



South Carolina Public Charter School District

SC Cyber Academy

School Mission: The educational mission of Cyber Academy of South Carolina (CASC) is to provide an individualized standards-based education for students throughout the State of South Carolina. CASC will be the first online charter school in South Carolina fully utilizing the K12 management services. We will be recognized as a school that is student-centered--looking at each student as an individual and matching teaching methods to individual learning styles and student performance. The CASC instructional model, proven effective by K12, is built on the relationship between each individual student; the student's learning coach (parent or designated adult) and a CASC teacher.

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Grades Served: K-10

Full Build Out: K-12

Student-to-teacher ratio: 60:1 at K-8, 180:1 for High School

According to your charter, "How is your school innovative?" CASC will be a full time virtual charter school--with its own community of students, teachers, administrators, and governing board members. Every teacher, every administrator, counselor, and most of the students will be full-time focusing their talents and efforts on the very specific task of making the school an innovative success. For the governing board, this school and its unique instructional model and operations will be their primary focus in terms of governance and setting policy. This is crucial in that the success of an online school is often achieved through non-traditional thinking. Innovation is a product of both design and implementation. On both fronts, the CASC community will be able to dedicate their time and talents in a singularly focused manner. Our students and families will benefit from this singular focus. Organizations focus on what is most important to them. Our Board will be solely focused on CASC. Simply put, CASC is innovative, unique, and increases learning opportunities in South Carolina because it is a virtual charter school—a choice for virtual instruction as a form of public education for full time students. CASC will enroll any interested student and will offer a long-term, stable educational environment. As a charter school, CASC will operate under a charter contract with the South Carolina Public Charter School district which lays out a five year plan for the school including: (1) The school's ability to directly enroll students who meet the eligibility requirements in all grades from K through 12. The Board is committed to enrolling every eligible student in South Carolina who seeks this public school option. The Board will not implement short enrollment windows, grade level caps, or limit the grade levels served with the chosen curriculum provider, K12. Working with K12, enrollment will be quick and efficient to ensure students that want to enroll are serviced quickly and, once enrolled, will be able to participate in activities throughout the year including through the K12 Success over summer program. (2) The charter school's commitment to consistently use a high quality curriculum and instructional model from the country's largest provider of individualized online education programs primarily for students in kindergarten through high school in the U.S. with a ten year track record of proven success. (3) The board's singular commitment to this type of public school option and focus on providing high quality wrap around services for students and families. (4) Extensive parental involvement in virtual learning programs and policymaking through the school board and community. (5) CASC's push to provide unique and new ways of meeting a student's individual needs. For example, as needed, CASC will provide for face to face learning sessions for students and parents. (6) CASC's focus on ensuring strong parental involvement through various parent outreach services: K12 speaker series, parent coffee sessions, parent suggested training sessions, monthly meetings with the Head of School through Blackboard Collaborate and regular face to face opportunities with the Head of School throughout the

