Polk County Public Schools

Berkley Accelerated Middle School

2015-16 School Improvement Plan

Berkley Accelerated Middle School

5316 BERKLEY RD, Auburndale, FL 33823

http://schools.polk-fl.net/bams

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	32%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	26%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

N/A

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

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	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The goal of BAMS is to have all students studying Algebra in grade 8 and reading on at least an 8th grade reading level thus allowing all students to follow whatever path they choose in higher education, college and career planning.

Provide the school's vision statement

Accelerated Learning for All; Whatever it takes

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Berkley Accelerated Middle School builds positive relationships through honesty, respect and compassion,
which enhance the self-esteem, safety, and well-being of our students, families and staff. BAMS follows the Character Counts! curriculum which includes the 6 pillars of character; Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. We foster an environment that serves all students and aspires to eliminate the achievement gap.

Describe how the school creates an environment where students feel safe and respected before, during and after school

BAMS creates a school environment where students feel safe and are taught through multiple activities at the school to respect themselves, classmates, parents, teachers and staff. The school promotes a Student of the week, student of the month, character program, and incentive program through the use of BAMS Bucks to encourage the expected behaviors and promote positive relationships. In addition, we offer the following:
*Procedures for arrival and dismissal are communicated to students and parents.
*Teachers are assigned to posts before and after school to ensure student safety.
*Essential safety procedures such as locked classroom doors and exterior exits.
*Emergency procedures are practiced throughout the school year.
*Students can report incidents of safety or concern to their teachers, administrator, and through email.

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

In addition to the Polk County Code of Conduct, a positive behavior systems that focuses on students doing the right thing and special recognition programs such as "Student of the Week", "Student of the Month",
"Character Counts" and the "BAMS Bucks" Program encourage the behaviors expected from all students. Teachers all have clearly stated classroom expectations with set routines in place and our school follows a school wide policy of using minor infraction forms that allows for progressive consequences coupled with parent communication prior to any other more severe discipline actions.

We are a "Love and Logic" principled school. These principles have become a guide for dealing with students, staff, and parents. The result of this is a positive school culture where teachers love to teach and kids love to learn.

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

*Character Counts Education
*Love and Logic
*School wide Positive Behavior Support "BAMS Bucks"
*Athletic Program
*Clubs
*Mentoring

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

* Daily attendance review processed through Pinnacle
* Student Conferences
* Parent Conferences
* Progress Reports
* Positive behavior support system
* Frequent RtI committee meetings to review student progress

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	13	22	13	48
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	12	13	15	40

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

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	2	1	3

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Parent Conferences are scheduled weekly through a grade-level team approach so parents and guardians can dialogue with teachers from all disciplines in a collaborative and collegial setting. Student Conferences are held throughout the grading periods to set academic goals, monitor progress and address deficiencies. Conferences may also be scheduled by guidance counselor or

content area instructional coaches as needed.

Positive Behavior Support initiatives decrease the need for more intrusive or aversive interventions (i.e., indoor or outdoor suspensions) and prevents the loss of instructional time.

Schoolwide incentives to improve behavior include rewards, treats, and events to improve climate.

- Counselors arrange conferences for students with excessive absences and/or tardies.
- Counselors meet with students upon their return from a suspension.
- Counselor / administrator notifies teachers of student's suspension and need for make-up work.
- Students who score a Level 1 or 2 in Reading take a Reading course in lieu of an elective.
- Students who score a Level 1 or 2 in Mathematics take an Intensive Mathematics course in lieu of an elective (unless they are enrolled in Intensive Reading).

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

BAMS utilizes a communication plan:
Strategies:
Notify Parents of emergencies, changes to normal operations.
Welcome incoming students and families.
Help students and families know about upcoming school year.
Inform families of Orientation date/time.
Inform families of policies and rules.
Keep students and informed of ongoing activities.
Keep students and parents informed on their grades and attendance.
Facilitate easy location of school information.
Inform students and parents of class objectives.
Open House for all families.
Communicate student specific concerns with a parent.
Personal interaction for answering parent questions about school.
Attain opinions of stakeholders.
Promote school mission and goals of school.
Increasing parent outreach opportunities (Orientation, Open House, 8th grade Guidance Nights, Subject Area Nights, etc.)

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

The Community Involvement Specialist will coordinate, collaborate, and network to increase efforts related to community involvement. Secondly, they will inform the community of school site initiatives and keep information current, provide training, information, and support services that strengthen the relations between community and schools in meaningful ways that improve academic achievement.

