

Bay District Schools

Bay Virtual Franchise



2015-16 School Improvement Plan

Bay Virtual Franchise

1311 BALBOA AVE, Panama City, FL 32401

www.bayvirtualschool.com

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	17%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	0%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Bay County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	29
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Bay Virtual School's Virtual Instruction Program offers equitable access to high quality, individualized education, through the Internet and other distance learning technologies to students in Kindergarten through 12th grade in Bay County.

Provide the school's vision statement

This virtual environment provides flexibility of time and location, and promotes development of the skills, attitudes, and self-discipline necessary to achieve success in the 21st century. Bay Virtual School offers enrollment options to allow students to earn a standard high school diploma entirely online.

Bay Virtual School includes a variety of assessment techniques that address the various learning styles and intelligence types. Online learning through Bay Virtual School enables students to assume an increasing responsibility in their own learning whether it be for new or credit recovery options. Bay Virtual School serves as an additional resource to students in Bay District to increase their likelihood of receiving a high school diploma.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

All courses offered are taught by highly qualified teachers with regular online office hours. Students and parents communicate with their teachers at least monthly by way of phone calls, emails, in-course messaging, and/or text messages. Many teachers report that they know their students better in virtual school than they did in the classroom due to the one-on-one communication that is required. Student collaboration is required and encouraged at weekly Success Sessions (face-to-face tutoring sessions) and on biannual field trips.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Full-time students and parents participate in a mandatory Orientation prior to the initiation of a students' classes. During this orientation, school expectations for school leave, work quality, "netiquette", academic integrity, participation in Success Sessions, field trips, etc. are discussed. Course pace charts and student dashboards are reviewed and students and parents are familiarized with these tools to ensure that they are progressing appropriately and engaging in their coursework. Face-to-face meetings with school administrators are conducted on an as needed basis and definitely in a student's Senior year to ensure that appropriate credits are being earned, college entrance exams are being taken, scholarships are being pursued, etc.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Attendance in Bay Virtual School equates to assignment submission and by being "on pace". Expectations for assignment submission and student log ins are reviewed at Orientation and are

included in the Student and Parent Handbook. A written contract is signed by both the student and the parent which acknowledges the school's expectations. The School Leave Policy is also addressed in this document. All school leave requests are reviewed by the principal. These attendance indicators are displayed on a teacher's dashboard and the administrator has a school-wide graphic dashboard through which these students are monitored. On-going monitoring of and action taken in regards to these indicators is one of the primary job responsibilities of virtual teachers. The administrator oversees this process. This monitoring and action taken is documented in each virtual curriculum's contact or communication log.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Bay Virtual School is included in Bay District's contract services plan with Life Management Center and the anonymous bullying reporting system through FriendWatch.org. if more in-depth counseling is indicated.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance in Bay Virtual School equates to assignment submission and by being "on pace". Expectations for assignment submission and student log ins are reviewed at Orientation and are included in the Student and Parent Handbook. A written contract is signed by both the student and the parent which acknowledges the school's expectations. The School Leave Policy is also addressed in this document. All school leave requests are reviewed by the principal. These attendance indicators are displayed on a teacher's dashboard and the administrator has a school-wide graphic dashboard through which these students are monitored. On-going monitoring of and action taken in regards to these indicators is one of the primary job responsibilities of virtual teachers. The administrator oversees this process. This monitoring and action taken is documented in each virtual curriculum's contact or communication log. ELA and Math course progress as well as assessment results are continually monitored. Students and parents sign a contract with Bay Virtual School that states they will maintain a "C" average in all courses in order to remain in the program. The accrual of the appropriate number of credits for academic promotion is also a condition of remaining in Bay Virtual School and part of that contract. Please note that the following data is based on prior year data. For most, they were physical school students. Making sound intervention decisions based on this data is flawed.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	1	1	1	2	3	1	7	16
One or more suspensions	0	0	0	0	0	1	0	1
Course failure in ELA or Math	0	0	0	1	2	0	0	3
Level 1 on statewide assessment	0	0	0	1	2	1	0	4

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level										Total
	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	2	2	3	10	3	10	13	11	30	84	

