SCHOOL NAME: Bannerman Learning Center
School Based Leadership Team

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

Mike Elia, Principal: Provides vision for the use of data-based decision-making, ensures that the school based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation and ensures adequate professional development to support RtI implementation.

Amanda George, Assistant Principal: Provides training and technical assistance to SBLTs to implement the PS/RtI Model as well as provide training, technical assistance and support for the collection and use of school-based data to develop and evaluate instruction and interventions in the academic and behavioral areas. Communicates with parents regarding school bases RtI plans and activities.

Amanda George and Nathan Mattox, Intervention Team Facilitators: Develop timeframes and schedule meetings based on the teacher and team input. ITFs also place students on the SST schedule if warranted.

Cynthia Gray, School Psychologist: The "lead" team member when behavior interventions are needed. Consults with SBLT in review of Tier 1 and Tier 2 data. Ms. Gray also conducts Tier 3 Problem-Solving Assessments as requested by the Intervention Team.

Leanne Adolf, Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, she continues to link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Basic Education Teachers: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities, and collaborate with each other through the learning community designed to investigate instructional strategies that are supportive within a diverse classroom setting.

Exceptional Student Education Teachers: Participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborate with each other through the learning community designed to investigate instructional strategies that are supportive within a diverse classroom setting.

Joan Kingston, School Social Worker: Provides interventions for attendance and issues that students may be in need of between parent, home, and school. Links child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success.

- Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/ coordinate RtI efforts?

The Leadership Team meets monthly to discuss the unique instructional needs of the students who are placed at BLC. Data is reviewed on each student as they enter and instructional needs are established; review of progress is on-going; students found to be unsuccessful either academically or behaviorally are reviewed and alternate plans are implemented. Bannerman's RtILT will implement RtI based referrals from other Clay County Schools. Bannerman Learning Center is a Tier 2 intervention for students already in the process of an RtI referral. Tier 3 interventions will be tracked by the student's teachers and the RTILT. Members of the RTILT will coordinate with staff during PLC, faculty, and individual meetings to ensure relevant information is being shared with the appropriate staff.

- Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Group members reviewed data at the end of the year, reviewed the 2011-2012 plan, and made recommendations to enhance student education at BLC. The BLC T.I.E.R. program is an example of the type of program developed utilizing the RtI problem solving model. Student disrespect and noncompliance were areas of discipline identified as areas requiring attention.   The T.I.E.R. program addresses those areas and allows the teacher to concentrate on instruction. Based on the T.I.E.R. program a student always knows the expectations and if they have achieved the necessary levels of behavior to be successful.

RtI Implementation

- Describe the data source(s) and the data management systems(s) used to summarize data at each tier for reading, mathematics, science writing, and behavior.
Baseline data: Performance Matters Reading, Math, and Science Benchmarks, Florida Comprehensive and Assessment Test (FCAT), COMPASS Learning (Algebra 1) Progress Monitoring: Performance Matters Reading, Math, and Science Benchmarks, Running Records, Clay Writes, Compass Learning (Algebra 1). End of Year: FCAT, Algebra and Geometry end of course exams, FCAT Writes, Biology end of course exam. Data analysis will be weekly and discussed in PLC's. Upon entrance of all BLC students, Performance Matters will be administered as a pre and posttest in the areas of Reading, Math, and Science. This will show individual student growth, teacher effectiveness, and areas of student weakness - so that they can be emphasized during their attendance at BLC.
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- Describe the plan to train staff on RtI.
Professional development is provided during Faculty and PLC meetings. RtILT members share their knowledge with their co-workers and share ideas and strategies throughout the year. There will be an emphasis on Tier 2 and Tier 3 intervention implementation at Bannerman and faculty trainings will target this need.

Literacy Leadership
- Identify the school-based Literacy Leadership Team (LLT).

The Literacy Leadership Team (LLT) provides a common vision for the use of data-based decision-making, ensures that the school-based team is the K-12 Reading Plan, ensures assessments are conducted as required, ensures implementation of reading intervention support and documentation, ensures adequate professional development to support effective reading implementation, and communicates with parents regarding reading plans and activities.

