R. C. Bannerman Learning Center

2016-17 Schoolwide Improvement Plan

R. C. Bannerman Learning Center

608 MILL ST, Green Cove Springs, FL 32043

http://blc.oneclay.net

School Demographics

School Type and Grades Served
(per MSID File)

Combination School
PK, 6-12

2015-16 Title I School

No

2015-16 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

75%

Primary Service Type
(per MSID File)

Alternative Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

43%

School Grades History

Year	2012-13
Grade	

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for R. C. Bannerman Learning Center

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Bannerman Learning Center's mission is to create a positive, safe and supportive environment that promotes excellence in teaching and learning. The unique potential of each individual is recognized and encouraged in a challenging and diverse setting. Through the growth and advancement of students and staff, knowledge and skills are gained to meet life's challenges and develop active, responsible citizens for our democratic society.

b. Provide the school's vision statement.

Bannerman Learning Center exists to prepare all students to be successful in a positive manner in a competitive workplace and community.

2. School Environment

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

Every student that enters Bannerman has a meeting/hearing where family and home life is discussed. Upon entering each class, students are invited to complete information sheets. Writing opportunities are utilized by students to share interests.

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

Bannerman Learning Center is the most secure campus in Clay County. All students wear a uniform that standardizes attire and equalizes all student appearances. Students are reminded of proper behavior in all areas. Students are presented with different scenarios and positive expectations for behavior are explained.

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.

Students in the Bannerman Disciplaine program engage in the TIER program. TIER stands for Transform, Inspire, Educate, Return. The TIER program clearly establish expectations for behavior for students as well as faculty and staff.

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.

Bannerman Learning Center works in collaboration with Clay Behavioral Health Services to provide substance abuse counseling to students. BLC has an allocation for a full time counselor as well a guidance Counselor for all students.

3. Early Warning Systems

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

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

Attendance is monitored by the assistant principal as well as the social worker. All student phones receive an automated call concerning attendance. All students that have 5 or more absences receive a letter from the social worker assigned to BLC stating the importance of attendance to success in school.

All suspensions are reviewed by the Assistant Principal and BRTs to determine if interventions need to be in place for the student to be successful.

The BLC academic interventionalist reviews all course grades on a quarterly basis for remediation. Students are given the option to remediate in a timely fashion to salvage the semester prior to its conclusion.

If a student scores a 1 on a standardized assessment they are placed in a class to help build skills necessary to successfully pass the assessments for graduation.

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	1	1	2	0	0	0	0	4
One or more suspensions	0	0	0	0	0	0	0	1	5	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	0	0	6	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	1	3	12	0	0	0	0	16

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	1	2	7	0	0	0	0	10

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

Bannerman Learning Center employs 3 BRTs to assist students behaviorally and academically. Due to the unique nature of the students acquired we assume our students meet all of the early warning signs. When students come through our hearing process we identify all deficiencies to assist students in meeting goals. Plans are outlined and schedules are considered to maximize remediation opportunities.

B. Family and Community Engagement

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

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.

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

R.C. Bannerman Learning Center is the alternative learning center for Clay County. Students come from all over the county making parent involvement challenging. Parents are invited to participate in the School Advisory Committee. SAC is open to any parent that wishes to attend and participate.

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.

Bannerman Learning Center is proactive in building partnerships with the local community. Currently McDonalds and Waffle House have secured partnerships with our culinary program. Additionally, Another Bloomin Nursery and the Master Gardening program of University of Florida have partnered with BLC as well.
First Baptist Church of Middleburg has had students volunteer to work during the summer. They are preparing to develop a "mentorship" program with BLC. All partners are invited to participate on the School Advisory Committee.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Elia, Mike	Principal
Shively, Rebekah	Teacher, K-12
Blakely, James	Teacher, ESE
Dunlap, James	Teacher, ESE
McKinney, Mark	Assistant Principal

b. Duties

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

Administrator - Provides training and technical assistance to SBLT to implement the MTSS.
ITF - Develop timeframes, schedule meetings and ensure fidelity of paperwork.
School Psychologist - Consults with SBLT in review of all TIER data. Implements TIER 3 Assessments as needed.
Teachers- Develop and implement interventions based on available data.