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Intervention strategies employed as the struggling students' second school through a virtual delivery system include: individual tutoring via phone and/or web conferencing, student practice on FCAT Explorer and EOC prep sites through the <http://www.fsassessments.org/> site, practice tests on the FLVS Student Resources page, practice through the sumdog.com/schl site, weekly face-to-face tutoring sessions, math and science students' access to Smarthinking, Inc. online tutoring services, usage of teacher announcement page links to various help sites such as Khan Academy, Algebra Nation, FLVS Resource Library, etc., Blackboard online tutoring sessions for our elementary students

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Bay Virtual School maintains an on-going relationship with families ranging from expectations that are set at the outset of the program at Orientation to ongoing email, phone, and text communications. As stated previously, parents are required to attend a face to face Orientation with their child to meet the principal and several of their teachers. Both sign a contract with Bay Virtual School which delineates expectations throughout the program. All students and parents receive a welcome call from their assigned teacher and this (call, email or text-parent's preference) is completed and logged monthly throughout the duration of the student's course. Likewise, parent accounts in our district's student database, FOCUS, are updated at Orientation. This FOCUS account allows parents to review their children's test history and credits on their child's path to graduation. Parents also receive weekly emails from teachers updating them on their child's progress. Guidance and administration are available by phone. for walk ins and by appointment to meet with parents and students to assist as needed. Parents and student participate in quarterly School Advisory Committee meetings to foster positive relationships and communication.

A face-to-face Open House was held in September to provide another opportunity for students and parents to build a positive relationship with their teachers and administration. Parents have a companion account to their child's virtual account and can see progress, achievement, and student engagement at any time. Biannual field trips are held and parent participation is encouraged.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Bay Virtual School develops community relationships through our School Advisory Committee, through the inclusion of guest speakers in our face-to-face Success Sessions and through interaction with community members at our field trips and graduation ceremony.

BVS's School Advisory committee includes not only current employees and parents but also administrators from other schools and retired educators. This diverse group helps provide a broad base of support and suggestions for improvement for our school.

Field trips and student participation in the Career Connections opportunity in the community allow us to interact with individuals employed in many different roles in our area. These interactions allow students to network and build relationships to support their success.

Bay Virtual School's graduation ceremony is held at Rutherford High School and includes a guest speaker from the community. This speaker, as well as the board members who attend, give our students another community support avenue.

Bay Virtual School has 2 Bay Education Foundation Scholars who are mentored by community members who foster their academic and college readiness skills.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Summers, Carra	Principal
McLane, Belinda	Assistant Principal
Redaelli, Aldo	Teacher, K-12
Jones, Kathy	Teacher, K-12
Fields, Diane	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Carra Summers:

Serves as principal and guidance counselor for Bay Virtual School. Oversees student admission and student scheduling. Advises students on Dual Enrollment process, Bright Futures and college scholarship applications. Leads Orientation sessions and Open House. Oversees the assessment process. Oversees student progress and achievement through the monitoring of teacher dashboards. Reviews assessment data to determine trends in student achievement. Works with Leadership Team to set school calendar. Meets with parents to discuss the appropriateness of virtual placement as well as when a student is not progressing as needed. Problem-solves progress and achievement issues with teachers.

Belinda McLane:

Serves as assistant administrator and guidance counselor for Bay Virtual School. She coordinates and administers all assessment, assists in monitoring student progress, participates in student orientations, assists in setting school calendar, assists in conducting student Success Sessions, tracks student accrual of credits and meeting graduation requirements, assisting in advising students in Dual Enrollment process and college scholarship application, creates the Florida Online Course Catalog, participates in IEP/504 planning and implementation. etc.

Aldo Redaelli:

Serves as a teacher, FLVS Learning Management System expert and teacher mentor. Serves as

chairman of the Foreign Language and Elective and Technology departments. Additionally, serves as Community Outreach Liason. Mr. Redaelli also organizes community-based curriculum oriented field experiences. Assists in monitoring student progress, participates in student orientations, assists in setting school calendar, assists in conducting student Success Sessions, participates in IEP/504/ELL implementation. etc. Additionally, Mr. Redaelli serves as a Spanish interpreter and translator for our school and and serves as a virtual teacher mentor.