The team consists of Phyliss Moses (LEAD), Katy Wood (LEAD), David Rochester, Kim Marshall, Lloyd Thurman, Mary West, Marianna Bumbut, Jim Dunlap, Denise Smith, Susan Kapeghian, Kim Dubis, Robin Deel, Cathleen Church, Len Edgar, Annie Smith, Susan Horn , Felicia Johnson.   Additionally, the team provides information about core and supplemental reading instruction, participates in student data collection, delivers instruction/intervention, and collaborates with other staff to implement K-12 Reading Plan.

- Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
Monthly meetings are used for the team members to discuss BLC's issues related to literacy. The LLT uses current best practices to suggest literacy activities for all content areas and grades. At the monthly meetings, members identify areas of student improvement utilizing student data and state testing trends. Once specific areas are identified, the team designs sample lesson plans and activities to be disseminated to all faculty members. All activities are evaluated for effectiveness utilizing school based data and instructor input.

- What will be the major initiatives of the LLT this year?
The focus of LLT will involve the analysis of the data and lesson planning according to the data. We will also target Tier Two strategies for our school as appropriate for our

student population. In addition, improving the use of technology to engage our learners and allow teachers to access resources available in the classrooms.
Professional Learning Communities are in place at BLC to ensure that cross curricular learning takes place. Content area teachers implement the reading strategies learned through professional development that has already occurred. Last year the faculty studied "Strategies That Work" - a manual that proposes reading strategies that are proven through research to be effective. This year our teachers have had a year to determine what works for them and what doesn't, and they will use those strategies in their classrooms to improve reading throughout the school. Students will participate in reading activities and lessons that are developed with a school-wide theme as the foundation throughout the entire year. The concept is designed to provide students across the school will similar experiences, so that discussion can be facilitated. Our reading coach is utilized to support teachers for each initiative.

Grades 6-12 Only Sec. 1003.413(b) F.S.

- For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

The LLT uses current best practices to suggest literacy activities for all content areas and grades. Professional Learning Communities are in place at BLC to ensure that cross curricular learning takes place. Content area teachers implement the reading strategies learned through professional development that is ongoing. Lead teachers are available to model appropriate reading strategies. Administrators and peer teachers monitor classroom activities using walkthroughs and observations. Faculty members are invited to share and discuss the effectiveness of activities.

High Schools Only Note: Required for High School – Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

- How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Bannerman Learning Center is proactive in making the correlation between education and a student's bright future. Due to the unique nature of our institution, students are in smaller classrooms with subject matter experts. These experts are well versed in demonstrating the need for lifelong learning and relevance of material. The Leadership Team at BLC is always looking for new opportunities to demonstrate how the business world functions. Numerous student groups are involved in business ventures to educate students on the relationship between education and profitable ventures.

Additional information: Dropout Prevention

- Provide a plan to address the 15 Strategies below to support the improvement of the dropout rate at your school. These strategies, although appearing to be independent, frequently overlap and are synergistic. They can be implemented as stand-alone programs (i.e. mentoring or family involvement projects) or integrated into other components of your SIP (please reference the goal and page number on the form below where in the SIP the strategy is utilized, if planning to integrate within your plan) When schools develop an improvement plan that encompasses most or all of these strategies, positive outcomes will result.

4 Elements/15 Strategies:
The Basic Core Strategies
- Mentoring/Tutoring - Due to the nature of the programs at BLC and the smaller class sizes, mentoring and remediation are a part of the T.I.E.R and Success Systems. The computer lab is also open and staffed for student use Monday - Thursday after school.
- Service Learning - The guidance department posts information about service opportunities.
- Alternative Schooling – CVA and Compass are available for initial credit and credit recovery.
- After School Opportunities – The computer lab is open and staffed for student use Monday – Thursday. Clay Virtual is available to all students in the county. CCSD also provides adult education courses at OPHS after school for credit recovery.

Early Interventions
- Early Childhood Education - Bannerman Learning Center has a child care program on site for teen parents. Faculty children can also enroll in this program if space permits.
- Family Engagement - Teen parents participate in Child Development courses. The school social worker assists teens in crisis and links them with services.
- Early Literacy Development – All Nursery rooms contain books and have appropriate literature introduced at the appropriate age.

2012-2013 School Improvement Plan

Making the Most of Instruction

- Professional Development – All professional development conducted at BLC is vetted by two different committees prior to being approved by the Leadership team. All themes are rated based on best practices, relevance and effectiveness.
- Active Learning – BLC must engage all students in a relevant fashion to increase effectiveness of instruction. Teachers are highly encouraged to engage students in meaningful ways.
- Educational Technology – All BLC students are encouraged to enroll in CVA to increase technological awareness. All classrooms are enhanced to maximize student exposure to technological advancements.
- Individualized Instruction – Students participate in diagnostic testing after orientation. Diagnostic testing allows teachers to be able to determine the best possible classes for all students.