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
BOLENDER, JILL	Principal
Carver, Cathy	Assistant Principal
Sawyer, Brian	Assistant Principal
Jones, Amber	Teacher, ESE
Widner, Leslie	Teacher, K-12
Williams, Victoria	Instructional Technology
Figueroa, Ana	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal- provides common vision for the use of data-based decision-making; supervises the development of RtI program; ensures that the school based team is implementing RtI; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support RtI implementation; develops a culture of expectations with the school's staff for implementation of RtI school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school based RtI plans and activities.
Assistant Principal: assists the Principal in all areas of the Principal's role in RtI
Select General Education Teachers: participate in data collection, delivers Tier 1 instruction/ intervention, and collaborates with other staff to implement Tier 2 interventions.
Exceptional Education Facilitator: participates in data collection and integrates core instruction into Tier 3 instruction.
Technology Specialist: The Technology Specialist provides technical support to teachers and staff regarding data retrieval and management; and provides assistance to staff through the installation and management of educational software programs for Tiered instruction.
Guidance Counselor: provides expertise in assessment and intervention with individual students and linking community agencies to support the child's academic and emotional success; provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; and communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

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 school-based MTSS/RtI Leadership Team consist of the Principal, Assistant Principal, Guidance Counselor, ESE Facilitator and Select General Education Teachers.
Principal- provides common vision for the use of data-based decision-making; supervises the development of RtI program; ensures that the school based team is implementing RtI; ensures implementation of intervention support and documentation; ensures and participates in adequate

professional learning to support RtI implementation; develops a culture of expectations with the school's staff for implementation of RtI school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school based RtI plans and activities.
Assistant Principal: assists the Principal in all areas of the Principal's role in RtI
Select General Education Teachers: participate in data collection, delivers Tier 1 instruction/ intervention, and collaborates with other staff to implement Tier 2 interventions.
Exceptional Education Facilitator: participates in data collection and integrates core instruction into Tier 3 instruction.
Technology Specialist: The Technology Specialist provides technical support to teachers and staff regarding data retrieval and management; and provides assistance to staff through the installation and management of educational software programs for Tiered instruction.
Guidance Counselor: provides expertise in assessment and intervention with individual students and linking community agencies to support the child's academic and emotional success; provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; and communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.
All communications shared by MTSS/RtI members regarding student information will be confidential.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Claire Rice	Business/Community
Jill Bolender	Principal
Victoria Williams	Teacher
Kevin Mulling	Parent
William Fienga	Business/Community
Gregory Abaray	Parent
Tracy Esham	Parent
Kimberly Welch	Parent
Carlen McKenzie-Coley	Parent
Lisa Williams	Business/Community

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

BAMS Board of Directors monitors progress towards goals.

Development of this school improvement plan

BAMS Governing Board approves the School Improvement Plan and approves a budget to support the objectives and goals.

Preparation of the school's annual budget and plan

BAMS Governing Board approves the school's annual budget and plan and update at bimonthly meetings.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds continue to be spent primarily at the classroom level. An emphasis on technology and teacher support for the conversion to rigorous standards have been made a priority.

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
BOLENDER, JILL	Principal
Jones, Amber	Teacher, ESE
Carver, Cathy	Assistant Principal
Williams, Victoria	Teacher, K-12
Sawyer, Brian	Assistant Principal
Widner, Leslie	Teacher, K-12
Figueroa, Ana	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Major initiatives of the Literacy Leadership Team will include ensuring teachers:
• Focus on ELA strategies across the curriculum. Teachers and students will collaborate develop and reflect upon improvements ELA strategies development and use.
• Build comprehension in students, with a focus on improving students' abilities in critical thinking, including, but not limited to, skills inherent in reference and research
• Improve students' content area acquisition through improving subject-area vocabulary
• Implement rigorous coursework throughout the curriculum to challenge all students.
The Literacy Leadership Team has created two major areas on impact to address the 2014-2015 school year:
1. Effective use of the FSA ELA writing rubric across all curriculum areas..
2. Effective implementation of close reading strategies across all curriculum content areas.