Kathy Jones

This Nationally Board Certified and Presidential Award of Excellence winning teacher also serves as the 6-12 STEM Department Chair. She manages our virtual tutoring program, Algebra 1 EOC preparation, Smarthinking, Inc., Algebra Nation, Sumdog and other STEM program enhancements, assists in monitoring student progress, participates in student orientations, assists in setting school calendar, assists in conducting student Success Sessions. Participates in IEP/504 implementation and serves as a virtual teacher mentor.

Diane Fields

Teacher of our pilot 3rd through 5th grade program utilizing Connections Academy curriculum as well as as assistant administrator and guidance counselor for Bay Virtual School. She coordinates and administers all assessment, assists in monitoring student progress, participates in student orientations, assists in setting school calendar, assists in conducting student Success Sessions. She is the lead in IEP/504/ELL planning and implementation. etc.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Bay Virtual School Leadership team meets on an on-going basis to analyze school and/or student progress in order to identify students needs and monitor student progress to insure that needs are being met within a graduated level of student support. This cyclical process is fine-tuned as it evolves and student performance informs the "next step".

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Carra Summers	Principal
Belinda McLane	Principal
Aldo Redaelli	Teacher
Kathy Jones	Teacher
Barbara Eubanks	Business/Community
Dave Schwartz	Teacher
Beth Patterson	Business/Community
Jeff Whitton	Business/Community
Joe Grammer	Business/Community
Delphine Vilardi	Parent
Zachary Vilardi	Student
Diane Fields	Teacher
Naisy Dolar	Parent
Cindy Gross	Education Support Employee
Deanna Whitcomb	Parent
Bonnie VanderPloeg	Parent
Russell Wright	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At our last SAC meeting, 5/19/2015, the SIP was reviewed and progress on our goals was discussed based on student grades and the number of students who had participated in state assessments, student participation in Success Sessions, as well as the number of Seniors who were on track for graduation.

Development of this school improvement plan

Due to the late delivery of assessment data, BVS staff has reviewed results for 2014-15 EOC's and FCAT. Data will be presented to SAC members on 10/13/15. BVS adjunct faculty will be provided data asap in order to tailor their instruction as best they can based on the incomplete feedback. This data will be compared to last year's data and SIP goals. From there, SIP goals are developed for this year.

Preparation of the school's annual budget and plan

The Bay Virtual School SAC is made aware of the school's budget through our SAC meetings. Members are able to ask any questions and any concerns are addressed. SAC has the opportunity to approve the allocation of school improvement funds as well as Bay Virtual School's A+ Plan, should the staff become eligible.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Funds were budgeted last year to cover expenses for teachers to staff the summer credit recovery tutorial Success Sessions.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Summers, Carra	Principal
McLane, Belinda	Assistant Principal
Redaelli, Aldo	Teacher, K-12
Jones, Kathy	Teacher, K-12
Statham, Debra	Teacher, K-12
Fields, Diane	Dean

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team oversees the monitoring of literacy standards within courses across the curriculum. The principal and guidance counselor review students' academic history to insure that students are appropriately placed in ELA courses. Promote the improvement of reading fluency comprehension through the use of virtual curriculum. Infuse Webb's Depth of Knowledge and higher order questioning through discussion-based assessments. Redaelli and Fields evaluate and provide on-going assistance and monitoring of ELL students' literacy standards mastery.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers also have a monthly virtual, state-wide PLC of virtual teachers based on subject area. During this time teachers work collaboratively and cooperatively in the interest of the students. Those in physical schools access this work through recording and submit and contribute through teacher chat areas. New teachers are assigned "mentor" teachers who assist with system and content questions. Teachers at like physical schools collaborate and problem-solve online course planning and instruction.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Bay Virtual School's website houses a "Is Virtual Teaching for Me?" self-evaluation quiz and an application that is always accessible to maintain a pool of potential applicants. The principal and guidance counselor present at multiple district meetings to promote the program and spark interest in teaching in virtual school. "Word of mouth" advertising results in more applicants than positions in non-critical academic areas.

Teacher retention is fostered by having an open door policy for training and assistance with student

contacts. Administrators help with "the heavy lifting" for students who are not being academically successful or are difficult to contact.

