R. C. Bannerman Learning Center

2022-23 Ungraded Schoolwide Improvement Plan

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R. C. Bannerman Learning Center

608 MILL ST, Green Cove Springs, FL 32043

http://blc.oneclay.net

Demographics

Principal: Stephanie Palmer

Start Date for this Principal: 7/19/2020

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School PK, 6-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%

- Nonsecure Programs: 0%-59%

- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

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.

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. Students will thrive in a safe and welcoming environment, foster mutual respect between students and staff while focusing on returning to their home school or preparing to enlist in the military, enroll in college or become gainfully employe

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Bannerman Learning Center is the Second Chance School for students in 7th-12th grade. We have a very transient population in grades 7th-10th due to the fact that once students have accomplished their goals here we send the students back to their home school. 12th grades are in a computer based credit recovery lab setting working until the meet graduation requiremens.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Palmer, Stephanie	Principal	Responsible for implementing and facilitating PBIS programs while providing professional development for staff that fosters growth in PBIS, SEL programs, and raising the academic expectations of students, faculty and staff.
Cox, Brian	Assistant Principal	Assist the principal in all aspects of instruction and operation of school functions.
McGhghy, Linda	Dean	Responsible for implementing and facilitating the PBIS program on the Champions side of our school.
McKenzie, Erin	Behavior Specialist	As Behavior Management Teacher, Ms. McKenzie will assist school-wide initiatives related to student engagement, discipline, and classroom management.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

No

Demographic Information

Principal start date
Sunday 7/19/2020, Stephanie Palmer

Total number of students enrolled at the school.
304

Total number of teacher positions allocated to the school.
27

Number of teachers with professional teaching certificates?
24

Number of teachers with temporary teaching certificates?
3

Number of teachers with ESE certification?
14

Identify the number of instructional staff who left the school during the 2021-22 school year.
7

Identify the number of instructional staff who joined the school during the 2022-23 school year.
9

Demographic Data

Early Warning Systems

2022-23

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	0	0	0	0	0	0	0	14	20	36	43	48	125	286
Attendance below 90 percent	0	0	0	0	0	0	0	4	3	2	3	1	2	15
One or more suspensions	0	0	0	0	0	0	0	1	2	2	3	1	2	11
Course failure in ELA	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	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	9	23	25	26	0	0	83
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	8	26	0	0	0	0	34
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	12	27	28	29	0	0	96

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	6	14	5	3	1	2	31

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	2	0	2	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/2/2022

2021-22 - 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	0	0	0	0	0	0	0	12	24	23	27	47	130	263
Attendance below 90 percent	0	0	0	0	0	0	0	0	2	1	0	0	0	3
One or more suspensions	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Course failure in ELA	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	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	8	13	19	14	17	28	99
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	11	14	0	0	0	0	25

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	3	6	4	5	0	0	18

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	1	0	0	0	0	4	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		54%	55%					57%	61%
ELA Learning Gains								53%	59%
ELA Lowest 25th Percentile								53%	54%
Math Achievement		34%	42%					52%	62%
Math Learning Gains								49%	59%
Math Lowest 25th Percentile								46%	52%
Science Achievement		55%	54%					54%	56%
Social Studies Achievement		50%	59%					77%	78%

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
06	2022					
	2019	0%	64%	-64%	54%	-54%
Cohort Comparison						
07	2022					
	2019	5%	59%	-54%	52%	-47%
Cohort Comparison		0%				
08	2022					
	2019	22%	62%	-40%	56%	-34%
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	10%	70%	-60%	55%	-45%
Cohort Comparison						
07	2022					
	2019	14%	63%	-49%	54%	-40%
Cohort Comparison		-10%				
08	2022					
	2019	10%	49%	-39%	46%	-36%
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	10%	64%	-54%	48%	-38%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	4%	72%	-68%	67%	-63%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	14%	80%	-66%	71%	-57%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	29%	80%	-51%	70%	-41%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	4%	65%	-61%	61%	-57%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	7%	64%	-57%	57%	-50%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	5	20		9	18			30		61	
BLK										80	10
HSP										69	15
MUL										47	
WHT	5	20		16	30		8			64	16
FRL	5	15		9	19		7	29		62	12
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	38	20		17	22		27			62	16
ELL										83	10
BLK										69	4
HSP										81	5
WHT	33	10		9	6			30		61	17
FRL	31	20		14	27		30			64	13
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
SWD	22	29		17	36		20	29		28	
BLK	6	36					10			38	
WHT	19	33		14	25		15	27		30	18
FRL	13	29		21	20		14	21		22	

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI

ESSA Federal Index	
OVERALL Federal Index – All Students	16
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	126
Total Components for the Federal Index	8
Percent Tested	59%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
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%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	23
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	3
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	20
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

Reading is an important factor in student achievement.
Students will use text annotation to make meaning and provide evidence to support answers.
Teachers will use read-discuss-read protocol in both ELS and Intensive Reading classes.
Content level teachers will encourage pre-writing and pre-reading strategies and utilize Cornell note-taking.
Students will be encouraged to immerse themselves in content-rich grade level text.
11th and 12th grade students are presented opportunities to meet concordant scores through extensive ACT and SAT preparation)

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

7th grade math showed the most improvement with 20% fo the students were proficient on the FSA for math.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Reading is an important factor in student achievement. Based on the 21-22 testing data our students need to be proficient in reading to increase scores in multiple tested subjects. We also need to focus on improving our instruction to students with disabilities and who are economically disadvantaged.