Making the Most of the Wider Community

- Systemic Renewal – AT BLC committees are always looking for ways to increase active learning in all areas. Due to BLC's small campus and unique mission reform can happen quickly and effectively.
- School-Community Collaboration – BLC has reestablished SAC to increase collaboration between community, student and parent stakeholders.
- Career and Technical Education – BLC is always looking for new and exciting ways to prepare students for high skill, high wage careers. Currently students may learn skills in culinary, carpentry, and child care assistant.
- Safe Schools – BLC is a fundamentally safe school due to the high number of staff and faculty to student ratio. BLC has a required dress code and all students are greeted in the morning as well as the afternoon.

Postsecondary Transition Note: **Required for High School** – Sec. 1008.37(4), F.S.

- Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report.</u>

Based on the 2010 High School Feedback Report, Bannerman Learning Center must enhance the college prep course selections available to students. This year Bannerman is blazing a path with the advent of Clay Virtual Academy in our schools. Students are encouraged to complete remedial courses and to strengthen their core skills by challenging themselves with college preparatory material. Course and credit recovery opportunities are available through CVA and Compass Learning which provides online instruction at school and/or at home. All students are encouraged to participate in the ACT/SAT/CPT testing and develop a post graduate plan. BLC continues to be an institution that inspires and allows students the opportunity to meet their full potential.

School District of Clay County

Smart Goals **Smart = Specific Measurable**					

Attainable Realistic Timely					
Goal 1: Student Performance Content Area: Reading_ **Goal 2:** Student Performance Content Area:_ Math_ **Goal 3:** Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science **Goal 5**:_ Parental Involvement_ **Goal 6:** Discipline					
Goal 1: By 2013, 30% of students (with an emphasis on LQ) will achieve proficiency (FCAT Level 3 or above) in Reading and 100% Level 1 students will make learning gains as compared to previous years FCAT data.					
Strategies, Indicators and Progress Measures					
I. Strategy 1: Implement the research-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Reading.					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016
II.Adult Implementation Indicator (s): "CAUSE DATA" 100% of teachers will implement the research-based strategy of using higher order questioning techniques, in order to increase the higher order thinking of students in Reading.	61%	75%	85%	95%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

III. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA" Bannerman Learning Center will consistently increase their FCAT 2.0 Reading Scores by reducing the % of non-proficient by at least 50% by 2016	FCAT L3 or greater- All grades 17.9% (10.26) 7th – 16.7% (10.41) 8th – 8.3% (11.5) 9th - 33.3% (8.34) 10th - 20.0% (10.0) 11th - 17.3% (10.34) 12th- 0/2 - 0% (12.5)	All grades- 28.16% 7th- 27.11% 8th- 19.8% 9th - 41.64% 10th - 30.0% 11th - 27.64% 12th- 12.5%	All grades – 38.42% 7th - 37.52% 8th - 31.3% 9th - 49.98% 10th - 40.0% 11th - 37.98% 12th- 25.0%	All grades – 48.68% 7th - 47.93% 8th - 42.8% 9th - 58.32% 10th - 50.0% 11th - 48.32% 12th- 37.5%	All grades – 58.94% 7th - 58.34% 8th- 54.3% 9th - 66.7% 10th - 60.0% 11th - 58.66% 12th - 50.0%

IMPLEMENTATION DETAILS

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
1.1- **Teacher asks explicit questions that require students to infer.** **Task 1:** Teachers will model examples of higher order questioning through lessons and various other activities**.**	Walkthroughs, Instructional Performance Appraisal	Principal , Assistant Principal, Literacy Leadership Team	August- June	Bloom's Taxonomy/ Professional Development provided by the Literacy Leadership Team	Possible examples of higher order questioning and classroom work samples as models to share with faculty.	No funding required.