Social and teacher recognition activities are held during the year to help develop a sense of community and aid in team building.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Each year, new virtual teachers are paired with a veteran virtual teacher. These veterans are available by phone, email, text, or face to face. These pairings are done to align with subject areas/grade levels as much as possible. The mentor teachers are available to answer any questions that the mentee teacher may have regarding the multiple student management systems or the learning management systems.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Bay Virtual School uses multiple FLDOE approved online curriculum providers. Their courses are aligned to state and national standards.

Teachers, most of whom are district brick and mortar teachers, participate in curriculum alignment and curriculum unpacking professional development activities. They also compare course curriculum to make sure they meet the standards outlined in the districts academic plans. If there are any gaps between the curriculum and standards, teachers work to fill in those gaps.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Student data is individually reviewed by principal and guidance to determine the appropriate course placement and progression. Within a course, teachers monitor student progress and differentiate instruction based on student performance. Students are worked with individually by phone, email and text, referred to face-to-face tutoring Success Sessions and online resources as determined by their individual academic needs.

Our Edgenuity curriculum which offers translation into 17 different languages as well as a text reader and transcript of all videos, is an extremely valuable tool which is being utilized with our rapidly increasing ELL and ESE/Hospital/Homebound population.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year:

Students have access to curriculum 24 hours daily/7 days per week. Summer courses are available for credit recovery or for those behind their graduation cohort.

Strategy Rationale

Personalization tied to student needs. Credit recovery in the summer allows students the opportunity to improve and /or replace D's and F's and the opportunity to catch up with their graduation cohort.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Summers, Carra, summecc@bay.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Collection of summer course completion and the overall course completion rate.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Bay Virtual School conducts face-to-face Kindergarten readiness screenings to help determine the appropriateness of utilizing a virtual curriculum. We conduct required student orientations sessions twice weekly for middle and high school students at the beginning of school to support both parents and students in their understanding of the expectations and commitment involved in succeeding in virtual school. We review the school handbook and parents sign a learning agreement which states that they understand pace, "absences" communication, time required, testing required, etc.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Administration ensures that middle school students have or register in the required M/J Career Education class/component. Individual guidance sessions are held with the principal and guidance personnel to discuss each students' goals and interests. Course offerings are suggested to support those interests.

A Senior Meeting and a Junior meeting are held biannually to discuss procedures for graduation and the steps that should be taken to become eligible for Bright Futures Scholarships, for college testing, making college visits, etc. A speaker from our local technical center addresses students on the opportunities available at Haney Technical Center. College Board speakers present to students to discuss college testing, preparation and college selection. A junior and senior field trip is taken in the spring to Gulf Coast State College to provide an additional college awareness activity in our community.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Many pre-requisite courses for career and technical education programs are offered as electives through Bay Virtual School. Courses include M/J Career Education, Career Education and Readiness, Computing for College and Careers, and Web Design.

A full complement of CTE courses is available through Florida Virtual School as a pairing with a student's Bay Virtual School coursework.

Applied Object-Oriented Java Programming Honors Available Certification Available

Business Software Applications 1 Certification Available

Business Software Applications 2 Certification Available

CSIT Network System Configuration Honors Available

CSIT System Essentials Honors Available Certification Available

Computer and Network Security Fundamentals Honors Available

Computing for College and Careers Certification Available

Data Control and Functions Certification Available

Database Fundamentals

Digital Design 1

Digital Media/Multimedia Foundations 1 Certification Available

Digital Media/Multimedia Foundations 2 Certification Available

Digital Media/Multimedia Foundations 3 Certification Available

Digital Media/Multimedia Foundations 4 Certification Available

Digital Media/Multimedia Foundations 5 Certification Available

Foundations of Web Design Honors Available

Introduction to Information Technology

Networking 1

Networking 2, Infrastructure Honors Available

Networking 3, Infrastructure Honors Available

Specialized Database Applications Honors Available Certification Available

Specialized Database Programming Honors Available Certification Available

Technology Support Services - Client Systems Honors Available

Technology Support Services - Network Systems Honors Available

User Interface Design Honors Available

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Administration ensures that middle school students have or register in the required M/J Career Education class/component.