year. The parent/learning coach is an important role in this model and CASC will take tremendous steps to ensure their success in working with their student. (7) The benefit to CASC parents, students, and the school by taking part in various pilots, research endeavors, and focus groups that are aimed at continual improvement in the curriculum and services provided to the entire family. (8) Access to programs like the K12 National Math lab that is directly targeted to impact middle school math performance. CASC will be unique in that it will provide the consistency, continuity, and a continuum of education that some parents seek because it will best serve the needs of their children. Most significantly, CASC virtual charter school will differentiate itself by providing a complete virtual school learning environment and community focused on the individual needs of each student. More than being just part of an online academic delivery system, CASC will be part of a network connecting similar virtual academies (in 29 states as of this year) to each other and the resources and experience of our partner K12. Being part of this network will be valuable to everyone associated with CASC—students, parents, Board, and staff. Schools in the network will share best practices in all aspects of virtual education. This is where we are likely to see the spark of future innovations and improvements. K12 will provide comprehensive wraparound services targeted to individual student needs and for the benefit of the school community: development of strong community within the virtual academy; access to the best and most current virtual instruction curriculum, assessment and instruction based on solid research; customizing each student's education to their own individual learning plan; academic success at the school and individual student levels resulting from teachers' instruction and constant monitoring of student growth and achievement with interventions as needed; national and local parent trainings and networking; frequent (i.e., every two to three week) teacher/parent communication through emails and scheduled meetings; establishment of unique settings for students and parents to interact; connecting students on a regular basis with students across the United States in similar virtual academies and across the world through networking and K12 national competitions (e.g., art contest and spelling bees) and International Clubs; access to the entire K12 suite of services and instructional curriculum (currently including K12, Aventa, A+, and powerspeak12) to include world languages, credit recovery courses, remedial courses, and AP courses; participation in a national advanced learners programs; a comprehensive Title I program that will provide additional services for students; school led trips, for example, visits to colleges, grade level specific trips such as student summer trips overseas, etc.; School prom; school graduation ceremonies; national college guidance through a network of K12 counselors; school community service opportunities; student developed student body council; school extracurricular activities: possibilities would include the development of a golf club, chess club, bowling club. These and more have developed at similar virtual academies.; CASC will become a fully accredited full time virtual school. CASC is a school and all that a school encompasses not only for the students but also for the teachers. As virtual academy teachers, the CASC teachers will participate in task forces that will shape the K12 curriculum and instructional model in the coming years. Virtual academy teachers participate regularly in K12 driven innovations that are focused on drawing on their teaching expertise and helping to make virtual teachers better at their job. The experience virtual academy teachers' gain through working on these task forces is invaluable in their professional growth and its experience they cannot get anywhere else. K12 has created opportunities for virtual academy teachers to gain certification in the use of Blackboard Collaborate through a variety of K12 and Blackboard Collaborate developed training courses. K12 has established relationships with colleges to provide courses for virtual academy teachers to gain graduate credit in the field of virtual learning. CASC teachers will work with other virtual academy staff to develop innovative programs for students and solve problems that are unique to the virtual school setting. CASC teachers will look for opportunities for their students, such as participating in state history fairs, applying for student leadership opportunities and grants, guiding students that are interested in government affairs to apply for governors' school. Establishing a school community by meeting the academic needs of the students and the student's desire to create clubs and other student led experiences is one of the many keys to the success of a virtual academy.

Identify EMO/CMO: K12

Year the school opened: 2013

Year the school is up for renewal: 2023

Does the school offer meals? No

Does the school offer transportation? No

Curriculum as listed in charter: Cyber Academy of South Carolina will offer K12's complete curriculum of grades K through 12 courses (see Appendix 18). CASC has chosen to "adopt" the South Carolina Academic Standards and the Common Core State Standards (CCSS) through the selection of the K12 curriculum. Our students' academic achievement in each subject area for each grade level will be measured against these standards. We applaud South Carolina for likewise adopting both standards. K12 has documented how their math and English Language Arts courses are aligned to the Common Core Curriculum Standards as well as how their other core and electives' curricula are aligned to the South Carolina Academic Standards to ensure that students will meet or exceed those standards (see Appendix 4). We will provide all CASC students and teachers with K12 Inc.'s world-class curriculum to provide them with an exceptional learning experience, and welcome the South Carolina Academic Standards and the Common Core State Standards to measure our success.

Methods of student assessment: Cyber Academy of South Carolina Assessment System K12 curriculum assessments are embedded into the curriculum. As extensive research shows, good feedback and assessment are critical to efficient and successful learning. Because K12 is committed to student learning, assessment is an integral part of the curriculum. Assessments help the parent, teacher, and student to see that the student is achieving important learning objectives. Assessments show growth and progress, as well as any specific standards that might need remediation. The assessments also help K12 to improve the program by providing information on the effectiveness of specific instructional activities and the curriculum overall. The K12 program makes use of a variety of formative and summative assessment instruments: K12 Lesson Assessments are used to verify mastery of the objectives for that lesson, and to determine whether a review of some, or all, of the lesson is advisable. K12 Unit Assessments show whether or not the student has retained key learning objectives for the unit, and identify specific objectives students may need to review before moving on. K12 Semester Assessments verify student mastery of key learning objectives for the semester. Scantron Performance Series tests in reading and math are administered each fall and spring to measure growth within each academic year, and to identify students who may need additional instruction before taking the state assessment (see above). Scantron Achievement Series will be utilized throughout the year to assure each student has mastered each state standard. Each test focuses on a key subset of relevant state standards. Achievement Series assessments will be used to identify gaps in learning, adjust instruction, and most importantly measure yearly academic growth (see above). K12 ensures the validity of its formative assessments by employing a process that results in assessments that explicitly reflect and measure course objectives. The starting point for K12 course development is clearly-stated behavioral learning objectives, which are designed to capture varying depths of knowledge, e. g., recall of factual information, deep understanding of concepts, strategic application of concepts and skills, and metacognitive knowledge. After course objectives are finalized, assessment items are written to capture the depth and breadth of each objective. Instructional activities are built directly from the objectives and related assessment items, ensuring coherent alignment of objectives, instruction, and assessment. K12 assessments employ a variety of formats, allowing students to demonstrate what they have learned in a variety of ways. Some assessment items are presented, answered and computer scored, and others are short or extended constructed responses that are evaluated by the teacher. Item types include multiple choice, matching, short answer, and constructed response items. Multiple choice, matching, and short answer items are most frequently used to assess recall of factual information and understanding of concepts, although some have been designed to address higher knowledge levels. Extended response items are generally used to assess strategic application of concepts and skills, and metacognitive knowledge. Cyber Academy of South Carolina will be able to use K12 assessments to measure student achievement in various ways; electronic multiple-choice and true-and-false quizzes that measure the retention of facts; written responses that require critical thinking; hands-on laboratories