1.2						
Students are asked to explain and defend their inferences. *Task 1: Teachers will reinforce and encourage inference by giving meaningful and immediate feedback.*	*Walkthroughs, Instructional Performance Appraisal*	*Principal , Assistant Principal, Literacy Leadership Team*	*August- June*	*Professional Development provided by the Literacy Leadership Team*	*Provide resources for utilization and design of teacher made rubrics that address inference.*	*No funding required.*

School District of Clay County

Smart Goals Smart = Specific Measurable Attainable Realistic Timely					
Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u> Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>Discipline,</u>					
Goal 2. By 2013, 40% of students will achieve proficiency (FCAT Level 3 or above) in Math, 35% will achieve proficiency on the Algebra 1EOC, and 25% will achieve proficiency on the Geometry EOC.					
Strategies, Indicators and Progress Measures					
I. Strategy 2: Uses diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.					

2012-2013 School Improvement Plan

*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. **Adult Implementation Indicator (s):** **"CAUSE DATA"** 100% of teachers will use diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs in the area of Math.	50%	75%	100%	100%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. **Student Performance Indicator (s):** **"EFFECT DATA"** Bannerman Learning Center will consistently increase their FCAT 2.0 Math and EOC Math Scores by reducing the % of non-proficient by at least 50% by 2016.	**FCAT- L3 or greater** All grades 27%(9.13) 7th- 16.7%(10.41) 8th- 25.0% (9.38) 9th - 33.3% (8.34) 10- 0 11- 0/3- 0% (12.5) 12- 100% **Algebra1 EOC L3-** All grades 23.8%(9.53) 10th – 30.8% (8.65) 11th – 16.7% (10.41) **Geometry EOC L3** All grades –7.7% (11.54) 11th – 10% (11.25) 12- 0/3-0% (12.5)	**All grades 36.13%** 7th - 27.11% 8th- 34.38% 9th- 41.46% 11th - 12.5% All grades - 33.33% 10th – 39.45% 11th - 27.11% All grades 19.24% 11th – 21.25% 12th - 12.5%	**All grades 45.26%** 7th - 37.52% 8th - 43.76% 9th - 49.98% 11th - 25.0% All grades – 42.86% 10th – 48.1% 11th - 37.52% All grades 30.78% 11th - 32.5% 12th - 25.0%	**All grades 54.39%** 7th - 47.93% 8th - 53.14% 9th - 58.34% 11th - 37.5% All grades –52.69% 10th – 56.75% 11th - 47.93% All grades 42.32% 11th - 43.75% 12th - 37.5 %	**All grades 63.52%** 7th - 58.34% 8th - 65.52% 9th - 66.7% 11th - 50.0% All grades –62.52% 10th – 65.4% 11th - 58.34% All grades 53.86% 11th - 55.0% 12th - 50.0%

Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source

2.1 ***Teacher utilizes Performance Matters data reports to record and monitor student progress.*** *Task 1: Teachers will access PM data to monitor student progress and determine the areas needed to concentrate instruction.*	*Data notebooks, lesson plans, formal and informal assessments*	*Teachers and administrators*	*August-June*	*Access to Performance Matters in all classrooms.*	*Performance Matters inservice update, Opportunity to review data with curriculum team.*	*No funding required.*
2.2 ***Can identify the learning needs of all students.*** *Task 1: Teachers will utilize the available learning information for all students to help assess the optimum learning environment for the assigned students.*	*Differentiated lesson plans, samples of student work*	*Teachers, Guidance Counselor, and administrators*	*August- June*	*Access to Performance Matters, IEP Star, and CPALMS*	*Provide information regarding various learning styles and teaching strategies*	*No funding required.*

Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: Reading_____ **Goal 2:** Student Performance Content Area:_Math_ **Goal 3:** Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science **Goal 5**:_Parental Involvement_ **Goal 6:** Discipline.					
Goal 3: By 2013, the number of students in grades 8 and 10 scoring 4.0 or higher on FCAT writes will increase by 10%.					
Strategies, Indicators and Progress Measures					
I. **Strategy 3: Implement the research-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Writing.**					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.**	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016
ii. **Adult Implementation Indicator (s):** **"CAUSE DATA"** 100% of teachers will implement the research-based strategy of using higher order questioning techniques, in order to increase the higher order thinking of students in Writing.	61%	75%	85%	95%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