Following the successful completion of the pre-requisite courses, students are eligible to dual enroll through Haney Technical Center and Gulf Coast State College. These enrollments are encouraged through our annual field trip to GCSC and Haney Technical Center speakers at virtual school events.

Dual enrollment eligibility and procedures are discussed with students and parents at these annual meetings. Together a plan is made for a student's course progression pairing the virtual and dual-enrollment courses with the aim of fulfilling high school requirements and earning a high school diploma and for qualified students, an AA degree.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

11th grade student math and reading skills are analyzed and appropriate courses (Math and/or Reading for College Readiness) are scheduled following receipt of scores on the PERT. Qualified students are counseled to accelerate their matriculation and dual enroll in Haney Technical Center or

Gulf Coast State College. Face-to-face tutoring sessions, Success Sessions are held weekly to assist students in becoming college and career ready.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Bay Virtual School had the highest percentage in the top 2 quartiles of a non-charter school in Bay District for 2014-15 in Math and ELA. Although many question the validity of these tests and the scores in Bay Virtual are based on the small sample size, the fact remains that the curriculum is working with our full-time students.

Although we have achieved with some students at this level, we still have those who are struggling in their Math classes and with the Algebra 1 End of Course Exam which is required for graduation. It is widely believed and documented that Algebra 1 is often the "gatekeeper" to high school success and a primary reason students cite as their reason for leaving high school. I "just can't pass Algebra 1". For this reason, we will continue to target improving achievement in the Algebra 1 course and on the EOC as our area of need for Bay Virtual School's SIP.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

The root cause for lack of success for our students in Algebra 1 is a weakness in pre-requisite skills to be successful in Algebra 1. This is documented in prior state Math assessments, formative assessments, and anecdotally through observation of them and teachers working in our tutorial sessions.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the number of students in the third and 4th quartile from 83% to 88% on the Math Florida Standards Assessments.

- G2.** Increase student proficiency in English/Language Arts standards mastery from 90% in the top 2 quartiles to 95% in the top 2 quartiles in ELA.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase the number of students in the third and 4th quartile from 83% to 88% on the Math Florida Standards Assessments. 1a

G071586

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	88.0

Resources Available to Support the Goal 2

- Weekly Student Success Sessions.
- Student usage and communication logs to monitor student engagement.
- Sumdog app promoted to students with competition among students and against teacher
- Smarthinking online tutorial hours are available to students.
- Nationally recognized Lead Math teacher providing targeted Algebra 1 EOC review.
- 24-7 access to curriculum
- Ready access to teacher promoted online resources such as Khan Academy, Algebra Nation
- State-wide online Algebra 1 PLC participation
- Access to 2 curricula to better meet student needs.

Targeted Barriers to Achieving the Goal 3

- Poor math foundation

Plan to Monitor Progress Toward G1. 8

Review of student progress and achievement in student information systems.

Person Responsible

Belinda McLane

Schedule

Weekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Narratives in student logs of action taken based on student achievement.

G2. Increase student proficiency in English/Language Arts standards mastery from 90% in the top 2 quartiles to 95% in the top 2 quartiles in ELA. 1a

G071587

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	95.0
ELA/Reading Lowest 25% Gains	95.0

Resources Available to Support the Goal 2

- Access to curriculum 24/7 with daily teacher access, as a minimum, 4-8 pm. plus full-time teacher access.
- Parents have real time access to student progress.
- In district as well as curriculum provider teacher training on standards unpacking, curriculum alignment, etc.
- Highly-qualified staff-since staff is adjunct, they "choose" to be innovative and are tech savvy.
- Learning is individualized and mastery-based.
- Teachers have the benefit of school-based and state VIP PLC's.
- Access to student usage and communication logs foster "real talk" on student engagement and interventions.
- Face-to-face tutoring for struggling learners and for topic intervention as needed.

Targeted Barriers to Achieving the Goal 3

- Limited face to face contact with teachers.

Plan to Monitor Progress Toward G2. 8

Student assignment and assessment scores will be monitored for improved mastery.

Person Responsible

Carra Summers

Schedule

Monthly, from 8/18/2015 to 7/1/2016

Evidence of Completion

Student/teacher comments in contact logs.

