

R. C. Bannerman Learning Center

608 MILL ST, Green Cove Springs, FL 32043

<http://blc.oneclay.net>

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

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 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 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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	26
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	0

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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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.

School Environment

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.

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.

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 Discipline 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.

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.

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).

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 interventionist 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.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	1	1	2	4
One or more suspensions	0	1	5	6
Course failure in ELA or Math	0	0	6	6
Level 1 on statewide assessment	1	3	12	16

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	1	2	7	10

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.

Family and Community Involvement

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).

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).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

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.

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. Recently Tobias Harris from the Orlando Magic adopted BLC to provide incentives for students. Additionally, Another Bloomin Nursery and the Master Gardening program of University of Florida have partnered with BLC as well. All partners are invited to participate on the School Advisory Committee.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Elia, Mike	Principal
George, Amanda	Assistant Principal
Johnson, Donald	Teacher, K-12
Blakely, James	Teacher, ESE

Duties

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.

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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
	Student
Len Moore	Business/Community
Joe Wiggins	Business/Community
Gwen Washington	Education Support Employee
Erin McKenzie	Teacher
Jason Kendall	Parent
Amanda George	Principal
Rebekah Shively	Teacher
Noell Valle	Student
John Crews	Student
James Blakely	Teacher
Donald Johnson	Teacher
Nancy Durham	Teacher

Duties

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

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.

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.

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.

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.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Elia, Mike	Principal
George, Amanda	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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.

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).

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.

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.

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All teachers have received 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.

Instructional Strategies

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 interventionist assists teachers to modify lessons as needed. Modifications include differentiated delivery as well as differentiated assessments. Students are offered opportunities to remediate as needed.

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

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.

Student Transition and Readiness

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).

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.

College and Career Readiness

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.

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.

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.

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.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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” 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.

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 - To increase student achievement the school will encourage the implementation of Professional Learning Communities to support collaboration and meaningful professional development. 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.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Student Achievement in all areas - To increase student achievement the school will encourage the implementation of Professional Learning Communities to support collaboration and meaningful professional development. Teachers will self select topics to collaborate with their peers in discussion and evaluation sessions to gain additional strategies to increase student achievement. 1a

Targets Supported 1b

G069394

Indicator	Annual Target
Level 1 - Grade 10	7.0

Resources Available to Support the Goal 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.

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G1. 8

Teacher Evaluation- Teachers will self evaluate effectiveness of PLC.

Person Responsible

Amanda George

Schedule

On 3/25/2016

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. 1a

G069395

Targets Supported 1b

Indicator	Annual Target
Math Gains	45.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

Student Achievement

Person Responsible

Amanda George

Schedule

Monthly, from 10/15/2015 to 6/10/2016

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. 1a

G069396

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	35.0

Resources Available to Support the Goal 2

- Teachers will engage in PLCs and Professional Development activities.

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G3. 8

Writing Instruction

Person Responsible

Amanda George

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 - To increase student achievement the school will encourage the implementation of Professional Learning Communities to support collaboration and meaningful professional development. Teachers will self select topics to collaborate with their peers in discussion and evaluation sessions to gain additional strategies to increase student achievement. **1**

 G069394

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

 B180551

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

 S191854

Strategy Rationale

Action Step 1 **5**

Professional Learning Communities

Person Responsible

Amanda George

Schedule

Weekly, from 8/13/2015 to 5/27/2016

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 10/15/2015 to 4/1/2016

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

Amanda George

Schedule

Weekly, from 8/13/2015 to 4/29/2016

Evidence of Completion

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

Student Engagement and Achievement

Person Responsible

Amanda George

Schedule

On 5/27/2016

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. 1

G069395

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

B180552

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

S191855

Strategy Rationale

Action Step 1 5

Informational Resources

Person Responsible

Amanda George

Schedule

Weekly, from 8/13/2015 to 4/27/2016

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 10/15/2015 to 3/25/2016

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

Amanda George


Schedule

Monthly, from 10/15/2015 to 4/29/2016


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. 1

 G069396

G3.B1 Time for professional development and lack of information to implement in classroom instruction. 2

 B180553

G3.B1.S1 Utilize PLCs to build momentum and enhance writing skills that will translate all instructional classrooms. 4

 S191856

Strategy Rationale

Action Step 1 5

Emphasize writing strategies in the classroom.

Person Responsible

Amanda George

Schedule

Monthly, from 8/13/2015 to 5/27/2016

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

Amanda George

Schedule

Monthly, from 8/13/2015 to 5/27/2016

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 9/14/2015 to 5/27/2016

Evidence of Completion

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

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Professional Learning Communities	George, Amanda	8/13/2015	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.	5/27/2016 weekly
G2.B1.S1.A1	Informational Resources	George, Amanda	8/13/2015	Teachers will receive new strategies through the use of PLCs.	4/27/2016 weekly
G3.B1.S1.A1	Emphasize writing strategies in the classroom.	George, Amanda	8/13/2015	Students will spend additional time on whole writing experiences.	5/27/2016 monthly
G1.MA1	Teacher Evaluation- Teachers will self evaluate effectiveness of PLC.	George, Amanda	3/4/2016	Teachers will complete the self evaluation form.	3/25/2016 one-time
G1.B1.S1.MA1	Student Engagement and Achievement	George, Amanda	9/10/2015	Teachers will see an increase in achievement as more students are actively involved.	5/27/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Classroom walkthroughs	Elia, Mike	10/15/2015	Administration will conduct walkthrough to document evidence of the use of engagement strategies.	4/1/2016 weekly
G1.B1.S1.MA3	Professional Learning Community Logs	George, Amanda	8/13/2015		4/29/2016 weekly
G2.MA1	Student Achievement	George, Amanda	10/15/2015	Students will be more engaged, attendance will increase, behavioral issues will decrease and students will demonstrate higher achievement.	6/10/2016 monthly
G2.B1.S1.MA1	Student Achievement	George, Amanda	10/15/2015	Student achievement will increase across the content areas.	4/29/2016 monthly
G2.B1.S1.MA1	Administration walkthroughs	Elia, Mike	10/15/2015	Administrators will document an increase in engagement strategies to include all students in activities.	3/25/2016 monthly
G3.MA1	Writing Instruction	George, Amanda	10/15/2015	Student work will be monitored by teachers. Achievement will be monitored.	4/29/2016 quarterly
G3.B1.S1.MA1	Writing Improvement	Elia, Mike	9/14/2015	Students will demonstrate increased ability in the area of writing across the curriculum spectrum.	5/27/2016 every-6-weeks
G3.B1.S1.MA1	Writing Instructions	George, Amanda	8/13/2015	Will be apparent in teacher plans.	5/27/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

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 - To increase student achievement the school will encourage the implementation of Professional Learning Communities to support collaboration and meaningful professional development. 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 learning committees to exchange information and collaborate with each other.

PD Opportunity 1

Professional Learning Communities

Facilitator

Amanda George

Participants

All teachers

Schedule

Weekly, from 8/13/2015 to 5/27/2016

Technical Assistance Items

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

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

PD Opportunity 1

Informational Resources

Facilitator

Amanda George

Participants

Teachers

Schedule

Weekly, from 8/13/2015 to 4/27/2016

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.

PD Opportunity 1

Emphasize writing strategies in the classroom.

Facilitator

Amanda George

Participants

Teachers

Schedule

Monthly, from 8/13/2015 to 5/27/2016

Budget

Budget Data

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