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.

At BLC, we have designed a multi-tiered program to assist students. Immediately upon enrollment student grades, behavior and social needs are examined and supports are put in place. The students are appropriately placed in academic classes matched to their skill level. Students are also placed in the appropriate tier or color level for behavior support. Based on available data,students receive interventions to improve students abilities. If standard classroom interventions are not successful, additional supports are put into place as needed.

Bannerman Learning Center has a unique mission to assist students in earning a high school diploma through a variety of different methods and programs.
1) TAPP - Teenage Parenting Program - provides daycare and parenting training to assist teen age parents in becoming outstanding parents.
2) CTE - Students can earn certificates through the BLC Culinary Program, the Child Development Program or the NCEER certificate. These programs are funded through the CTE/Perkins Funding.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Martin Aftuck	Principal
Joe Wiggins	Business/Community
Rebekah Shively	Teacher
James Blakely	Teacher
Jim Dunlap	Teacher
Kelly Schnirel	Education Support Employee
Carrie Williams	Education Support Employee
Danio Rodriguez	Student
Charles Meredith	Student
Mary Meredith	Parent
Luis Rodriguez	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC team was involved with developing last year's SAC plan. All members evaluated data through out the year to measure the usefulness of the plan. This year's SAC team assisted in the successful development and employment of the new plan. It was decided to remain consistent and continue the natural progression of last year's plan. Both SIP plans reflect the growth of the school as well as the county.

b. Development of this school improvement plan

The BLC SAC advises and introduces ideas to assist the leadership team in enhancing instructional programs. The School Advisory Council ensures fidelity to the mission of Bannerman Learning Center and the safe and secure development of productive citizens.

c. Preparation of the school's annual budget and plan

Due to the extremely small nature of the BLC budget, team members approve mini grants for teachers to improve classrooms and enhance curriculum.

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

School Improvement Funds will be used to enhance literacy, writing skills and student engagement in the classroom. All funds will be used to for enhancement materials in the classroom. Professional Development funds will be used to enhance training for instructors in these specific areas.

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
Elia, Mike	Principal
Shively, Rebekah	Teacher, K-12
McKinney, Mark	Assistant Principal

b. Duties

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

The BLC LLT has placed emphasis on two major areas:
The importance of the daily free reading period for all stake holders at BLC. Students, faculty members and staff are all required to read for pleasure during that time. Initially, the LLT provided different support plans to encourage literacy and demonstrate the different forms of print media available.

Due to the transient nature of the BLC student, the reading coach designed stand alone literacy plans to impact student success in the reading classroom. All reading teachers have been trained on these plans and are utilizing the plans within their curriculum to support student literacy.

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

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

Teachers have been grouped into Professional Learning Communities based on shared students. All student progression is discussed with the intent of increasing student achievement and well being. Collaboration is highly encouraged and faculty members are reminded the nature of the students we work with.

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

The Principal is responsible for recruiting and retaining highly qualified, certified-in-field, effective teachers to the school. The Principal participates in the District recruiting fairs and confers with SDCC personnel to ensure essential background checks and recruitment policies are followed.

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

Bannerman Learning Center is a very small and unique school. Due to the complex mission of the school, collaboration, mentoring and support are natural products of our actions. Teachers have a high level of administration and staff support due to the discipline plan in place for students. Teachers are required to participate in PLCs. They are highly encouraged to attend Team Meetings and Social Events at BLC. The atmosphere is relaxed and support is readily available. At the first sign of concern, peer teachers are available to assist and offer support in a number of different areas. BLC has a large number of peer teachers and coaches to assist as needed.

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.

All teachers have recieved training at the county level that encourages teachers to unpack and utilize standards based teaching. PLCs encourage a framework of intentional teaching that encourages best practices at all levels of curriculum.

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.

All student data is made available to teachers to encourage core differentiation as needed. The Academic interventionalist assists teachers to modify lessons as needed. Modifications include differentiated delivery as well as differentiated assessments. Students are offered opportunities to remediate as needed.

