

Comprehensive Progress Report

Mission:

The Charlotte Mecklenburg Virtual Elementary School will provide students and families with a strong sense of community and a wonderful learning experience, capitalizing on the possibilities that exist when not bound by four walls!

Vision:

The Charlotte Mecklenburg Virtual Elementary School will provide students and families with a strong sense of community and a wonderful learning experience, capitalizing on the possibilities that exist when not bound by four walls!

Goals:

All students will improve their Reading EOG proficiency and college and career readiness, resulting in a school wide GLP proficiency of 50% and CCR 35.0% and exceed growth status (A2.04, B3.03).

Duty Free Lunch: The NC SBE’s statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a dutyfree lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) (A4.06).

Duty-Free Instructional Planning Time for Teachers: The NC SBE’s statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide dutyfree instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04).

Bullying Prevention: Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06).

All students will improve their Math EOG proficiency and college and career readiness, resulting in a school wide GLP proficiency of 50% and CCR 35% and exceed high growth status. (A2.04 & B3.03)

Implement the SEL Caring Schools Community program to assist with knowing and addressing the social and emotional needs of all students to improve the overall learning experience and environment in a virtual school setting. (A4.06)

Implement and sustain an effective MTSS protocols and procedures to ensure that we are meeting the academic needs of all students. (A2.04 and A4.06)



! = Past Due Objectives

KEY = Key Indicator

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:

- Implementation of district curricula with integrity
- Evidence of the Core Actions
- Strong PLC processes and procedures in place rooted in backwards design/instructional planning approach
- Collaborative PLCs with lessons and strategies being modeled regularly
- Differentiation and scaffolds planned intentionally
- Common vocabulary and academic language being used
- Discussion around standard-alignment and what mastery looks like
- Student growth and achievement data should be increasing for all subgroups without gaps

Limited Development
11/12/2021

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> ● Implementation of district curricula with integrity ● Evidence of the Core Actions ● Strong PLC processes and procedures in place rooted in backwards design/instructional planning approach ● Collaborative PLCs with lessons and strategies being modeled regularly ● Differentiation and scaffolds planned intentionally ● Common vocabulary and academic language being used ● Discussion around standard-alignment and what mastery looks like ● Student growth and achievement data should be increasing for all subgroups without gaps 		<p>Vanetia Howard</p>	<p>06/08/2022</p>
<p>Actions</p>		<p>0 of 1 (0%)</p>		
<p>11/12/21</p>	<p>PLC leads implement district approved TSI curriculum and resources and intentionally plan for differentiated instruction in the virtual environment.</p>		<p>Sujin Hughes</p>	<p>03/25/2022</p>
<p><i>Notes:</i></p>				

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
!	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
<i>Initial Assessment:</i>			Currently, all teachers are providing instruction in a virtual setting for all students. We are at the beginning stages of establishing an MTSS team that will work to ensure our master schedule and service delivery models are meeting the needs of all student IEPs, LIEPs, 504s and TD plans. Our Literacy Facilitator and counselor are collaborating with our district MTSS support coordinator, and with classroom teachers to begin providing intervention strategies with identified students.	Limited Development 11/12/2021		
<i>How it will look when fully met:</i>			<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school in a virtual learning setting:</p> <ul style="list-style-type: none"> ● Teachers implementing core curriculum with integrity ● Diverse use of best practices and strategies that address different learning styles and needs ● Established MTSS team, structures and processes ● Collaboration across general education and support staff (EC, TD, EL, counselors, etc.) ● Focus is on the quality of instruction rather than student deficits ● Purposeful tiered instruction is being provided for academics and behavior ● Data driven instruction and decision-making ● Accurate identification of student needs rooted in data 		Vanetia Howard	06/08/2022
Actions				0 of 1 (0%)		
		11/12/21	Counselors and literacy facilitator to work with district MTSS specialist to create MTSS routines and establish consistent school processes for identified students.		Vanetia Howard	03/25/2022

Notes:

!	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	Assigned To	Target Date
Initial Assessment:			We are working to address students' current state in response to the pandemic as well as continuing to further their social-emotional development through daily morning meetings and closing circles, implementation of the Caring School curriculum, additional informal time for students to socialize with each other and with a caring staff member, and easy access to students to support personnel like our counselor and social worker.	Limited Development 11/12/2021		
How it will look when fully met:			<ul style="list-style-type: none"> ● SEL curriculum with explicit instruction that is being implemented with integrity ● Serving the whole child for all children ● Established MTSS teams, structures and processes ● Collaboration across general education and support staff (EC, TD, EL, counselors, etc.) ● Purposeful tiered instruction is being provided as needed ● Data driven instruction and decision-making is consistent ● Accurate identification of student needs rooted in data ● Teachers utilize culturally relevant and culturally proficient strategies, language, and practices ● A safe and welcoming learning environment is provided for all students 		Patty Capozzi	06/08/2022
Actions				0 of 1 (0%)		
	11/12/21	Staff will continue to consistently implement SEL supports for students, such as daily morning meetings and closing circles, implementation of the Caring School curriculum, additional informal time for students to socialize with each other and with a caring staff member, and easy access to students to support personnel like our counselor and social worker.			Patty Capozzi	03/25/2022

Notes:

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Monitoring instruction in school				
!	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
<i>Initial Assessment:</i>		We are currently working to update our systems for monitoring instruction and providing timely, meaningful feedback. Our principal and leadership team will be updating practices to observe and coach teachers in a virtual learning setting. We will also be updating the ways in which we provide teachers feedback to ensure we are able to maintain a continuous coaching cycle.		Limited Development 11/12/2021		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> • Administrators are highly visible and regularly present in classrooms and PLCs • Teachers receive meaningful feedback on their practice consistently from the principal/leadership team throughout the year from formal and informal observations and walkthroughs • Principal is an instructional leader who fosters strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction • Admin team engages in a regular coaching cycle with staff; communication and feedback is transparent, honest, and rooted in best practices 			Kim King	06/08/2022
Actions				0 of 1 (0%)		
	11/12/21	Admin team will utilize the system in place for observations and provide feedback within 24 hours that will support effective coaching for teachers.			Kim King	03/25/2022
Notes:						

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
<i>Initial Assessment:</i>			<p>We are currently working to streamline our communication and instruction through the use of Canvas, Mailchimp, and ConnectEd messages.</p> <p>Additionally, we are working to increase the number of parent supports and resources we are providing to parents.</p> <p>Teachers use various ways to keep parents connected to their students' behavior, academic, social, and emotional performance. The various ways in which teachers communicate with parents include email, phone, Remind 101, and newsletters.</p>	Limited Development 11/12/2021		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> ● A consistent two-way communication tool is being leveraged ● Collaborative relationships are established; all voices matter ● School events have high participation and engagement across all parent groups ● Resources and supports are made available to parents regularly in support of student learning ● Language is not a barrier; open access ● Transparent communication with an open-door policy ● Parent survey results are high in participation and engagement 		Kim King	06/08/2022
<i>Actions</i>				0 of 1 (0%)		
	11/12/21		Survey stakeholders to identify and utilize the most effective platform to ensure access for all families.		Kim King	03/22/2022
<i>Notes:</i>						