that mimic real-world application; and through real-time interactions with teachers that reflect all of these. Students show accumulated knowledge and skill both through testing and project- or portfolio-based work. Students using K12 curriculum learn to express themselves to their teachers and their peers through written and spoken word as well as through visual media, one-on-one and in small groups. Students can choose from many courses that consist of multiple units, lessons and activities that instruct, provide practice to, and evaluate students. Within these courses, students complete assignments, lessons, and assessments that teachers post to their course calendar. Students submit assignments to teachers on or before the due dates posted on the calendar. Once teachers grade and return assignments to students, they read the feedback listed from their teachers. Teachers are available during live office hours or in online discussions. Students can also get help during optional live sessions or by watching recordings of these sessions. Students always know where they are in a course and how they are doing, and can continually monitor their progress. Because K12 is committed to student learning, assessment is an integral part of the curriculum. Assessments help the parent, teacher, and student to see that the student is achieving important learning objectives. Assessments show growth and progress, as well as any areas that might need extra work. The assessments will also help our school to improve the school by providing information on the effectiveness of specific instructional activities and the curriculum overall. Student achievement gains will be continuously measured and reported to students, parents, teachers, administrators and the Board during the school year. Throughout the year, students demonstrate their acquisition of course objectives by completing various assignments, participating in synchronous discussion activities, and taking quizzes, tests and exams. While some assessments and assignments are scored by the LMS, assessments accounting for the majority of course points and those addressing higher-level thinking skills are submitted by students directly to our teachers for grading through the Learning Management System's electronic dropbox. Teachers grade these assignments and provide direct instructional feedback on each assignment before returning the graded assignment to the student. Graded activities are assigned points and a student's final grade will reflect the actual points earned compared with the total points possible. A percent grade can be calculated using these points and the school will then assign letter grades according to the grading procedures for that course. During the semester, students can view grades in MyInfo or the student gradebook sections of the Learning Management System. One of the many features afforded by the school's Learning Management System is a current report of a student's academic progress and attendance information. Teachers, administrators, and parents also have access to graded information online at any time of the day or night. Conference calls with families are conducted on a monthly basis. At that time student progress and attendance are discussed. A detailed progress report for each K-12 student will be provided mid-semester. Formal report cards will be issued to students twice a school year. Report cards will be issued once after the end of the first semester and again shortly after the end of the school year. Students who withdraw during the school year will be issued withdrawal reports that can be used for enrolling in a future school. CASC will utilize PowerSchool to insure proper student record maintenance and ease of transfer of student records from CASC to other public schools within South Carolina.

Teacher evaluation method: CASC will utilize a teacher evaluation process that will comply with South Carolina's comprehensive system for Assisting, Developing and Evaluating Professional Teacher (ADEPT). The system of evaluation that has worked well in other virtual academies is that formative evaluations of teachers are conducted at least twice a year by administrative personnel including the Head of School and Academic Administrators. Teachers are evaluated based on four domains: Planning and Preparation Gaining and using knowledge of K12 curriculum content Gaining and using knowledge of South Carolina Academic Standards and South Carolina assessments Gaining and using knowledge of students Gaining and using knowledge of and skill with Learning Coaches/Mentors Gaining and using knowledge of resources Short and long range planning Using data for planning and assessments Instruction and Student Achievement Communicating effectively with students and Learning Coaches Communicating effectively with school staff Feedback to students and Learning Coaches/Mentors Flexibility and responsiveness Working with students to increase achievement Selecting appropriate instructional strategies to facilitate learning Providing appropriate content for each student Virtual Classroom Environment Creating an environment of respect and rapport that

promotes learning Managing virtual classroom procedures Organizing physical and virtual space Gaining and using knowledge of technology Professional Responsibilities Working on requirements for certification and Highly- Qualified Teacher status, if applicable Developing the virtual school community Growing and developing professionally Showing professionalism Reflecting on teaching Time with Mentor Other Teachers are rated as Unsatisfactory, Basic, Commendable, or Distinguished in these domains and recommendations for improvement are discussed. At that time, renewal or non-renewal of a teacher contract is determined. Special Education teacher evaluations also include a focus on issues related to special education compliancy issues.

