

Reset Form

Print Form

Submit by Email

Caution!
Pressing this
button will
clear the entire
form - not just
this page!

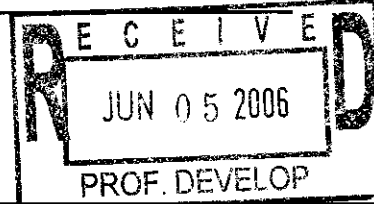
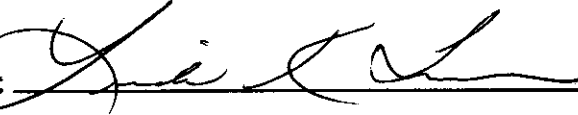
SCHOOL IMPROVEMENT PLAN FINAL ADEQUATE PROGRESS CHECKLIST

2005 - 2006

SCHOOL: BANNERMAN LEARNING CENTER

DATE SUBMITTED: May 31, 2006

Principal's
Signature:



Adequate
Goal
Progress

Documentation/ Evidence

	OBJECTIVE(S):	
<p>Reading</p> <p><input type="radio"/> YES</p> <p><input checked="" type="radio"/> NO</p>	<p>Bannerman students did not meet the goal established as our benchmark for success. Over 88% of our students in 8th grade and 96% of our 10th grade students did not score over 300 on the FCAT.</p> <p>Many of the students tested on the FCAT were students that were placed into our alternative setting just prior to the testing period in the spring. Plus, all of our students are students who are truly at risk and at this particular time in their school experience, they are unfortunately more involved in their inappropriate behavior that has placed them in the alternative school than they are interested in academics.</p> <p>In order to reach our goal, we have implemented all of the Reading Programs that the county has provided to assist the students in the remediation as well as development, and as a united team, we are increasing our time on Reading in every single class, in every content area. In addition, all Level 1, and a great majority of Level 2 students will take two Reading classes per day.</p>	

Writing

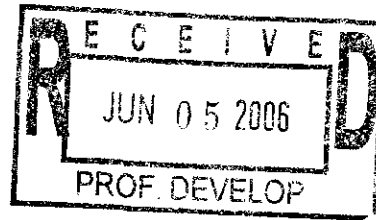
OBJECTIVES(S):

YES

NO

Students participating in the Writing part of the FCAT made significant gains this year. Students in both 8th and 10th grades evidenced individual progress, with 67% of the Grade 8 students scoring 3.0 or greater, and 72% Grade 10 students scoring 3.0 or greater. In addition, Bannerman received congratulations for being in both the top 100 middle/high schools in the State of Florida for making the highest increase in the percent of students scoring 3.5 and above on the 2006 FCAT.

School wide, each content area is designating a day for writing within their class, in addition to the regular writing assignments that regularly take place. Annually, all teachers will in turn review and implement the writing strategies and format that is most effective in providing success for our students.



Math

OBJECTIVE(S):

YES

NO

Neither the 8th nor the 10th grade students (78/65%) met our goal of achieving at or above 300. Again, the students placed at our alternative school are at risk and in counseling situations due to their placement at Bannerman, and unfortunately, academics are not a priority when they experience the FCAT.

We however, have added to our course selection intensive math classes for Level 1 and 2 students sent to Bannerman, and we are utilizing the new math program recommended by the county. In addition, focus is put on the development and reinforcement of a solid foundation of math basics and on behaviors that will encourage the student to participate in lessons and academics. Our goal is to develop skills and behaviors that will foster success not only at the alternative school, but at their home school as well.

Science

OBJECTIVES(S):

YES

Students in both 8th and 11th grade took the Science exam for the FCAT, with 96% of the 8th grade students and 80% of the 11th grade students scoring below Level 3.

NO

Teachers instructing science classes have been provided Sunshine State Standard information and FCAT practice materials so that they may prepare students in test format and content that may appear on the exam.

Technology

OBJECTIVE(S):

YES

NO

Students are encouraged to utilize the internet in individual classroom settings as well as in the Computer Lab, and are in some classes, required to complete Power Point presentations covering pertinent content in that area.

Health /
Fitness

OBJECTIVE(S):

Students in 7th and 8th grades at Bannerman Learning Center participated in Physical Education classes that implement the adopted Clay County Curriculum.

YES

NO

Bannerman has requested through the School Improvement Plan the addition of a covered play area that will house new restrooms for both students and faculty. The addition of the covered play area will enhance the ability of our students to participate in activities during inclement weather, as well as participate in activities comparable to those offered in the regular junior and senior highs.

Student
Safety

OBJECTIVES(S):

YES

NO

Bannerman provides a very safe and comfortable learning environment.

Faculty members began in service on Foundations training this Fall to ensure a Safe and Civil School. All rules and expectations are communicated with the students and parents of students attending Bannerman.

OTHER

OBJECTIVES(S):

YES

NO

Indoor Air Quality

Our classrooms are clean and well maintained. Any problems reported to the custodial staff are resolved or referred to the County Maintenance department.

***Based on the SAC's examination of the definition of adequate progress for each goal included in the plan and the data/information to support it. Attach brief explanation if adequate progress has not been made.**

Bannerman Learning Center is the Alternative School for Clay County Secondary Schools. Students are sent to Bannerman Learning Center for Violations of the Code of Conduct, and many times are placed at Bannerman in lieu of Expulsion. In addition, we serve as the home school for the Severely Emotionally Disturbed Program for the secondary students in Clay County. Our students are students who are at risk due to drug involvement, fighting, Juvenile Justice involvement, pregnancy, poor home situations, or a variety of other factors that affect all students to varying degrees during their adolescent years. Their problems serve to present an obstacle to learning that many of them have a difficult time in overcoming.

Our students are provided guidance in solving and coping appropriately with their problems, and then are provided curriculum to engage them in learning. Our curriculum is compatible with the core academics that are offered at the secondary schools that feed students into our school. Our curriculum provides review and remediation of the basic as well as activities focused on the benchmarks presented at the different grade levels, so that entry into their home school will hopefully be a more positive experience.