Bay Virtual Franchise

2019-20 Schoolwide Improvement Plan

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Bay Virtual Franchise

1311 BALBOA AVE, Panama City, FL 32401

www.bayvirtualschool.com

Demographics

Principal: Shelly Rouse

Start Date for this Principal: 9/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	11%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students
School Grades History	2018-19: A (86%) 2017-18: A (74%) 2016-17: A (66%) 2015-16: I (%) 2014-15: I (%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	I

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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. 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	Job Duties and Responsibilities
Rouse, Shelly	Principal	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 assessments as they relate 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 to discuss 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.
McLane, Belinda	Administrative Support	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.
Fields, Diane	Administrative Support	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

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	3	5	5	2	6	10	22	53
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	1	1
One or more suspensions	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	1	1
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	1	1

The number of students with two or more early warning indicators:

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

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated
Thursday 9/19/2019

Prior Year - 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	0	0	0	
One or more suspensions	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	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

Prior Year - 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	0	0	0	
One or more suspensions	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	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	94%	73%	61%	76%	67%	57%
ELA Learning Gains	72%	64%	59%	50%	61%	57%
ELA Lowest 25th Percentile	0%	58%	54%	0%	56%	51%
Math Achievement	84%	70%	62%	62%	68%	58%
Math Learning Gains	68%	57%	59%	60%	59%	56%
Math Lowest 25th Percentile	0%	56%	52%	0%	58%	50%
Science Achievement	0%	65%	56%	79%	67%	53%
Social Studies Achievement	93%	86%	78%	85%	79%	75%

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	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	3 (0)	5 (0)	5 (0)	2 (0)	6 (0)	10 (0)	22 (0)	53 (0)
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 (0)	1 (0)	1 (0)
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)
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 (0)	1 (0)	1 (0)
Level 1 on statewide assessment	0 (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)	1 (0)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018	0%	57%	-57%	57%	-57%
Cohort Comparison						
04	2019					
	2018	0%	51%	-51%	56%	-56%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		0%				
05	2019					
	2018	0%	50%	-50%	55%	-55%
Cohort Comparison		0%				
06	2019	0%	56%	-56%	54%	-54%
	2018	0%	51%	-51%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	54%	-54%	52%	-52%
	2018	0%	51%	-51%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	59%	-59%	56%	-56%
	2018	0%	58%	-58%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	58%	-58%	55%	-55%
	2018	0%	54%	-54%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	53%	-53%	53%	-53%
	2018	0%	52%	-52%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019					
	2018	0%	63%	-63%	62%	-62%
Cohort Comparison						
04	2019					
	2018	0%	59%	-59%	62%	-62%
Cohort Comparison		0%				
05	2019					
	2018	0%	57%	-57%	61%	-61%
Cohort Comparison		0%				
06	2019	0%	53%	-53%	55%	-55%
	2018	0%	52%	-52%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	59%	-59%	54%	-54%
	2018	0%	59%	-59%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	0%	48%	-48%	46%	-46%
	2018	0%	48%	-48%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019					
	2018	0%	54%	-54%	55%	-55%
Cohort Comparison						
08	2019	0%	51%	-51%	48%	-48%
	2018	0%	49%	-49%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	71%	-71%	67%	-67%
2018	0%	64%	-64%	65%	-65%
Compare	0%				

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	74%	-74%	71%	-71%
2018	0%	76%	-76%	71%	-71%
Compare	0%				

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	74%	-74%	70%	-70%
2018	70%	73%	-3%	68%	2%
Compare	-70%				

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	64%	-64%	61%	-61%
2018	75%	64%	11%	62%	13%
Compare	-75%				

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	62%	-62%	57%	-57%
2018	0%	62%	-62%	56%	-56%
Compare		0%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
WHT	93	64		87	67			91		100	93

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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	86
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	599
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	85
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math Learning Gains. We increased our learning gains from the previous year by 27%, due in part to interventions put in place for student support in this area. Still, it is the lowest area at 68%.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA Learning Gains. Declined by 4%, even though our Achievement rose by 2%. We are still 20-22% above District and State performance in this area.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math Achievement. Gap between BVS (84%) and state (51%) is 33%. The most likely reasons for this trend is our curriculum is strong and we provide additional face-to-face support/tutoring for those students that demonstrate the need for it.

Which data component showed the most improvement? What new actions did your school take in this area?

Social Studies Achievement rose from 67% to 93%. We offered support in our learning lab.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

No areas of concern. Most data points are zero or one.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increased participation in our learning lab
2. Increased teacher communication w/ parents regarding pacing and progress
3. Improve ELA Learning Gains
4. Improve Math Learning Gains
5. Improve History EOC pass percentage

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math Learning Gains
Rationale	Focusing on math interventions based on student needs will increase the number of students who achieve learning gains. By increasing the number of students making learning gains, we will also increase the number of students who are proficient in math.
State the measurable outcome the school plans to achieve	Improve student Math Learning Gains by 2%
Person responsible for monitoring outcome	Shelly Rouse (rousemm@bay.k12.fl.us)
Evidence-based Strategy	One-to-one tutoring for specific areas of deficiency
Rationale for Evidence-based Strategy	Specific, one-to-one support based on identifying individual student is a high level evidence-based strategy.
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 directly to 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)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We will monitor student progress, meet with parents when necessary, offer workshops for ELA and Math score improvement, and man our learning lab with teachers from all subject areas throughout a 6 day rotation.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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 bulling 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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Math Learning Gains	$0.00
		Total:	$0.00