III. **Student Performance Indicator(S): "EFFECT DATA"** Bannerman Learning Center will consistently increase their FCAT Writes Scores by reducing the % of non-proficient by at least 50% by 2016.	**L3 or greater** **All grades- 48.6%(6.43)** **7th -0** **8th – 0/3-0% (12.5)** **9th- 45.5% (6.81)** **10 – 0** **11th – 57%(5.38)**	**All grades – 55.03%** **8th – 12.5 %** **9th - 52.31%** **11th - 62.38%**	**All grades- 61.46%** **8th – 25.0%** **9th - 59.12%** **11th - 67.76%**	**All grades – 67.89%** **8th – 37.5%** **9th - 65.93%** **11th - 73.14%**	**All grades – 74.32%** **8th - 50.0%** **9th - 72.74%** **11th - 78.52%**

2012-2013 School Improvement Plan

Implementation Details

	Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
3.1	**Teacher asks explicit questions that require students to infer.** **Task 1:** Teachers will model examples of higher order questioning through lessons and various other activities**.**	Walkthroughs, Instructional Performance Appraisal	Teachers and Administrators	August-June	Bloom's Taxonomy/ Professional Development provided by the Literacy Leadership Team	Possible examples of higher order questioning and classroom work samples as models to share with faculty.	No funding required.
3.2	**Students are asked to explain and defend their inferences**. **Task 1:** Teachers will reinforce and encourage inference by giving meaningful and immediate feedback.	Walkthroughs, Instructional Performance Appraisal	Principal , Assistant Principal, Literacy Leadership Team	August- June	Professional Development provided by the Literacy Leadership Team	Provide resources for utilization and design of teacher made rubrics that address inference.	No funding required.

2012-2013 School Improvement Plan
School District of Clay County

Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: <u>Reading</u> **Goal 2:** Student Performance Content Area: <u>Math</u> **Goal 3:** Student Performance: Content Area: <u>Writing</u> **Goal 4**: Student Performance Content Area: <u>Science</u> **Goal 5**: <u>Parental Involvement</u> **Goal 6:** <u>Discipline,</u>					
Goal 4: By 2013, 35% of students will achieve proficiency (FCAT Level 3 or above) in Science, and 20% will achieve proficiency on the Biology EOC.					
Strategies, Indicators and Progress Measures					
I. **Strategy 4: Implement the research-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Science.**					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. **Adult Implementation Indicator (s):** **"CAUSE DATA"** 100% of teachers will implement the research-based strategy of using higher order questioning techniques, in order to increase the higher order thinking of students in Science.	50%	75%	100%	100%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

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III. **Student Performance Indicator (s):** **"EFFECT DATA"** Bannerman Learning Center will consistently increase their Biology EOC Scores by reducing the % of non-proficient by at least 50% by 2016	**FCAT Science-L3 or greater** **All grades- 21.4% (9.83)** **8th- 0/2 – 0% (12.5)** **9th – 27.3% (9.09)** **Biology EOC- L3** **All grades - 3.6% (12.05)** **10th – 8.3% (11.47)** **11th- 0/14-0% (12.5)**	**All grades -** **31.23%** **8th –** **12.5%** **9th -** **36.39%** **All grades – 15.65%** **10th –** **19.77%** **11th-** **12.5%**	**All grades -** **41.06%** **8th –** **25.0%** **9th -** **45.48%** **All grades – 27.7%** **10th -** **31.17%** **11th -** **25.0%**	**All grades – 50.89%** **8th –** **37.5%** **9th -** **54.57%** **All grades- 39.75%** **10th -** **42.64%** **11th -** **37.5%**	**All grades – 60.72%** **8th –** **50.0%** **9th -** **63.66%** **All grades – 51.8%** **10th -** **54.11%** **11th-** **50.0%**

Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible / Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
4.1- ***Teacher asks explicit questions that require students to infer.*** ***Task 1:*** *Teachers will model examples of higher order questioning through lessons and various other activities***.**	*Walkthroughs, Instructional Performance Appraisal*	*Principal , Assistant Principal, Literacy Leadership Team*	*August- June*	*Bloom's Taxonomy/ Professional Development provided by the Literacy Leadership Team*	*Possible examples of higher order questioning and classroom work samples as models to share with faculty.*	*No funding required.*
4.2 ***Students are asked to explain and defend their inferences***. ***Task 1:*** *Teachers will reinforce and encourage inference by giving meaningful and immediate feedback.*	*Walkthroughs, Instructional Performance Appraisal*	*Principal , Assistant Principal, Literacy Leadership Team*	*August- June*	*Professional Development provided by the Literacy Leadership Team*	*Provide resources for utilization and design of teacher made rubrics that address inference.*	*No funding required.*

Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: <u>Reading</u> **Goal 2**: Student Performance Content Area: <u>Math</u> **Goal 3:** Student Performance: Content Area: <u>Writing</u> **Goal 4**: Student Performance Content Area: <u>Science</u> **Goal 5**: <u>Parental Involvement</u> **Goal 6:** <u>Discipline.</u>					
Goal 5: By 2013, parent involvement at BLC will improve by 25% over the previous year as measured by the return of Success Sheets, WSRs and attendance at conferences and hearings.					
Strategies, Indicators and Progress Measures					
I. **Strategy 5: Fosters two-way home/school communication with all stake holders to support student learning.**					
***Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.**	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016
II. **Adult Implementation Indicator (s):** **"CAUSE DATA"** 100% of the teachers will implement the T.I.E.R Behavior Plan or The Success System to foster two-way communication and promote academic and behavioral achievement.	45%	100%	100%	100%	100%
	Parent Involvement August 2012	Parent Involvement August 2013	Parent Involvement August 2014	Parent Involvement August 2015	Parent Involvement August 2016

III. **Student Performance Indicator (s):** "**EFFECT DATA**" Grade levels will consistently increase parental involvement until reaching 80% as evidenced by returning the signed Success Sheet or Weekly Summary Report and by parental involvement and attendance at hearings and parent conferences.	25%	50%	80%	90%	100%

Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
5.1 **All teachers will participate in the T.I.E.R Plan or the Success System to ensure a relay of information regarding student performance.** Task1: Teachers will be trained on the behavioral program at BLC. Task 2: Teachers will maintain a phone log to document all phone communication with parents. .	*Parent Attendance at conferences and hearings* *Return of Success Sheets and Weekly Summary Reports*	*Teachers, Parents Administrators*	*August - June*	*Weekly Summary Report and Success Sheets*	*Following initial training, continuous reinforcement and monitoring of the implement ation of the behavioral plans*	*No funding required.*

Smart Goals **Smart = S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: <u>Reading</u> **Goal 2:** Student Performance Content Area: <u>Math</u> **Goal 3:** Student Performance: Content Area: <u>Writing</u> **Goal 4**: Student Performance Content Area: <u>Science</u> **Goal 5**: <u>Parental Involvement</u> **Goal 6:** <u>Discipline.</u>					
Goal 6: By 2013, BLC will improve school climate by decreasing Level II, Level III and Level IV discipline occurrences by					
Strategies, Indicators and Progress Measures					
I. **Strategy 6: Creates a safe, organized, flexible, inclusive, collaborative, student-centered learning environment that maintains an atmosphere of respect for all areas of diversity.**					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016
II. **Adult Implementation Indicator (s) :** **"CAUSE DATA"** 100% of teachers will create a safe, organized, flexible, inclusive, collaborative, student-centered learning environment that maintains an atmosphere of respect for all areas of diversity by implementing the T.I.E.R. Plan or the Success System.	**45%**	**100%**	**100%**	**100%**	**100%**
	Discipline Data August 2011-2012	Discipline Data August 2012-2013	Discipline Data August 2013-2014	Discipline Data August 2014-2015	Discipline Data August 2015-2016

III. Student Performance Indicator (s): "EFFECT DATA" Bannerman Learning Center will consistently increase student achievement by decreasing the percentage of discipline occurrences.	(need grade specific discipline data) 451 total DR	225 total DR	115 total DR	75 total DR	50 total DR

Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
6.1 Teacher recognizes potential disruptions and acts accordingly *Task 1: Teachers will utilize the T.I.E.R. program to minimize disruptions and maintain classroom integrity.*	*Behavior Incident Reports, Discipline Referrals*	*Teacher, Administrators, Assistants*	*August-June*	*T.I.E.R Program, Behavior Incident Reports* *Success System*	*Initiate T.I.E.R Program* *Utilize Success System* *Behavior Modification: What It Is and How To Do It in PLCs*	*Books provided by private donation. No additional funding required.*
6.2 Teacher proactively addresses misbehavior *Task 1: Teachers will document behavioral incidents to determine the most appropriate method of behavior modification.*	*Behavior Incident Reports, Discipline Referrals*	*Teacher, Administrators, Assistants*	*August-June*	*T.I.E.R Program, Behavior Incident Reports* *Success System*	*Initiate T.I.E.R Program* *Utilize Success System* *Behavior Modification: What It Is and How To Do It in PLCs*	*No additional funding required.*