

Bay District Schools

Bay Virtual Franchise



2017-18 Schoolwide Improvement Plan

Bay Virtual Franchise

1311 BALBOA AVE, Panama City, FL 32401

www.bayvirtualschool.com

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	10%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	14%

School Grades History

Year	2016-17	2015-16	2014-15	2010-11
Grade	A	I	I*	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Bay Virtual Franchise

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 encouraged at our BVS Learning Lab (face-to-face tutoring sessions and teacher support are available at lab daily) and on biannual field trips.

b. 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 Learning Lab 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.

c. 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 remaining “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.

d. 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 remaining “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.

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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 and will stay on "pace" 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.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	1	0	1	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	1	2	1	4
Level 1 on statewide assessment	0	0	0	0	0	1	1	0	0	0	0	2	3	7

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	1	1

c. 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 FSA and EOC prep sites through the <http://www.fsassessments.org/> site, practice tests on the FLVS Student Resources page, weekly face-to-face tutoring sessions, online tutoring services, usage of teacher announcement page links to various help sites such as Khan Academy, Algebra Nation, FLVS Resource Library, etc., Adobe Connect online tutoring sessions for our elementary students

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Bay Virtual School maintains an on-going relationship with families beginning with Enrollment conferences and Orientation. This important relationship is continued through Open House and through 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 (call, email or text-parent's preference). Calls are also 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 is 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.

2. 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 Learning Lab sessions and through interaction with community members at our field trips and graduation ceremony.

BVS's School Advisory committee includes current employees and parents as well as business partners/ community members 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 and Junior Leadership Bay programs create opportunity that allow or students 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 includes a guest speaker from the community. This speaker, as well as the board members who attend, give our students another community support avenue.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Rouse, Shelly	Principal
McLane, Belinda	Administrative Support
Fields, Diane	Administrative Support

b. Duties

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

Shelly Rouse:

Serves as principal for Bay Virtual School. Oversees student admission and student scheduling. Coordinates team to plan Orientation sessions and Open House. Monitors the assessment as it relates to accountability and student progression. 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 student progress. Problem-solves progress and achievement issues with teachers. Oversees school-based credit recovery program. Serves as a liaison between Bay District Home School program and Bay Virtual School. Collaborates with Bay District Graduation Assistance Team.

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 planning and delivery of student orientations, assists in setting school calendar, tracks student accrual of credits and meeting graduation requirements, assisting in advising students in Dual Enrollment process and college scholarship application, participates in IEP/504 planning and implementation. etc.

Diane Fields

Teacher of our 3rd through 5th grade VIP utilizing Connections Academy curriculum. In addition, she serves as an assistant administrator and guidance counselor for Bay Virtual School. She assists with the coordination and administration of all assessment, assists in monitoring student progress, participates in student orientations, assists in setting school calendar, advises students on Dual Enrollment process, She is the lead in IEP/504/ELL planning and implementation. etc.

2. 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 ensure that needs are being met within a multi-tiered system of student support. This cyclical process is fine-tuned as it evolves and student performance informs the "next step".

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Shelly Rouse	Principal
Belinda McLane	Principal
Diane Fields	Teacher
Cindy Gross	Education Support Employee
Denise Quintana	Business/Community
Regina Puckett	Business/Community
Jennifer Jennings	Teacher
Rebecca Begines	Parent
Angie Powell	Parent
Shameka Mitchell	Parent
Mya Mitchell	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

At our last SAC meeting of the 2016-2017 school year, we reviewed our progress throughout the year. We discussed barriers/ issues.

b. Development of this school improvement plan

BVS staff has reviewed results for 2016-2017 EOC's and FSA. Data was presented to SAC members during first SAC meeting in September. BVS adjunct faculty will be provided data in order to tailor their instruction as best to reflect student need. Once this data has been compared to last year's data and SIP goals, new goals will be developed for the current school year.

c. 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.

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

No school improvement funds were used last year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Rouse, Shelly	Principal
McLane, Belinda	Assistant Principal
Redaelli, Aldo	Teacher, K-12
Fields, Diane	Dean
Beach, Jennifer	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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. The team promotes the improvement of reading fluency comprehension through the use of virtual curriculum and infuses 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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 in the Learning Lab 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.