Steps in Process Proposed Timeline

1. Administration to communicate process and standard form to teachers August – during teacher orientation
2. Hold evaluators' Alignment Training December and again in April
3. Supervisory completes observations* Conference calls Email Samples Home visits (optional) Outings April
4. Supervisor completes data review process* Student achievement results Re-enrollment statistics Parent satisfaction surveys K12 curriculum mastery report Teacher metrics report Teacher self-evaluation May
5. Teacher completes and submits his/her column of the Teacher Evaluation Form* May
6. Administrator completes draft of his/her section of teacher evaluation form May
7. HOS reviews draft evaluation form and signs off on final merged version of teacher evaluation form. May/June
8. Administrator and Teacher meet for teacher evaluation conference, final forms signed and dated. (Lead Teacher included, if applicable) June
9. Distribute completed evaluation form to teacher for preview. 1-2 days before scheduled conference
10. Forms filed (electronically and hard-copy) as part of teacher's permanent record upon completion of the teacher evaluation conference.

The following paragraphs provide further details and recommendations relevant to Steps 2-5 in the Implementation Calendar.

Step 2: Evaluators' Alignment Training Different evaluators often have different interpretations of particular areas of teacher performance. To ensure consistency and fairness, we recommend that all administrators and lead teachers who will have a role in teacher evaluations participate in an evaluators' alignment training. The individuals will work as a team to complete a practice evaluation using actual teachers whose performance is well known to each member of the group. It is recommended that the group choose to discuss several different teachers who model the various qualities of the evaluation rubric.

Step 3: Complete Observations Conference calls: It is recommended that one parent-teacher conference call per semester be held on a three-way conference line so the administrator can observe the teacher's interaction with the parent as well as his/her interaction with the student, if appropriate. Parental permission will be required. Home visit (optional): Administrators or Lead Teachers may choose to observe the teacher's routine and organizational space by observing the teacher for one hour in their own home. Email: Because email communication is a vital part of the virtual teacher's role, administrators are encouraged to review random samples of the correspondence sent to parents. The Tech Specialist, who is backing up the teacher's Outlook files regularly, should gather samples. Administrators should focus on grammar, content, and tone of the teacher's email communication. Outings (optional): Administrators or Lead Teachers may choose to observe the Teacher's scheduled outing to observe student/teacher interaction and planning.

Step 4: Complete Data Review Process Data What Is It? Who's Responsible? Availability of the Information Parent satisfaction surveys Web survey released once each year to all virtual school families K12 Usability Results in end of March K12 curriculum mastery report Assessment of teacher's curriculum knowledge will be assessed through completion of Teacher Goals and specialization planning K12 Curriculum and Training Personnel TBD, depending on version of assessment. Teacher year-end metrics Statistical report documenting information such as retention/re-enrollments, outings, marketing efforts, etc. Administrator Teacher Maintained throughout the year

Step 5: Complete Teacher Evaluation Teachers will complete portions of the Teacher Evaluation Form to include an opportunity for self-evaluation. The Administrator will then evaluate the teacher in the same areas and makes a final recommendation regarding the next step – renewal of a contract. When the completed evaluation is presented to the Teacher, a meeting should occur to discuss the results of the evaluation. Both parties should sign and date the document as indicated at the bottom of the form. At this time, it is recommended that discussion revolve around not only individual performance for the current year, but goal setting for next year if appropriate. CASC could employ growth plans and intervention plans to assist struggling teachers. These plans would have measurable goals for teachers to achieve to change their intervention status.

Terminations would be approved by the Board. iii. Terms and Conditions of Employment Personnel policies including employment policies, complying with state and federal laws, will be developed and adopted by the governing board during the planning period after charter approval and before school opens. The policies will be given to all employees at the beginning of each school year. Employees will acknowledge receipt and acceptance of the policies in writing. The personnel policies will be updated annually. Any policy changes adopted by the Board during the school year will be communicated in writing to employees as they are adopted.