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

As part of a teacher's professional responsibility, grade level team meeting are designated as Horizontal/Vertical Planning days. During these meetings, teachers collaborate on the implementation of Interdisciplinary Units- STEM as well as share best practices across grade levels and disciplines. Teachers in the same grade level have time to collaborate on STEM, reading across the curriculum and/or writing across the curriculum. During this time, grade level teachers also discuss accomplishments and concerns of students they have in common.Department meetings are held throughout the year to

address curriculum needs. During this time, members of the same content area share best practices and collaborate on grade level lessons for instruction. They also discuss the new Florida State Assessment test and how they can infuse more rigor in their lessons to prepare students for this test.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Teachers will be well informed, part of the decision making, and treated as professionals at all times.
2. Use Marzano methods of evaluation along with I-Observation.
3. New teachers to BAMS will be assigned a mentor teacher that meets on a regular basis with the teacher to collaborate on units/lesson plans, discipline, organizational questions, etc.
4. Conduct regular meetings with all teachers within their teams and administration to discuss best teaching practices and resolutions to school issues, concerns, frustrations, dreams, and aspirations.
Responsible: Principal, Assistant Principal, Peer Teachers, Leadership Team

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New Teacher Orientation – August 2014
Weekly meetings
Joint Curriculum Planning
Participate in Walk Throughs
Peer Coaching
Participate in Learning Sciences and other professional development
Participate in weekly PLC's.
PEC Program

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

To ensure BAMS core instructional program and materials are aligned to Florida standards, teachers will engage in whole group monthly Professional Development, weekly Common Planning meetings by grade level, and use CPALMS for personal continuous development. Comprehensive instructional plans, purpose driven standard instruction, including learning targets aligned to the standards scaffold evidence rigor, higher order thinking skills and strategies. Additionally, data will be used to ascertain strengths and weaknesses to identify clear future instructional paths using Iobservation classroom observations and walkthroughs.

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

BAMS utilizes Interim Reports, FAIR-FS, and formal/informal assessment data to provide differentiated instruction to meet the needs of students. Instruction is modified by implementing small group instruction, enrichment activities, tutorials and differentiated instruction to assist students having difficulty attaining proficient or advanced academic levels on state assessments.

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: Before School Program

Minutes added to school year: 5,400

Before school tutoring in computer lab.

Strategy Rationale

Some students need additional time in the mornings to get reinforcement on skills and/or to finish assignments with guidance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
BOLENDER, JILL, jill.bolender@berkleymiddle.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

On going grade monitoring of students attending before and after school tutoring by teachers.

Strategy: After School Program

Minutes added to school year: 1,800

After school tutoring.

Strategy Rationale

Students need additional time with instructional staff to ensure mastery of ELA and math concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
BOLENDER, JILL, jill.bolender@berkleymiddle.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Ongoing grade monitoring of students attending after school tutoring.

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

BAMS employs various strategies to support incoming and outgoing cohorts of students in transition from one school level to another. Orientation meetings are held in the summer for incoming students

and their parents. At this meeting, the administrative team, Guidance Department and Leadership Team share information and expectations for Middle School success.

Additionally, at the beginning of the school year counselors host 8th grade student and parents to discuss high school requirements and credit course histories (Advanced Courses, Virtual Course Completions, Program availability, and Timelines for applications to various programs available). Furthermore, the school also host various articulation events and activities throughout the course of the year to support secondary transition.

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

- Students participate in a variety of articulation opportunities which include: Sessions with representatives from various high school programs which explain the best course of study in order to align oneself for successful completion of high school requirements and college ready success.
- Grade level counselors visit students and explain the pupil progression plan, credits one needs to complete studies, advanced classes available, and the grading system.
- Students complete

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

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

NA

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:
.

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.   BAMS will integrate ELA strategies across all core subjects in order to increase student achievement.

G2.   BAMS will plan for and deliver instruction based on math Common Core/Florida Standards in order to increase student proficiency.

G3.   Berkley Accelerated Middle School will increase student participation in STEM initiatives and programs in order to be College and Career Ready.

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. BAMS will integrate ELA strategies across all core subjects in order to increase student achievement.
1a

🔍 G074543

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	

Resources Available to Support the Goal 2

- Professional Development using Marzano Learning Sciences Effective Strategies
- I-Observation for Evaluation and Feedback
- ScootPad
- IDEAS
- ASCD Professional Development
- CPalms
- Vocabulary.com
- NewsELA

Targeted Barriers to Achieving the Goal 3

- Based on PMRN pretests, the lowest 25% of students entering BAMS lack the critical thinking/ ELA skills needed.

