructional and assessment practices of a new teaching staff. There already exists a large time and resource commitment for an existing staff where expectations are internalized and a collaborative culture has been established.

Since the virtual high school has an established culture of collaboration and high expectations for engaging, intuitive and user friendly course design with quality assessment systems, the opportunity exists to have models to be shared with the 5-8 virtual program. An opportunity to improve synchronous instructional strategies exists in grades 5-12. At the high school, there are teacher leaders in this area that we can lift up to help all teaching staff.

Limited Development  
09/14/2022

<p><b>How it will look when fully met:</b></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><b>John Cline</b></p>	<p><b>06/09/2024</b></p>
<p><b>Actions</b></p>		<p><b>0 of 2 (0%)</b></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>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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.		Carly Forshee -	06/03/2024
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	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
<i>Notes:</i>					



Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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 85% retention rate.		Danielle South-- elected 9/5/23	06/03/2024
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	9/20/23	Conduct teacher evaluations frequently, using multiple measures. (EVAAS)		John Cline	06/03/2024
<i>Notes:</i>					
	9/20/23	The school will provide staff incentives and recognition such as preferential parking space, and staff member of the month awards. (SEL)		John Cline	06/25/2024
<i>Notes:</i>					

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Resource Allocation			
!	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The percent of high school students who score at the College and Career (CCR) level - a 4 or 5 - on the Math I EOC (grades 9-12) will increase from 14.5% in 2022-2023 to 25% in 2023-2024.  We have acquired a Math MCL to assist with planning, instructional delivery, and assessing. She will also assist with coaching teachers.	Limited Development 10/11/2023		
<i>How it will look when fully met:</i>			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.		John Cline	10/11/2023
<i>Actions</i>				0 of 1 (0%)		
	10/11/23		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.		John Cline	05/17/2024
<i>Notes:</i> Title I Funding was used to purchase the MCL						

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	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	Assigned To	Target Date

**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

<b>How it will look when fully met:</b>	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 comprehensive in nature, with the school consistently interfacing with parents at several points over the course of the school year.		Latisha Dixon-- elected 9/5/23	06/09/2024
<b>Actions</b>		<b>0 of 2 (0%)</b>		
10/4/23	<p>The Student Services Team and teachers will conduct outreach to parents to increase the percentage of parents registered on ParentSquare to 95% in order to increase teacher-parent and school parent communication. Percentage as of October 4, 2023 is 53% of all parents registered.</p> <p>This action directly aligns and supports the improvement of FAM-S 3.</p>		Danielle South-- elected 9/5/23	01/31/2024
<i>Notes:</i>				
9/14/22	<p>Maintain an internal communication log to ensure that consistent expectations are communicated to families. Home visits are conducted for families when traditional communication attempts (phone, email, etc.) are not successful.</p> <p>This action directly aligns and supports the improvement of FAM-S3.</p>		Carly Forshee -	06/10/2024
<i>Notes:</i>				