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

Our test scores across all demographics and grade bands were low. 7th grade Math was the only area where students performed at a proficient level.

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

Our School-Wide PBIS plan.
Be Safe
Be Respect
Be Responsible
And by asking thes simple questions everyday.

1. What do we want all students to know and be able to do?

2. How will we know if they learn it?

3. How will we respond when some students do not learn?

4. How will we extend the learning for students who are already proficient?

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

Teachers and staff will be introduced to our new School-Wide PBIS system. Additional support will be provided by curriculum coaches and support coaches from the district.

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Reading is an important factor in student achievement. Based on the 21-22 testing data our students need to be proficient in reading to increase scores in multiple tested subjects. We are going to focus on improving our instruction to students with disabilities and who are economically disadvantaged.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the school year, at least 50% of the all students, SWD, african-American, White,and Economically Disadvantaged, will show learning gains on the progress monitoring assessments and reading lexile.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teacher will track students progress on teacher made assessments and progress monitoring assessments prior to the end of the school year.
Person responsible for monitoring outcome:	Stephanie Palmer (stephanie.palmer@myoneclay.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Students will use text annotation to make meaning and provide evidence to support answers. Teachers will use read-discuss-read protocol in both ELS and Intensive Reading classes. Content level teachers will encourage pre-writing and pre-reading strategies and utilize Cornell note-taking. Students will be encouraged to immerse themselves in content-rich grade level text. 11th and 12th grade students are presented opportunities to meet concordant scores through extensive ACT and SAT preparation)
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	All strategies are evidence-based and provide opportunities for high levels of student engagement. Teachers will have the opportunity to provide TIER 2 and TIER 3 interventions with support from the literacy team, administration and Support Facilitator.

Action Steps to Implement:	
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	

1. Create an Literacy Action Team.
2. Schoolwide PBIS
3. Evaluation of strategies in professional learning communities.
4. Common planning to monitor standards.
5. Coaching provided by district specialists.

Person Responsible	Stephanie Palmer (stephanie.palmer@myoneclay.net)

Weekly PLC and teacher meetings to discuss growth and the implementation of our three core values.
1. Be Respectful
2. Be Responsible
3. Be Safe

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

We will in still those core values by continuall striving to improve our craft
to benefit students with disabilities and who are economically disadvantaged by

1. Raising student expectations
2. Increasing student engagement
3. Showing Enthusiasm
4. consistent opportunities for grade-appropriate assignments
5. Providing Strong instructions

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

n/a

Positive Culture & Environment
A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.
PBIS linked to classroom management strategies

Describe how data will be collected and analyzed to guide decision making related to the selected target.

The data for the PBIS rewards system will be collected on point sheets daily and turned in the Dean of Climate and Culture.Data will be entered into a spreadsheet and tracked as a way to offer reward based incentives.

Document a shared vision and approach to supporting and responding to student behavior in a mission or vision statement.
Establish 3-5 positively-stated school-wide expectations and define them for each school routine or setting.
Explicitly teach school-wide expectations and other key social, emotional, and behavioral skills to set all students up for success.
Establish a continuum of recognition strategies to provide specific feedback and encourage contextually appropriate behavior.

Establish a continuum of response strategies to provide specific feedback, re-teach contextually appropriate behavior, and discourage contextually inappropriate behavior.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Teachers will communicate with parents and students on the progress of individual students in their classes. The administration will also cmmunicate progress through school-wide rewards and social media post of student achievement.

Describe how implementation will be progress monitored.

The data for the PBIS rewards system will be collected on point sheets daily and turned in the Dean of Climate and Culture.Data will be entered into a spreadsheet and tracked as a way to offer reward based incentives.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
Systems We will invest in the administrative, professional, and organizational systems critical to sustain PBIS implementation. These systems create the ability to deliver Tier 1, Tier 2, and Tier 3 practices. They also serve as the foundation to establish Teaming structures Scheduling practices Staff selection Training and coaching procedures On-going data-based problem-solving routines	Palmer, Stephanie, stephanie.palmer@myoneclay.net
Data We will collect and use data to guide their implementation and evaluate outcomes. It is critical to consider the local culture and context throughout the decision-making process to ensure equitable outcomes for all students and staff	Palmer, Stephanie, stephanie.palmer@myoneclay.net