Plan to Monitor Progress Toward G2. 8

Optional attendance at Success Sessions

Person Responsible

Belinda McLane

Schedule

Weekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Student sign-in sheets.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the number of students in the third and 4th quartile from 83% to 88% on the Math Florida Standards Assessments. **1**

 G071586

G1.B2 Poor math foundation **2**

 B186596

G1.B2.S1 Increase the foundation in basic skills that would allow them to be successful in Algebra 1 and the subsequent EOC exam. **4**

 S197994

Strategy Rationale

Increase in basic math skills will improve student mastery of Algebra 1 standards.

Action Step 1 **5**

Students will utilize the Sumdog app to improve their basic math skills.

Person Responsible

Kathy Jones

Schedule

Monthly, from 10/30/2015 to 6/1/2016

Evidence of Completion

Email of Sumdog credentials to all students. Usage logs and point accur.

Action Step 2 5

Students will access the Smarthinking website to seek assistance with difficult Algebra 1 course material.

Person Responsible

Carra Summers

Schedule

Monthly, from 10/1/2015 to 6/1/2016

Evidence of Completion

Principal review of usage logs.

Action Step 3 5

Students will attend targeted Algebra 1 EOC review sessions.

Person Responsible

Kathy Jones

Schedule

Weekly, from 3/1/2016 to 5/31/2016

Evidence of Completion

Completed student review materials for Algebra 1 EOC.

Action Step 4 5

Students will attend teacher led face-to-face Success Sessions for individual assistance on Algebra 1 course content.

Person Responsible

Kathy Jones

Schedule

Weekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Student sign-in sheets. Teacher recommendation emails within student logs.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Students progress and grades will be monitored as an indicator of standards mastery.

Person Responsible

Belinda McLane

Schedule

Weekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Teacher, counselor and principal emails, contact logs and phone logs

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Review of student logs, email and phone logs to determine that students are availing themselves of available assistance.

Person Responsible

Carra Summers

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Correlation of usage of resources to student performance. Review of student usage logs.

G2. Increase student proficiency in English/Language Arts standards mastery from 90% in the top 2 quartiles to 95% in the top 2 quartiles in ELA. 1

G071587

G2.B1 Limited face to face contact with teachers. 2

B186598

G2.B1.S1 Weekly scheduled opportunity for students to meet face to face with teachers during Success Sessions for assistance. 4

S197995

Strategy Rationale

Immediate verbal feedback will enhance mastery of ELA standards as evidenced by improved grades and test scores.

Action Step 1 5

The Success Session list will be monitored to insure that those requiring additional support are attending. Follow up contact will be made with those needing support who are not attending.

Person Responsible

Carra Summers

Schedule

Weekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Progress monitoring reports on students' grades and course progress.

Action Step 2 5

Creation of a Writer's Workshop to enhance writing scores through improved transition use, use of elaboration and varied sentence structure.

Person Responsible

Diane Fields

Schedule

Weekly, from 1/4/2016 to 3/30/2016

Evidence of Completion

Samples of student work created within the workshop

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The administrator will review sign in sheets for Success Sessions to determine if struggling students are attending as required.

Person Responsible

Carra Summers

Schedule

Semiannually, from 8/18/2015 to 6/1/2016

Evidence of Completion

Principal initialed Success Session logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teacher monitoring of submitted work within ELA classes

Person Responsible

Debra Statham

Schedule

Weekly, from 1/19/2016 to 6/1/2016

Evidence of Completion

Teacher observation and reporting of improved/increase use of transitions, elaboration, and varied sentence structure within ELA coursework.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Observe face-to-face Success Sessions.