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: Summer Program

Minutes added to school year: 1,200

Students are invited to remediate courses during the summer to achieve academic success and prepare for the new year. A BRT works with each student by phone and assists student as needed.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
McKinney, Mark, mark.mckinney@myoneclay.net

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

Student surveys and academic information are collected to determine student placement. Grades, behavior, and attendance are also examined to determine the impact of opportunity on the student.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Students at BLC for disciplinary reasons go through a program known as the TIER program. This program offers the students the opportunity to transition their skills to help them be more successful. The TIER program encourages students to self monitor their own success.

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.

Due to BLCs unique nature the Guidance Counselor is available to counsel students individually and in groups. Teachers are also trained to provide mentoring and guidance for students as needed.

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

All students are placed in appropriate CTE courses. Teachers in all content areas collaborate to ensure students are receiving a well prepared, challenging curriculum.

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

Teachers and support staff examine all areas of the students academic record to assist students in transitioning to the post secondary level.

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.

Bannerman Learning Center is concentrating on both areas of math and reading. Clay has encouraged the switch to Carnegie Math curriculum to meet the changing needs for math standards in the state of Florida. To assist students in Reading, Clay county has also implemented Achieve 3000 in the Intensive Reading classroom.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

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.

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"Â? 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.

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. Student Achievement in all areas -Increase student learning gains on the ELA FSA to 15% in the 2016-2017 school year.

G2. Engagement - Increase student learning gains on the Math FSA to 30% in the 2016-2017 school year.

G3. Writing - Writing skills will increase to 20% for ELA learning gains according to the Florida school improvement rating by the end of the school year 2016-17.

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. Student Achievement in all areas -Increase student learning gains on the ELA FSA to 15% in the 2016-2017 school year. `1a`

🔍 G086038

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains District Assessment	15.0

Targeted Barriers to Achieving the Goal `3`

- Limited time for planning and professional development. Reduced budget for materials and substitutes.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Engagement strategies and supplemental information are available through the District Office curriculum specialists. Teachers have 2 training books available to them: Academic Conversations and Discipline in the Secondary Classroom. Use of collaborative learning through reading, curriculum and intervention professional learning communities to incorporate strategies during school-wide reading time.

Plan to Monitor Progress Toward G1. `8`

Teacher Evaluation- Teachers will self evaluate effectiveness of PLC.

Person Responsible

Mark McKinney

Schedule

Annually, from 9/1/2016 to 5/31/2017

Evidence of Completion

Teachers will complete the self evaluation form.

G2. Engagement - Increase student learning gains on the Math FSA to 30% in the 2016-2017 school year.

`1a`

🔍 G086039

Targets Supported `1b`

Indicator	Annual Target
Math Gains	30.0

Targeted Barriers to Achieving the Goal `3`

- Professional Development is difficult to conduct due to time constraints.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Teachers will receive information concerning engagement strategies through district training, handouts and voluntary PLCs. Teachers will choose 1-3 engagement strategies in mathematics through professional learning communities to practice in the classroom. 100% of our teachers will focus on engagement strategies that increase student achievement across content areas that will engaged through our daily school-wide math initiative to increase mathematical learning gains.

Plan to Monitor Progress Toward G2. `8`

Student Achievement

Person Responsible

Mark McKinney

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Students will be more engaged, attendance will increase, behavioral issues will decrease and students will demonstrate higher achievement.

G3. Writing - Writing skills will increase to 20% for ELA learning gains according to the Florida school improvement rating by the end of the school year 2016-17. 1a

🔍 G086040

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	20.0

Targeted Barriers to Achieving the Goal 3

- Time for professional development and lack of information to implement in classroom instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will engage in PLCs and Professional Development activities. All instructors will provide instruction to improve reading skills of BLC students during daily reading enrichment time built into all first period classes. Strategies will be provided through professional learning communities.

Plan to Monitor Progress Toward G3. 8

Writing Instruction

Person Responsible
Mark McKinney

Schedule
Quarterly, from 10/15/2015 to 4/29/2016

Evidence of Completion
Student work will be monitored by teachers. Achievement will be monitored.