2. 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 Day

Minutes added to school year:

Students have access to curriculum 24 hours daily/7 days per week. Students also have access to face-to-face support in our Learning Lab. We have certified teachers available daily for this support. 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

Rouse, Shelly, rousemm@bay.k12.fl.us

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

Course completion data will be collected and reviewed. Summer Credit Recovery data will be collected and reviewed as well.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 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.

b. College and Career Readiness

1. 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. Bay Virtual School is working on a plan to collaborate with the district's CTE program to offer CTE Certifications for one or more of the CTE courses that we offer.

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.

2. 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

3. 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.

4. 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 and Success Sessions are scheduled as needed to assist students in becoming college and career ready. Test Prep courses are available and are assigned to students who either request support or who have been identified as needing test prep assistance.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

n/a

B. 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.

n/a

C. Strategic Goals

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.** If Bay Virtual School differentiates instruction to meet the needs of individual students, provides face-to-face tutoring, core focused workshops for students, and provides test prep opportunities for all students, then we will increase student achievement and improve our graduation rate.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Bay Virtual School differentiates instruction to meet the needs of individual students, provides face-to-face tutoring, core focused workshops for students, and provides test prep opportunities for all students, then we will increase student achievement and improve our graduation rate. 1a

G095898

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	88.0
FSA ELA Achievement	90.0

Targeted Barriers to Achieving the Goal 3

- Indirect student contact with teachers and lack of traditional classroom setting structure.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Daily Student Success Sessions in the BVS Lab.
- Student usage and communication logs to monitor student engagement.
- 24-7 access to curriculum
- Ready access to teacher promoted online resources such as Khan Academy, Algebra Nation
- Face-to-face student workshops and test prep sessions.

Plan to Monitor Progress Toward G1. 8

Review of student progress and achievement in student information systems.

Person Responsible

Belinda McLane

Schedule

Weekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

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

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. If Bay Virtual School differentiates instruction to meet the needs of individual students, provides face-to-face tutoring, core focused workshops for students, and provides test prep opportunities for all students, then we will increase student achievement and improve our graduation rate. 1

G095898

G1.B1 Indirect student contact with teachers and lack of traditional classroom setting structure. 2

B258103

G1.B1.S1 BVS lab is available for face-to-face student support daily. We hired quality instructors to provide support in the lab and we provided professional development to give teachers the skills to customize courses based on individual student need. We also will offer core focused workshops and test-prep opportunities quarterly. 4

S273224

Strategy Rationale

Struggling students often need face-to-face support in order to stay on pace and feel motivated to complete courses.

Action Step 1 5

We collaborated with the Assessment Team to develop lab space for BVS students. We scheduled teacher support in the labs on a daily basis.

Person Responsible

Shelly Rouse

Schedule

Daily, from 8/17/2017 to 6/1/2018

Evidence of Completion

Monitor student progress and BVS lab sign in sheets

Action Step 2 5

Professional development provided to teach instructors how to customize courses based on individual students need.

Person Responsible

Shelly Rouse

Schedule

On 8/9/2017

Evidence of Completion

Teacher sign in sheets

Action Step 3 5

Provide PLC opportunities throughout the school year.

Person Responsible

Shelly Rouse

Schedule

Quarterly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Teacher sign in sheets, agendas

Action Step 4 5

Provide core-focused, face-to-face workshops, and test prep opportunities for all students.

Person Responsible

Shelly Rouse

Schedule

Quarterly, from 8/17/2017 to 6/1/2018

Evidence of Completion

student sign in sheets, workshop lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Student progress will be regularly monitored to ensure that appropriate pacing and progress is occurring. Teachers will be instructed to contact students who appear to need the face-to-face support based on course progress to encourage BVS Lab participation and to participate in workshop and test-prep opportunities.