Person Responsible

Carra Summers

Schedule

Weekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Student sign-in sheets, student contact logs

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Bay - 7004 - Bay Virtual Franchise - 2015-16 SIP
Bay Virtual Franchise

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Students will utilize the Sumdog app to improve their basic math skills.	Jones, Kathy	10/30/2015	Email of Sumdog credentials to all students. Usage logs and point accurat.	6/1/2016 monthly
G2.B1.S1.A1	The Success Session list will be monitored to insure that those requiring additional support are attending. Follow up contact will be made with those needing support who are not attending.	Summers, Carra	8/18/2015	Progress monitoring reports on students' grades and course progress.	6/1/2016 weekly
G1.B2.S1.A2	Students will access the Smarthinking website to seek assistance with difficult Algebra 1 course material.	Summers, Carra	10/1/2015	Principal review of usage logs.	6/1/2016 monthly
G2.B1.S1.A2	Creation of a Writer's Workshop to enhance writing scores through improved transition use, use of elaboration and varied sentence structure.	Fields, Diane	1/4/2016	Samples of student work created within the workshop	3/30/2016 weekly
G1.B2.S1.A3	Students will attend targeted Algebra 1 EOC review sessions.	Jones, Kathy	3/1/2016	Completed student review materials for Algebra 1 EOC.	5/31/2016 weekly
G1.B2.S1.A4	Students will attend teacher led face-to-face Success Sessions for individual assistance on Algebra 1 course content.	Jones, Kathy	8/18/2015	Student sign-in sheets. Teacher recommendation emails within student logs.	6/1/2016 weekly
G1.MA1	Review of student progress and achievement in student information systems.	McLane, Belinda	8/18/2015	Narratives in student logs of action taken based on student achievement.	6/1/2016 weekly
G1.B2.S1.MA1	Review of student logs, email and phone logs to determine that students are availing themselves of available assistance.	Summers, Carra	8/18/2015	Correlation of usage of resources to student performance. Review of student usage logs.	6/1/2016 monthly
G1.B2.S1.MA1	Students progress and grades will be monitored as an indicator of standards mastery.	McLane, Belinda	8/18/2015	Teacher, counselor and principal emails, contact logs and phone logs	6/1/2016 weekly
G2.MA1	Student assignment and assessment scores will be monitored for improved mastery.	Summers, Carra	8/18/2015	Student/teacher comments in contact logs.	7/1/2016 monthly
G2.MA2	Optional attendance at Success Sessions	McLane, Belinda	8/18/2015	Student sign-in sheets.	6/1/2016 weekly
G2.B1.S1.MA1	Observe face-to-face Success Sessions.	Summers, Carra	8/18/2015	Student sign-in sheets, student contact logs	6/1/2016 weekly
G2.B1.S1.MA1	The administrator will review sign in sheets for Success Sessions to determine if struggling students are attending as required.	Summers, Carra	8/18/2015	Principal initialed Success Session logs	6/1/2016 semiannually
G2.B1.S1.MA3	Teacher monitoring of submitted work within ELA classes	Statham, Debra	1/19/2016	Teacher observation and reporting of improved/increase use of transitions, elaboration, and varied sentence structure within ELA coursework.	6/1/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase the number of students in the third and 4th quartile from 83% to 88% on the Math Florida Standards Assessments.

G1.B2 Poor math foundation

G1.B2.S1 Increase the foundation in basic skills that would allow them to be successful in Algebra 1 and the subsequent EOC exam.

PD Opportunity 1

Students will access the Smarthinking website to seek assistance with difficult Algebra 1 course material.

Facilitator

Pearson, Inc.

Participants

Administration, lead Math instructor

Schedule

Monthly, from 10/1/2015 to 6/1/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B2.S1.A1	Students will utilize the Sumdog app to improve their basic math skills.				\$0.00
2	G1.B2.S1.A2	Students will access the Smarthinking website to seek assistance with difficult Algebra 1 course material.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			7004 - Bay Virtual Franchise	General Fund		\$0.00
3	G1.B2.S1.A3	Students will attend targeted Algebra 1 EOC review sessions.				\$0.00
4	G1.B2.S1.A4	Students will attend teacher led face-to-face Success Sessions for individual assistance on Algebra 1 course content.				\$1,128.06
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			7004 - Bay Virtual Franchise	General Fund		\$1,128.06
5	G2.B1.S1.A1	The Success Session list will be monitored to insure that those requiring additional support are attending. Follow up contact will be made with those needing support who are not attending.				\$0.00
6	G2.B1.S1.A2	Creation of a Writer's Workshop to enhance writing scores through improved transition use, use of elaboration and varied sentence structure.				\$0.00
Total:					\$1,128.06	