

Comprehensive Progress Report

Mission:

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

Vision:

The Charlotte Mecklenburg Virtual Middle School will provide students and families with a strong sense of community and a wonderful learning experience that capitalizes 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 duty-free 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 duty-free 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
		<i>Initial Assessment:</i>	<p>Our master schedule and service delivery model will ensure delivery of standards-aligned instruction using our district curricula in all subject areas through the virtual learning environment. We will continue to implement the EL Education curriculum for ELA and Open Up Curriculum for Math. We will utilize the Canvas platform for all online content. SORA will serve as our online text resource for student access to novels.</p> <p>PLCs will meet to continue to develop standards-aligned lessons and work with district specialists to develop lesson plans that are aligned with district pacing and expectations.</p>	Limited Development 11/05/2021		

<p>How it will look when fully met:</p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school in the virtual learning setting:</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>Tonya Faison</p>	<p>06/08/2022</p>
<p>Actions</p>		<p>1 of 3 (33%)</p>		
<p>11/5/21</p>	<p>Teachers and support staff will implement the district-provided curriculum and resources with fidelity and integrity as aligned to the NC Standard Course of Study. The Instructional Leadership Team will measure the effectiveness of implementation through review of lesson plans, formal and informal observations, PLC conversations, and analysis of student work and data.</p>	<p>Complete 01/14/2022</p>	<p>Instructional Leadership Team</p>	<p>12/17/2021</p>
<p><i>Notes:</i></p>				
<p>11/5/21</p>	<p>All PLCs will implement strong collaborative processes and procedures rooted in team norms, backwards design, standards and curriculum alignment, use of content-assigned lesson plan and analysis of data. The Instructional Leadership Team will monitor for these processes and procedures through PLC observations, lesson plan review and informal and formal observations and will discuss trends during Instructional Leadership Team meetings.</p>		<p>Instructional Leadership Team12</p>	<p>03/18/2022</p>

Notes: Still hiring staff to develop effective PLCs. New target date: February 28, 2022
Due to staffing, new target date for PLC is 3/18/2022.

11/5/21

PLCs will analyze data from student work, assignments and formal assessments on a weekly basis. PLCs will utilize data analysis protocols, consistent data collection tools and consistent feedback process for students and families. The Instructional Team will provide feedback on this analysis process through PLC observations, data collection tools and formal and informal observations.

Instructional
Leadership Team

06/08/2022

Notes:

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.	Limited Development 11/05/2021		
<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 		Okemia June	06/08/2022
Actions				0 of 4 (0%)		
	11/5/21	Establish a MTSS Leadership team and structures that support regular meetings in virtual learning environment.			Tonya Faison	03/18/2022

Notes: Initial MTSS meeting held on 1/19/2022. District support was in attendance and roles and responsibilities were reviewed and discussed. All MTSS members were in attendance.

Required:
 Administrators
 Academic Content Expert (Facilitator/Teacher Lead)
 Behavior/SEL Experts (Counselors and Social Worker)
 Grade/Content Level PLC teacher representatives
 School Psychologist
 EL Teacher
 EC Compliance Facilitator

Recommended:
 Nurse

11/5/21	Work with Support Services Team to develop MTSS School Support Matrix		Tonya Faison	03/18/2022
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Notes: Initial MTSS team meeting was held on 1/19/2022. Team will continue to develop MTSS plan with the support of district support and MTSS coordinators.

11/5/21	Analyze student IEPs, LIEPs, and TD plans; develop a designated time for supplemental and intensive instruction, if needed, that meets all student needs		Tonya Faison	06/08/2022
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Notes:

11/5/21	Monitor student progress with core, supplemental and intensive instruction		Tonya Faison	06/08/2022
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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
<i>Initial Assessment:</i>			We are working to address students' current state in response to the pandemic as well as continuing to further their social-emotional development by establishing a homeroom block for direct social-emotional instruction and implementation of the Caring School curriculum.	Limited Development 11/05/2021		
<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"> ● 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 		Okemia June	06/08/2022
Actions				1 of 3 (33%)		
	11/5/21	Intentionally schedule homeroom block for daily SEL instruction (Master Schedule)		Complete 08/25/2021	Okemia June	11/08/2021
<i>Notes:</i>						

11/5/21	Administer the Panorama Student Survey in the Fall and Spring with 90% of student completion		Deborah Hitt	05/20/2022
<i>Notes:</i>				
11/5/21	Review data and work with student support team to address areas of student needs (social, emotional, academics)		Deborah Hitt	06/08/2022
<i>Notes:</i>				

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 11/05/2021		
<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"> ● Principal is 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 ● Principal engages in a regular coaching cycle with staff; communication and feedback is transparent, honest, and rooted in best practices 		Tonya Faison	06/08/2022
Actions				0 of 3 (0%)		
	11/5/21		Establish an observation system and process for providing immediate feedback and holding coaching conversations; calibrate with admin team to ensure the presence of instructional expectations alignment and standards aligned lessons.		Tonya Faison	06/08/2022
<i>Notes:</i>						

11/5/21	Monitor individual coaching logs, PLC agendas and/or lesson plan data for alignment and progress weekly.		Tonya Faison	06/08/2022
<i>Notes:</i> Principal will perform consistent review of PLC practices through monitoring PLC meetings and use data/feedback to improve coaching of ILT.				
11/5/21	Assess the impact of feedback on teaching and learning (consider admin/ILT reflection cycle)		Tonya Faison	06/08/2022
<i>Notes:</i> Use walkthrough data and feedback forms to provide teachers with feedback that leads to improved teachers instructional practices				

Core Function:	Dimension E - Families and Community
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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 and ConnectEd messages. Additionally, we are working to increase the number of parent supports and resources we are providing to parents.</p> <p>Some 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 11/05/2021		
<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"> ● 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 		Tonya Faison	06/08/2022
Actions				0 of 3 (0%)		
		11/5/21	Host virtual curriculum night meetings/town halls to keep families informed about school information, and to help parents learn about Canvas and how to support their child in a virtual learning environment.		Okemia June	06/08/2022

Notes:

11/5/21 Survey parents quarterly/per semester to determine needs and assess effectiveness of current communication and engagement methods

Okemia June

06/08/2022

Notes:

11/5/21 Provide consistent communication through a newsletter, ConnectEd or ParentSquare that provides parents with updates on expectations and current events at the school/district.

Tonya Faison

06/08/2022

Notes: