



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

R. C. Bannerman Learning Center

608 MILL ST

Green Cove Springs, FL 32043

904-529-2100

<http://blc.oneclay.net>

School Demographics

School Type Combination School	Title I No	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center Yes	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

R. C. Bannerman Learning Center

Principal

Michael Elia J

School Advisory Council chair

Carolyn Hayward

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Amanda George	Assistant Principal
Kimberly Dubis	BRT
Tiffany Goolsby	Guidance Counselor
Carolyn Hayward	BRT
Mary West	BRT
Michael Elia	Principal

District-Level Information

District

Clay

Superintendent

Mr. Charles E Vanzant, Jr

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Ken Francis Co-Chairman
 Carolyn Hayward Co-Chairman
 Len Moore Community Business Partner
 Doris Jordan Community Member
 Mary Tuggles Community Member
 Stacia Hood Parent
 Renee Stauffacher FCTC Representative

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The BLC SAC will implement a mini grant program to enhance instructional programs offered. SAC will discuss and evaluate data collected from the Leadership Team concerning projected goals and advise the Leadership Team of concerns.

Projected use of school improvement funds, including the amount allocated to 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.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Michael Elia J

Principal	Years as Administrator: 12	Years at Current School: 2
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Credentials	Masters in Educational Leadership Bachelor of Arts Psychology
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Performance Record	Highly effective
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Amanda George

Asst Principal	Years as Administrator: 1	Years at Current School: 1
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Credentials	Master of Educational Leadership Bachelor of Science Chemistry
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Performance Record	Highly Effective
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Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Mary Virginia Wendell

Part-time / District-based

Years as Coach: 20

Years at Current School: 1

Areas

Reading/Literacy

Credentials

M.A. Speech Pathology, Speech Correction K-12, Elem Ed K-6, Reading Endorsed

Performance Record

Effective

Classroom Teachers

of classroom teachers

23

receiving effective rating or higher

23, 100%

Highly Qualified Teachers

100%

certified in-field

23, 100%

ESOL endorsed

4, 17%

reading endorsed

3, 13%

with advanced degrees

12, 52%

National Board Certified

2, 9%

first-year teachers

3, 13%

with 1-5 years of experience

4, 17%

with 6-14 years of experience

9, 39%

with 15 or more years of experience

7, 30%

Education Paraprofessionals**# of paraprofessionals**

25

Highly Qualified

25, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

28

receiving effective rating or higher

28, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 encouraged to participate in PLCs, 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Teachers, Administration and Support Staff must adhere to the RtI model in use throughout the School District of Clay County. All members of the team are trained in the model to ensure consistency and equitable opportunities for all students. Data will be gathered and reviewed by team members to ensure SIP action items are implemented.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Performance Matters and Focus are used to monitor academic needs as well as attendance and behavior. Performance Matters allows the Leadership Team to monitor interventions and formal assessments. Focus maintains grades, attendance and behavior data.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

A group of faculty members meets at least once a month to examine data of all the students assigned to BLC. These teachers suggest interventions based on the data presented. The ITF, teachers and school psychologist put interventions into place for individual students. The following month's data is examined to determine if the interventions were successful. If not successful, additional or different interventions are attempted. All processes are transparent, and support individuals are available at all times for further discussion.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program**Minutes added to school year:** 1,200

Students are invited to attend a summer leadership camp, designed to develop character traits, academic success and a lifelong love of learning. The summer curriculum camp allows remediation of one failed class in the context of a fun, secure environment. Faculty and Staff mentor students in a number of areas to ensure academic success.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Student surveys and academic information are collected to determine student placement. Surveys are collected at the end of the camp as well as after the first semester of the following year. Grades, behavior, and attendance are also examined to determine the impact of camp on the student.

Who is responsible for monitoring implementation of this strategy?

Ms Kim Dubis is the adviser of the summer camp. She is responsible for collecting data through the year and providing additional support as needed.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
M. V. Wendell	Reading Coach
Nancy Durham	Teacher
Phyllis Moses	Teacher
Denise Smith	Teacher
Carolyn Hayward	BRT

How the school-based LLT functions

The BLC LLT examines the literacy needs of the school. The team meets monthly to discuss upcoming training opportunities, academic needs of the students based on data, and long range unit plans for literacy in the school.

Major initiatives of the LLT

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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers participate in the daily free-reading exercise. All teachers are encourage to participate in formal literacy training to maximize effectiveness of literacy in the content area. Engagement strategies are the primary focus of the school wide PLCs with emphasis on literacy.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	37%	23%	No	43%
American Indian				
Asian				
Black/African American				
Hispanic				
White	29%		No	36%
English language learners				
Students with disabilities	38%		No	44%
Economically disadvantaged	36%		No	42%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	17	16%	37%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		6%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		15%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	29	20%	37%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		35%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	50%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	30%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5		<i>[data excluded for privacy reasons]</i>	22%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	50%

Area 3: Mathematics**High School Mathematics**

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%		No	48%
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities	44%		No	50%
Economically disadvantaged	43%		No	48%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	50%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	25%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	21	27%	43%
Students in lowest 25% making learning gains (EOC)		<i>[data excluded for privacy reasons]</i>	20%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	23%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	38%	45%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	15%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	40%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	15%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	30%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	30%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	32%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	15%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		15
Participation in STEM-related experiences provided for students	0	0%	15%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0		
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses	0		
CTE-STEM program concentrators	0		
Students taking CTE-STEM industry certification exams	0		
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	93	43%	52%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	32	34%	40%
Passing rate (%) for students who take CTE industry certification exams		60%	75%
CTE program concentrators	15	16%	25%
CTE teachers holding appropriate industry certifications	2	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	22	9%	5%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	61	17%	12%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
SAC involvement	6	1%	15%
Parent Teacher Conference	100	95%	99%

Area 10: Additional Targets

Additional targets for the school

Due to the unique nature of R.C. Bannerman's school mission, discipline and behavior are measured and evaluated as indicators of success for our students. It is our goal to see a reduction in the number of referrals generated at BLC per student assigned.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of Referrals	92	6%	3%

Goals Summary

- G1.** Professional Learning Communities - Teachers will self select topics to collaborate with their peers in discussion and evaluation sessions to gain additional strategies to increase student achievement.
- G2.** Engagement - Teachers will choose 1-3 engagement strategies to practice in the classroom. Teachers will focus on engagement strategies that increase student achievement across content areas.
- G3.** Writing - All instructors will provide instruction to improve writing skills of BLC students. Writing skills will increase across all content areas including math.

Goals Detail

G1. Professional Learning Communities - Teachers will self select topics to collaborate with their peers in discussion and evaluation sessions to gain additional strategies to increase student achievement.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- 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.

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Teacher Evaluation- Teachers will self evaluate effectiveness of PLC.

Person or Persons Responsible

Teachers

Target Dates or Schedule:

End of semester

Evidence of Completion:

Teachers will complete the self evaluation form.

G2. Engagement - Teachers will choose 1-3 engagement strategies to practice in the classroom. Teachers will focus on engagement strategies that increase student achievement across content areas.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Teachers will receive information concerning engagement strategies through district training, handouts and voluntary PLCs.

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Student Achievement

Person or Persons Responsible

All stakeholders

Target Dates or Schedule:

Daily

Evidence of Completion:

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

G3. Writing - All instructors will provide instruction to improve writing skills of BLC students. Writing skills will increase across all content areas including math.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Teachers will engage in PLCs and Professional Development activities.

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Writing Instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Student work will be monitored by teachers. Achievement will be monitored.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Professional Learning Communities - Teachers will self select topics to collaborate with their peers in discussion and evaluation sessions to gain additional strategies to increase student achievement.

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

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

Action Step 1

Professional Learning Communities

Person or Persons Responsible

All teachers and administrators

Target Dates or Schedule

Outside of Student contact hours

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

Classroom walkthrough

Person or Persons Responsible

Administration

Target Dates or Schedule

As needed

Evidence of Completion

Administration will conduct walkthrough to document evidence of the use of engagement strategies.

Plan to Monitor Effectiveness of G1.B1.S1

Student Engagement and Achievement

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Teachers will see an increase in achievement as more students are actively involved.

G2. Engagement - Teachers will choose 1-3 engagement strategies to practice in the classroom. Teachers will focus on engagement strategies that increase student achievement across content areas.

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

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

Action Step 1

Informational Resources

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Teachers will receive new strategies through the use of PLCs.

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

Administration walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B1.S1

Student Achievement

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student achievement will increase across the content areas.

G3. Writing - All instructors will provide instruction to improve writing skills of BLC students. Writing skills will increase across all content areas including math.

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.

Action Step 1

Emphasize writing strategies in the classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Students will spend additional time on whole writing experiences.

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

Writing Instructions

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Will be apparent in teacher plans.

Plan to Monitor Effectiveness of G3.B1.S1

Writing Improvement

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

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

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Bannerman Learning Center has a unique mission to assist students earn a high school 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Appendix 2: Budget to Support School Improvement Goals