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. Student Achievement in all areas -Increase student learning gains on the ELA FSA to 15% in the 2016-2017 school year. 1

🔑 G086038

G1.B1 Limited time for planning and professional development. Reduced budget for materials and substitutes. 2

🔑 B228674

G1.B1.S1 Teachers have opted to participate in learning committees to exchange information and collaborate with each other. 4

🔑 S241138

Strategy Rationale

Teachers have three major categories covered and can share information with each other group as needed. They are Curriculum Committee, Reading Committee, and MTSS Committee.

Action Step 1 5

Professional Learning Communities

Person Responsible

Mark McKinney

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Groups will document activities through the use of a new county PLC form. Forms will be reviewed weekly. Participants will complete follow up documentation to receive PLC credit.

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

Classroom walkthroughs

> **Person Responsible**
>
> Mike Elia
>
> **Schedule**
>
> Weekly, from 9/1/2016 to 5/31/2017
>
> ***Evidence of Completion***
>
> Administration will conduct walkthrough to document evidence of the use of engagement strategies.

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

Professional Learning Community Logs

> **Person Responsible**
>
> Mark McKinney
>
> **Schedule**
>
> Weekly, from 9/1/2016 to 5/31/2017
>
> ***Evidence of Completion***

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

Student Engagement and Achievement

> **Person Responsible**
>
> Mark McKinney
>
> **Schedule**
>
> On 5/31/2017
>
> ***Evidence of Completion***
>
> Teachers will see an increase in achievement as more students are actively involved.

G2. Engagement - Increase student learning gains on the Math FSA to 30% in the 2016-2017 school year. `1`

🔑 G086039

G2.B1 Professional Development is difficult to conduct due to time constraints. `2`

🔑 B228675

G2.B1.S1 PLCs will concentrate on introducing new engagement strategies and providing teacher support. `4`

🔑 S241140

Strategy Rationale

Action Step 1 `5`

Informational Resources

Person Responsible

Mark McKinney

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Teachers will receive new strategies through the use of PLCs.

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

Administration walkthroughs

Person Responsible

Mike Elia

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Administrators will document an increase in engagement strategies to include all students in activities.

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

Student Achievement

> **Person Responsible**
>
> Mark McKinney
>
> **Schedule**
>
> Monthly, from 9/1/2016 to 5/31/2017
>
> *Evidence of Completion*
>
> Student achievement will increase across the content areas.

G3. Writing - Writing skills will increase to 20% for ELA learning gains according to the Florida school improvement rating by the end of the school year 2016-17. `1`

🔑 G086040

> **G3.B1** Time for professional development and lack of information to implement in classroom instruction. `2`
>
> 🔑 B228676
>
> > **G3.B1.S1** Utilize PLCs to build momentum and enhance writing skills that will translate all instructional classrooms. `4`
> >
> > 🔑 S241141
> >
> > > **Strategy Rationale**
> > >
> > > **Action Step 1** `5`
> > >
> > > Emphasize writing strategies in the classroom.
> > >
> > > > **Person Responsible**
> > > >
> > > > Mark McKinney
> > > >
> > > > **Schedule**
> > > >
> > > > Monthly, from 9/1/2016 to 5/31/2017
> > > >
> > > > *Evidence of Completion*
> > > >
> > > > Students will spend additional time on whole writing experiences.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Writing Instructions

Person Responsible

Mark McKinney

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Will be apparent in teacher plans.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Writing Improvement