Person Responsible

Shelly Rouse

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Student progress reports, teacher correspondence logs, BVS Lab and workshop/test-prep sign in sheets.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student progress and completions will be monitored to determine if strategy has been effective

Person Responsible

Shelly Rouse








Schedule

Quarterly, from 8/17/2017 to 6/1/2018

Evidence of Completion

completion reports, student progress reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A2  A366756	Professional development provided to teach instructors how to customize courses based on individual...	Rouse, Shelly	8/9/2017	Teacher sign in sheets	8/9/2017 one-time
G1.MA1  M393199	Review of student progress and achievement in student information systems.	McLane, Belinda	8/17/2017	Narratives in student logs of action taken based on student achievement.	6/1/2018 weekly
G1.B1.S1.MA1  M393197	Student progress and completions will be monitored to determine if strategy has been effective	Rouse, Shelly	8/17/2017	completion reports, student progress reports	6/1/2018 quarterly
G1.B1.S1.MA1  M393198	Student progress will be regularly monitored to ensure that appropriate pacing and progress is...	Rouse, Shelly	8/17/2017	Student progress reports, teacher correspondence logs, BVS Lab and workshop/test-prep sign in sheets.	6/1/2018 monthly
G1.B1.S1.A1  A366755	We collaborated with the Assessment Team to develop lab space for BVS students. We scheduled...	Rouse, Shelly	8/17/2017	Monitor student progress and BVS lab sign in sheets	6/1/2018 daily
G1.B1.S1.A3  A366757	Provide PLC opportunities throughout the school year.	Rouse, Shelly	8/17/2017	Teacher sign in sheets, agendas	6/1/2018 quarterly
G1.B1.S1.A4  A366758	Provide core-focused, face-to-face workshops, and test prep opportunities for all students.	Rouse, Shelly	8/17/2017	student sign in sheets, workshop lesson plans	6/1/2018 quarterly

V. Professional Development Opportunities

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

G1. If Bay Virtual School differentiates instruction to meet the needs of individual students, provides face-to-face tutoring, core focused workshops for students, and provides test prep opportunities for all students, then we will increase student achievement and improve our graduation rate.

G1.B1 Indirect student contact with teachers and lack of traditional classroom setting structure.

G1.B1.S1 BVS lab is available for face-to-face student support daily. We hired quality instructors to provide support in the lab and we provided professional development to give teachers the skills to customize courses based on individual student need. We also will offer core focused workshops and test-prep opportunities quarterly.

PD Opportunity 1

Professional development provided to teach instructors how to customize courses based on individual students need.

Facilitator

Shelly Rouse

Participants

Adjuncts and Blended Learning teachers

Schedule

On 8/9/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	We collaborated with the Assessment Team to develop lab space for BVS students. We scheduled teacher support in the labs on a daily basis.				\$0.00
2	G1.B1.S1.A2	Professional development provided to teach instructors how to customize courses based on individual students need.				\$0.00
3	G1.B1.S1.A3	Provide PLC opportunities throughout the school year.				\$0.00
4	G1.B1.S1.A4	Provide core-focused, face-to-face workshops, and test prep opportunities for all students.				\$14,927.07
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	7004 - Bay Virtual Franchise	UniSIG	0.0	\$1,134.07
			<i>Notes: Math and Science manipulative, instructional consumable supplies for students to use during workshops</i>			
	5100	510-Supplies	7004 - Bay Virtual Franchise	UniSIG	0.0	\$482.00
			<i>Notes: 519- Tech-supplies - Chromebook cases, Tripod with remote, mini tripod, laptop case, 2 amplifiers, cordless mouse for student workshops.</i>			
	5100	644-Computer Hardware Non-Capitalized	7004 - Bay Virtual Franchise	UniSIG	0.0	\$10,782.00
			<i>Notes: Chromebooks for students and a laptop for the teachers</i>			
	5100	644-Computer Hardware Non-Capitalized	7004 - Bay Virtual Franchise	UniSIG	0.0	\$1,212.00
			<i>Notes: 648 -Tech capilitized furniture/equiq - Chrome Book Charging Cart to store and charge chromebooks.</i>			
	5100	644-Computer Hardware Non-Capitalized	7004 - Bay Virtual Franchise	UniSIG	0.0	\$1,317.00
			<i>Notes: 649- Tech non-capital furniture/equip - Smart Document Camera, webcams, and headphones w/microphones to use during workshops for students.</i>			
Total:						\$14,927.07