

Clay County Schools

# R. C. Bannerman Learning Center



## 2019-20 School Improvement Plan

---

## **Table of Contents**

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>7</b>
<b>Planning for Improvement</b>	<b>12</b>
<b>Title I Requirements</b>	<b>14</b>
<b>Budget to Support Goals</b>	<b>15</b>

# R. C. Bannerman Learning Center

608 MILL ST, Green Cove Springs, FL 32043

<http://blc.oneclay.net>

## Demographics

**Principal: Martin Aftuck**

Start Date for this Principal: 8/13/2019

<b>2018-19 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK, 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Students With Disabilities White Students
<b>School Grade</b>	2018-19:
<b>School Grades History</b>	2017-18:
	2016-17:
	2015-16:
	2014-15:
	2013-14:
<b>2018-19 Differentiated Accountability (DA) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Dustin Sims</a>
<b>Turnaround Option/Cycle</b>	N
<b>Year</b>	A
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

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 employed.

### School Leadership Team

#### Membership

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

Name	Title
Aftuck, Martin	Principal
Principal	
Cox, Brian	Assistant Principal
Assistant Principal	
Flagg, Pamela	Teacher, ESE
Teacher, ESE	
McKenzie, Erin	Teacher, ESE
Teacher, ESE	

### Early Warning Systems

#### Current Year

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	15	21	27	30	47	83	223	
Attendance below 90 percent	0	0	0	0	0	0	0	1	2	4	7	8	16	38	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	1	0	3	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	0	2	9	12	18	35	43	119	

**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	1	2	0	0	0	0	3

**The number of students identified as retainees:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	3	0	0	0	0	3	
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	0	0	0	2	

**FTE units allocated to school (total number of teacher units)**

25

**Date this data was collected or last updated**

Wednesday 8/21/2019

**Prior Year - As Reported**

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

Indicator	Grade Level														Total
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

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

Indicator	Grade Level														Total
Students with two or more indicators															

**Prior Year - 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

## Part II: Needs Assessment/Analysis

### School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	57%	61%	0%	55%	60%
ELA Learning Gains	0%	53%	59%	0%	47%	57%
ELA Lowest 25th Percentile	0%	53%	54%	0%	43%	52%
Math Achievement	0%	52%	62%	0%	54%	61%
Math Learning Gains	0%	49%	59%	0%	49%	58%
Math Lowest 25th Percentile	0%	46%	52%	0%	47%	52%
Science Achievement	0%	54%	56%	0%	58%	57%
Social Studies Achievement	0%	77%	78%	0%	74%	77%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	15 (0)	21 (0)	27 (0)	30 (0)	47 (0)	83 (0)	223 (0)
Attendance below 90 percent	0 ( )	1 ( )	2 ( )	4 ( )	7 ( )	8 ( )	16 ( )	38 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)	1 (0)	0 (0)	3 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	2 (0)	9 (0)	12 (0)	18 (0)	35 (0)	43 (0)	119 (0)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	64%	-64%	54%	-54%
	2018	0%	63%	-63%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	5%	59%	-54%	52%	-47%
	2018	6%	54%	-48%	51%	-45%
Same Grade Comparison		-1%				
Cohort Comparison		5%				
08	2019	22%	62%	-40%	56%	-34%
	2018	20%	67%	-47%	58%	-38%
Same Grade Comparison		2%				
Cohort Comparison		16%				
09	2019	19%	61%	-42%	55%	-36%
	2018	10%	56%	-46%	53%	-43%
Same Grade Comparison		9%				
Cohort Comparison		-1%				
10	2019	2%	57%	-55%	53%	-51%
	2018	13%	58%	-45%	53%	-40%
Same Grade Comparison		-11%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	10%	70%	-60%	55%	-45%
	2018	0%	68%	-68%	52%	-52%
Same Grade Comparison		10%				
Cohort Comparison						
07	2019	14%	63%	-49%	54%	-40%
	2018	5%	58%	-53%	54%	-49%
Same Grade Comparison		9%				
Cohort Comparison		14%				
08	2019	10%	49%	-39%	46%	-36%
	2018	6%	52%	-46%	45%	-39%
Same Grade Comparison		4%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	10%	64%	-54%	48%	-38%
	2018	17%	67%	-50%	50%	-33%
Same Grade Comparison		-7%				
Cohort Comparison						



BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	4%	72%	-68%	67%	-63%
2018	0%	90%	-90%	65%	-65%
Compare		4%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	14%	80%	-66%	71%	-57%
2018	13%	78%	-65%	71%	-58%
Compare		1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	29%	80%	-51%	70%	-41%
2018	13%	78%	-65%	68%	-55%
Compare		16%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	4%	65%	-61%	61%	-57%
2018	5%	66%	-61%	62%	-57%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	7%	64%	-57%	57%	-50%
2018	17%	61%	-44%	56%	-39%
Compare		-10%			

**ESSA Data**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	21
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	169

<b>ESSA Federal Index</b>	
Total Components for the Federal Index	8
Percent Tested	80%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
<b>English Language Learners</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American 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%	2
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%	2

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

The areas of lowest performance are in ELA (5th and 10th), biology, algebra, and geometry. The unique nature of our student population means that they already come at-risk for failure and disengagement. These areas are somewhat specialized that we will need to do more to communicate with last attended school to better assist with transition.

#### Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

The two areas of greatest decline and concern are 10th grade ELA and geometry. These high school classes had the most disruption over the course of the year regarding student engagement that we will focus more on management techniques and student ownership of the work.

#### Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

All of our state assessment data falls well below state levels, again because of the unique nature of our student population. Students spend anywhere from 45 to 90 days -

with some even longer - making the window for impact somewhat elusive at times though not impossible to affect.

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

The 8th and 9th grade ELA cohorts and the US History cohort saw impressive gains for our school last year. New teachers and greater support for these two areas resulted in movement that is in the right direction.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

We are a school of students that fall almost exclusively in the multiple warning categories due to the nature of our mission.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year**

1. Improving school-wide climate and culture.
2. Support classroom teachers with instructional techniques specific to our unique mission.
3. Implement SEL and PBIS strategies that are deliberate and carefully calibrated, while also strategically inserted into the content specific curriculum maps.
- 4.
- 5.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

#1	
<b>Title</b>	Instructional Planning, Delivery, and Differentiation
<b>Rationale</b>	If we support teachers in the development of instructional strategies specific to the at-risk nature of our student body, and provide for them the tools and ideas to increase student engagement, we will see better student outcomes on state assessments, and improved teacher efficacy.
<b>State the measureable outcome the school plans to achieve</b>	50% of students in all grade levels and sub-categories will demonstrate learning gains on the FSA ELA. 25% of students will demonstrate proficiency on the Geometry EOC. 50% of teachers will participate regularly in PLC planning and development of differentiated instruction.
<b>Person responsible for monitoring outcome</b>	Martin Aftuck (martin.aftuck@myoneclay.net)
	Students will use text annotation to make meaning and provide evidence to support answers.
	Teachers will utilize read-discuss-read protocol in both ELA and Intensive Reading classes.
<b>Evidence-based Strategy</b>	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 texts.  11th and 12 grade students are presented opportunities to meet concordant scores through extensive ACT, SAT, PERT and PSAT preparation.
<b>Rationale for Evidence-based Strategy</b>	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 literacy team, administration and Support Facilitator.
<b>Action Step</b>	
<b>Description</b>	1. Creation of Literacy Action Team 2. Schoolwide reading initiative using Achieve and IReady 3. Evaluation of strategies in professional learning communities 4. Common planning to monitor standards 5. Coaching provided by district specialists.
<b>Person Responsible</b>	Martin Aftuck (martin.aftuck@myoneclay.net)

<b>#2</b>	
<b>Title</b>	School Climate and Culture
<b>Rationale</b>	If we improve the climate and culture of the building, students and school staff will thrive intellectually, socially, and emotionally.
<b>State the measureable outcome the school plans to achieve</b>	<p>Increase in student engagement as measured through PBIS Rewards.</p> <p>Decrease in discipline referrals.</p> <p>Increase in teacher engagement and feelings of efficacy as measured through climate survey.</p>
<b>Person responsible for monitoring outcome</b>	<p>Martin Aftuck (martin.aftuck@myoneclay.net)</p> <p>The 7 Mindsets program will be used schoolwide for SEL programming through the Bison Mindset Moment.</p>
<b>Evidence-based Strategy</b>	<p>Student leadership team will keep administration informed of student climate and discuss strategies for continued improvement.</p> <p>Students will participate in PBIS rewards program , the Seven Mindsets SEL initiative through our Bison Mindset Moment.</p>
<b>Rationale for Evidence-based Strategy</b>	Each of these strategies come with them recognized impact on overall student attitude toward school and engagement in the learning process.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Train and support all staff with the implementation of 7 Mindsets</li> <li>2. Train and support all staff on use of PBIS Rewards.</li> <li>3. Coordinate student leadership team and establish role in overall school improvement.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Pamela Flagg (pamela.flagg@myoneclay.net)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

ZZ

## Part IV: Title I Requirements

## Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

Use of parent link, social media and community partners to share positive happening at BLC

**PFEP Link**

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

**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**

25 minutes of daily social emotional learning using the Blson Mindset Moment through the 7 mindsets curriculum.

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

Students meet with Dean of Climate and Culture or Behavior Site Coach for intake meeting. Supports are provided upon return to home school through re-entry meeting

**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**

The leadership team meets on a weekly basis to address fidelity of programs. School Advisory Council meets on a quarterly basis to review resources, and to be provided input by community partners.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Business and faith based partnerships take place through the Northeast Florida Builders Association, Military Recruiters, Clay County Sheriffs Department and other entities.

**Part V: Budget**

1	III.A	Areas of Focus: Instructional Planning, Delivery, and Differentiation	\$0.00
2	III.A	Areas of Focus: School Climate and Culture	\$0.00
Total:			\$0.00