Person Responsible

Mike Elia

Schedule

Every 6 Weeks, from 9/1/2016 to 5/31/2017

Evidence of Completion

Students will demonstrate increased ability in the area of writing across the curriculum spectrum.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G3.MA1 🔍 M321168	Writing Instruction	McKinney, Mark	10/15/2015	Student work will be monitored by teachers. Achievement will be monitored.	4/29/2016 quarterly
G1.MA1 🔍 M321162	Teacher Evaluation- Teachers will self evaluate effectiveness of PLC.	McKinney, Mark	9/1/2016	Teachers will complete the self evaluation form.	5/31/2017 annually
G2.MA1 🔍 M321165	Student Achievement	McKinney, Mark	9/1/2016	Students will be more engaged, attendance will increase, behavioral issues will decrease and students will demonstrate higher achievement.	5/31/2017 monthly
G1.B1.S1.MA1 🔍 M321159	Student Engagement and Achievement	McKinney, Mark	9/1/2016	Teachers will see an increase in achievement as more students are actively involved.	5/31/2017 one-time
G1.B1.S1.MA1 🔍 M321160	Classroom walkthroughs	Elia, Mike	9/1/2016	Administration will conduct walkthrough to document evidence of the use of engagement strategies.	5/31/2017 weekly
G1.B1.S1.MA3 🔍 M321161	Professional Learning Community Logs	McKinney, Mark	9/1/2016		5/31/2017 weekly
G1.B1.S1.A1 🔍 A312120	Professional Learning Communities	McKinney, Mark	9/1/2016	Groups will document activities through the use of a new county PLC form. Forms will be reviewed weekly. Participants will complete follow up documentation to receive PLC credit.	5/31/2017 weekly
G2.B1.S1.MA1 🔍 M321163	Student Achievement	McKinney, Mark	9/1/2016	Student achievement will increase across the content areas.	5/31/2017 monthly
G2.B1.S1.MA1 🔍 M321164	Administration walkthroughs	Elia, Mike	9/1/2016	Administrators will document an increase in engagement strategies to include all students in activities.	5/31/2017 monthly
G2.B1.S1.A1 🔍 A312121	Informational Resources	McKinney, Mark	9/1/2016	Teachers will receive new strategies through the use of PLCs.	5/31/2017 weekly
G3.B1.S1.MA1 🔍 M321166	Writing Improvement	Elia, Mike	9/1/2016	Students will demonstrate increased ability in the area of writing across the curriculum spectrum.	5/31/2017 every-6-weeks
G3.B1.S1.MA1 🔍 M321167	Writing Instructions	McKinney, Mark	9/1/2016	Will be apparent in teacher plans.	5/31/2017 monthly
G3.B1.S1.A1 🔍 A312122	Emphasize writing strategies in the classroom.	McKinney, Mark	9/1/2016	Students will spend additional time on whole writing experiences.	5/31/2017 monthly

V. Professional Development Opportunities

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

G1. Student Achievement in all areas -Increase student learning gains on the ELA FSA to 15% in the 2016-2017 school year.

G1.B1 Limited time for planning and professional development. Reduced budget for materials and substitutes.

G1.B1.S1 Teachers have opted to participate in learning committees to exchange information and collaborate with each other.

PD Opportunity 1

Professional Learning Communities

Facilitator

Martin Aftuck

Participants

All teachers

Schedule

Weekly, from 9/1/2016 to 5/31/2017

VI. Technical Assistance Items

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

G2. Engagement - Increase student learning gains on the Math FSA to 30% in the 2016-2017 school year.

G2.B1 Professional Development is difficult to conduct due to time constraints.

G2.B1.S1 PLCs will concentrate on introducing new engagement strategies and providing teacher support.

TA Opportunity 1

Informational Resources

Facilitator

Martin Aftuck

Participants

Teachers

Schedule

Weekly, from 9/1/2016 to 5/31/2017

G3. Writing - Writing skills will increase to 20% for ELA learning gains according to the Florida school improvement rating by the end of the school year 2016-17.

G3.B1 Time for professional development and lack of information to implement in classroom instruction.

G3.B1.S1 Utilize PLCs to build momentum and enhance writing skills that will translate all instructional classrooms.

TA Opportunity 1

Emphasize writing strategies in the classroom.

Facilitator

Martin Aftuck

Participants

Teachers

Schedule

Monthly, from 9/1/2016 to 5/31/2017

VII. Budget

1	G1.B1.S1.A1	Professional Learning Communities	$0.00
2	G2.B1.S1.A1	Informational Resources	$0.00
3	G3.B1.S1.A1	Emphasize writing strategies in the classroom.	$0.00
		Total:	$0.00