

Bay District Schools

Bay Virtual Franchise



2018-19 Schoolwide Improvement Plan

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Bay Virtual Franchise

1311 BALBOA AVE, Panama City, FL 32401

www.bayvirtualschool.com

School Demographics

| School Type and Grades Served (per MSID File) | 2017-18 Title I School | 2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Combination School KG-12 | No | 18% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 16% |

School Grades History

| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-------|---------|---------|---------|---------|
| Grade | A | A | I | I* |

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

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 Leadership Team

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 |

Duties

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.

Early Warning Systems

Year 2017-18

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 | 0 | 0 | 0 | 0 |
| 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 | 0 | 0 | 0 | 0 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | 0 | 0 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Date this data was collected

Friday 6/1/2018

Year 2016-17 - As Reported

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 | 0 | 1 | 1 |

Year 2016-17 - Updated

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 |

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math Learning gains.

Which data component showed the greatest decline from prior year?

Math Learning gains.

Which data component had the biggest gap when compared to the state average?

Math Learning gains.

Which data component showed the most improvement? Is this a trend?

ELA Learning Gains

Describe the actions or changes that led to the improvement in this area.

Writing workshops, face to face tutoring in the Learning Lab.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2018 | | | 2017 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 92% | 70% | 60% | 0% | 58% | 55% |
| ELA Learning Gains | 76% | 62% | 57% | 0% | 52% | 54% |
| ELA Lowest 25th Percentile | 0% | 55% | 52% | 0% | 42% | 49% |
| Math Achievement | 74% | 70% | 61% | 0% | 62% | 56% |
| Math Learning Gains | 41% | 59% | 58% | 0% | 60% | 54% |
| Math Lowest 25th Percentile | 0% | 62% | 52% | 0% | 43% | 48% |
| Science Achievement | 82% | 62% | 57% | 0% | 56% | 52% |
| Social Studies Achievement | 67% | 83% | 77% | 0% | 80% | 72% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | | | | | | | 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) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (1) | 0 (0) | 0 (1) | 0 (2) |
| One or more suspensions | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 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) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (1) | 0 (2) | 0 (1) | 0 (4) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (1) | 0 (1) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (2) | 0 (3) | 0 (7) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 0% | 57% | -57% | 57% | -57% |
| | 2017 | 0% | 59% | -59% | 58% | -58% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 0% | 51% | -51% | 56% | -56% |
| | 2017 | 0% | 52% | -52% | 56% | -56% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2018 | 0% | 50% | -50% | 55% | -55% |
| | 2017 | 0% | 49% | -49% | 53% | -53% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2018 | 0% | 51% | -51% | 52% | -52% |
| | 2017 | 0% | 52% | -52% | 52% | -52% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 07 | 2018 | 0% | 51% | -51% | 51% | -51% |
| | 2017 | 0% | 50% | -50% | 52% | -52% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2018 | 0% | 58% | -58% | 58% | -58% |
| | 2017 | 0% | 56% | -56% | 55% | -55% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 09 | 2018 | 0% | 54% | -54% | 53% | -53% |
| | 2017 | 0% | 51% | -51% | 52% | -52% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 10 | 2018 | 0% | 52% | -52% | 53% | -53% |
| | 2017 | 0% | 48% | -48% | 50% | -50% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 0% | 63% | -63% | 62% | -62% |
| | 2017 | 0% | 56% | -56% | 62% | -62% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 0% | 59% | -59% | 62% | -62% |
| | 2017 | 0% | 62% | -62% | 64% | -64% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2018 | 0% | 57% | -57% | 61% | -61% |
| | 2017 | 0% | 52% | -52% | 57% | -57% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2018 | 0% | 52% | -52% | 52% | -52% |
| | 2017 | 0% | 49% | -49% | 51% | -51% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2018 | 0% | 59% | -59% | 54% | -54% |
| | 2017 | 0% | 58% | -58% | 53% | -53% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2018 | 0% | 48% | -48% | 45% | -45% |
| | 2017 | 0% | 46% | -46% | 46% | -46% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2018 | 0% | 54% | -54% | 55% | -55% |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2018 | 0% | 49% | -49% | 50% | -50% |
| | 2017 | | | | | |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 0% | 64% | -64% | 65% | -65% |
| 2017 | 86% | 65% | 21% | 63% | 23% |
| Compare | | -86% | | | |

| CIVICS EOC | | | | | |
|------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 0% | 76% | -76% | 71% | -71% |
| 2017 | 0% | 72% | -72% | 69% | -69% |
| Compare | | 0% | | | |

| HISTORY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 70% | 73% | -3% | 68% | 2% |
| 2017 | 0% | 73% | -73% | 67% | -67% |
| Compare | | 70% | | | |

| ALGEBRA EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 75% | 64% | 11% | 62% | 13% |
| 2017 | 0% | 62% | -62% | 60% | -60% |
| Compare | | 75% | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 0% | 62% | -62% | 56% | -56% |
| 2017 | 0% | 60% | -60% | 53% | -53% |
| Compare | | 0% | | | |

Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| WHT | 90 | 76 | | 69 | 38 | | 83 | 67 | | 93 | 92 |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| WHT | 74 | 55 | | 61 | 50 | | 80 | 82 | | 65 | 55 |

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Math

Rationale Offering face to face math tutoring and online math support will improve student grasp of important math concepts.

Intended Outcome Improve student math scores (achievement and learning gains)

Point Person Shelly Rouse (rousemm@bay.k12.fl.us)

Action Step

Description

1. Offer face to face tutoring in math in the Learning Lab every other school day from 8:00-2:00
2. Contact students who appear to struggle in math courses and develop plan for tutoring attendance
3. Develop plan for use of online resources such as Kahn Academy and BrainPop for math support..

Person Responsible Belinda McLane (mclancb@bay.k12.fl.us)

Plan to Monitor Effectiveness

Description

1. Review overall student progress in math courses weekly
2. Check attendance for tutoring sessions as scheduled
3. Monitor specifically identified students weekly, contact as necessary

Person Responsible Belinda McLane (mclancb@bay.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEP Link

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

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.

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.

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".

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 collaborates with the district's CTE program to offer CTE Certifications for one or more of the CTE courses that we offer. We also work with Haney Technical Center to offer dual enrollment opportunities for our Juniors and Seniors.

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.

Part V: Budget

Total:

\$0.00