

Bay District Schools

Bay Virtual Franchise



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	19
Positive Culture & Environment	21
Budget to Support Goals	0

Bay Virtual Franchise

1311 BALBOA AVE, Panama City, FL 32401

www.bayvirtualschool.com

Demographics

Principal: Shelly Rouse

Start Date for this Principal: 9/10/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	11%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Bay County School Board on 9/28/2021.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	0

Bay Virtual Franchise

1311 BALBOA AVE, Panama City, FL 32401

www.bayvirtualschool.com

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School KG-12</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>19%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>31%</p>

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year				
Grade		A	A	A

School Board Approval

This plan was approved by the Bay County School Board on 9/28/2021.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
------	----------------	---------------------------------

Rouse, Shelly	Principal	<p>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.</p>
---------------	-----------	---

Fields, Diane	Administrative Support	<p>Diane Fields Mentors our K-5 elementary teachers and manages the implementation of our elementary VIP, utilizing FLVS 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.</p>
---------------	------------------------	---

McLane, Belinda	Administrative Support	<p>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.</p>
-----------------	------------------------	--

Demographic Information

Principal start date

Friday 9/10/2021, Shelly Rouse

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

4

Total number of students enrolled at the school

150

Identify the number of instructional staff who left the school during the 2020-21 school year.

11

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	10	22	18	9	15	21	12	5	6	6	3	3	10	140
Attendance below 90 percent	1	0	0	0	0	0	1	0	1	0	0	0	0	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	2	0	0	0	0	0	0	1	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	10	2	0	0	0	1	0	0	21
Number of students with a substantial reading deficiency	0	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	1	2	0	0	0	0	0	0	0	3

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
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 9/10/2021

2020-21 - 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	
Number of students enrolled	69	35	47	53	54	48	9	14	16	7	9	18	29	408
Attendance below 90 percent	1	0	4	2	1	0	0	0	0	0	0	0	0	8
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	1	1	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	4	0	0	0	0	0	0	1	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	4	0	0	1	1	0	1	0	8

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	1	1	2	0	0	0	0	0	0	0	4

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	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

2020-21 - 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	
Number of students enrolled	69	35	47	53	54	48	9	14	16	7	9	18	29	408
Attendance below 90 percent	1	0	4	2	1	0	0	0	0	0	0	0	0	8
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	1	1	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	4	0	0	0	0	0	0	1	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	4	0	0	1	1	0	1	0	8

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	1	1	2	0	0	0	0	0	0	0	4

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	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				94%	73%	61%	92%	70%	60%
ELA Learning Gains				72%	64%	59%	76%	62%	57%
ELA Lowest 25th Percentile					58%	54%		55%	52%
Math Achievement				84%	70%	62%	74%	70%	61%
Math Learning Gains				68%	57%	59%	41%	59%	58%
Math Lowest 25th Percentile					56%	52%		62%	52%
Science Achievement					65%	56%	82%	62%	57%
Social Studies Achievement				93%	86%	78%	67%	83%	77%

Grade Level Data Review - State Assessments

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	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	0%	56%	-56%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	0%	54%	-54%	52%	-52%
Cohort Comparison		0%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	0%	59%	-59%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	58%	-58%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	0%	53%	-53%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	0%	59%	-59%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	48%	-48%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019	0%	51%	-51%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	71%	-71%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	74%	-74%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	74%	-74%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	64%	-64%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	62%	-62%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring is built into virtual instruction programs. Grades 6-12 did not have any additional progress monitoring options during the 2020-2021 school year. This year, we will be using iReady as a progress monitoring tool for grades K-5, but 6-12 will continue to be monitored through the VIP.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	33			10							
HSP	73			27							
WHT	68	66		39	33		78	79		100	80
FRL	75			62							
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	655
Total Components for the Federal Index	10
Percent Tested	79%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	68
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	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

It is difficult to determine reliable trends based on the dramatic shift in enrollment for the 20-21 school year due to the pandemic. Most of the students that were enrolled in Bay Virtual have returned to Brick and Mortar instruction for the 21-22 school year.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

N/A

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

N/A

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

N/A

What were the contributing factors to this improvement? What new actions did your school take in this area?

N/A

What strategies will need to be implemented in order to accelerate learning?

N/A

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

N/A

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

N/A

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Based on the current released data 13 % of the third grade students tested scored a Level 1 on the 2021 FSA
Description and Rationale: ELA. Additionally 38% percent of third grade students tested scored a Level 2 on 2021 FSA ELA. This represents a total of 51% of third grade students that participated in FSA testing scored below the state’s criteria for proficiency.

Measurable Outcome: Students in grade 3 will demonstrate an increase of at least 3 percent increase in the percentage of proficient students on the 2022 FSA ELA. This will increase proficiency from 49% to 52%.

Monitoring: Student progress will also be monitored through iReady Diagnostic assessments three times per year and more frequently through Growth Monitoring Assessments.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Bay Virtual School uses the FLVS curriculum for the elementary program. FLVS is updating all courses to reflect the new BEST standards. This curriculum is designed to provide quality instruction on the new BEST standards through a gradual release model starting with whole group lessons then allowing students to interact with the text and practice the skills in small group and individualized activities. Students’ progress will also be monitored through iReady. Students will participate in diagnostic assessments in Fall, Winter and Spring. This diagnostic data will be used to identify students that need additional support and interventions.

Rationale for Evidence-based Strategy: To improve instruction and learning, BVSBDS teachers incorporate explicit, direct instruction (effect size of .60) and scaffolding (effect size of .82) based on Hattie’s research (Visible Learning: John Hattie 2017)

Action Steps to Implement

Teachers will meet in PLCs to analyze formative and summative assessment data along with iReady diagnostic and growth monitoring data. Administrators will take part in these PLC meetings to ensure that the curriculum is being instructed with fidelity and that students are receiving necessary support and interventions.

Person Responsible Shelly Rouse (rousem@bay.k12.fl.us)

For any student who has not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strengths and weaknesses.) Further, schools are supported with district MTSS Staff Training Specialists and meet monthly to review student data, progress, and intervention materials. Additionally, schools follow the Comprehensive Evidence-Based Reading Plan and MTSS decision tree which indicates research based and evidence-based materials available for targeted interventions (Tier 2). If student data does not show progress at Tier 2 then adjustments will be made (teacher: student ration; time in intervention; intervention materials; instruction).

Person Responsible Diane Fields (fielddc@bay.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

This is not applicable since we are a virtual school. Students do not have discipline issues and we have no discipline data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

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 or virtual 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 and/or virtual 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Bay Virtual School stakeholders are comprised of students, parents/guardians, staff, teachers, and administrators. All staff, teachers and administrators work to ensure that the climate is positive and productive. Regular meetings are held to discuss practices and to determine areas that can be improved upon. The BVS teams strives to keep interactions with parents/guardians and students friendly and helpful. Parents/guardians provide support to their students by serving as their learning coaches. Their responsibilities are to make sure students have a positive learning experience at home and that they adhere to all rules set forth in the Student Handbook in regards to pacing, academic integrity and courteous interactions with teachers and peers. Together, these stakeholders create a positive culture and an environment.