Plan to Monitor Progress Toward G1. 8

- PMRN Fall and Winter Assessment
- Internal Assessment Data Reports via ScootPad
- IDEAS and Genesis Data Analysis Reports
- Standardized and EOC Testing

Person Responsible
JILL BOLENDER

Schedule
Semiannually, from 8/14/2015 to 1/30/2016

Evidence of Completion
Concentrated Data Collection, Action Plans through Common Planning(vertical/horizontal), Instructional Lesson Plans Realignment, Data Chats with Teachers as well as Students, PMRN Fall and Winter Assessment, Internal Assessment Data Reports via ScootPad, IDEAS and Genesis Data Analysis Reports, Standardized and EOC Testing

G2. BAMS will plan for and deliver instruction based on math Common Core/Florida Standards in order to increase student proficiency. 1a

🔑 G074544

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	

Resources Available to Support the Goal 2

- Math XL

- Learning Sciences effective strategies professional development.

- I-Observation tool for classroom observation and feedback on effective use of strategies.

- Holt Mifflin Harcourt (my.hrw.com)

- Pearson SuccessNet

- Pearson Realize

- ScootPad

- Laptops - Math labs (4)

- Laptops - Study Hall labs (2)

- ASCD Professional Development.

- IDEAS

- CPalms

- National Charter Conference Professional Development

- Khan Academy

Targeted Barriers to Achieving the Goal 3

- Only 72% of BAMS students scored satisfactory in Math not meeting the Target AMO Goal.

Plan to Monitor Progress Toward G2. 8

- Internal Assessment Data Reports via ScootPad
- IDEAS and Genesis Data Analysis Reports
- Standardized and EOC Testing
- Pre and mid year progress monitoring assessments.

Person Responsible
JILL BOLENDER

Schedule
Quarterly, from 8/20/2015 to 7/1/2016

Evidence of Completion
Concentrated Data Collection, Action Plans through Common Planning(vertical/horizontal), Instructional Lesson Plans Realignment, Data Chats with Teachers as well as Students, Internal Assessment Data Reports via ScootPad, IDEAS and Genesis Data Analysis Reports, Standardized and EOC Testing, Pre and Post Progress Monitoring completed excel data sheets.

G3. Berkley Accelerated Middle School will increase student participation in STEM initiatives and programs in order to be College and Career Ready. 1a

🔑 G074545

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- NSTA STEM conference and professional development (including the Engineering Design Process)
- CPALMS
- ASCD
- Teach Tech conference and professional development
- National Charter Conference
- Grade level Computer Labs
- Classroom iPads
- Brain Pop
- Interactive White Boards
- Pearson Success Net
- NewsELA
- ScootPad
- Florida Polytechnic Partnership
- Team Teaching
- Science Explorations elective
- STEM laboratory

Targeted Barriers to Achieving the Goal 3

- Students have, in the past, had limited accessibility to STEM based activities

Plan to Monitor Progress Toward G3. 8

Student STEM interest/participation surveys will be used in conjunction with Applied Discovery Projects and WANGLE Week STEM based activities

Person Responsible
JILL BOLENDER

Schedule
Quarterly, from 8/20/2015 to 6/1/2016

Evidence of Completion
STEM surveys from the beginning and the end of the year; 100% participation of students for Applied Discovery Projects; 100% implementation in all classes of WANGLE Week integrated STEM based activities

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. BAMS will integrate ELA strategies across all core subjects in order to increase student achievement. `1`

🔑 G074543

G1.B1 Based on PMRN pretests, the lowest 25% of students entering BAMS lack the critical thinking/ELA skills needed. `2`

🔑 B194678

G1.B1.S1 Provide professional development to ensure effective ELA strategies are being infused into all subject areas. `4`

🔑 S206248

Strategy Rationale

Because preliminary PMRN testing reveals the lowest 25% of incoming 6th graders showing a low probability of literary success, teachers need to be proficient in implementing ELA skills (e.g. close reading, inferencing).

Action Step 1 `5`

Provide all teachers onging professional development opportunities on effective ELA strategies, including developing lesson plans with a focus on rigor, higher order questions, and critical thinking strategies for core and elective classes.

Person Responsible

Amber Jones

Schedule

Monthly, from 7/1/2015 to 6/1/2016

Evidence of Completion

Professional Development Agendas, Sign-in Sheets, Classroom Observation, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Effective use of ELA strategies implemented in classrooms will be monitored by ELA Facilitator/ Administrators.

Person Responsible

Amber Jones

Schedule

Monthly, from 8/20/2015 to 6/1/2016

Evidence of Completion

Data from I-Observation, Lesson Plans, Anecdotal Records of Informal ELA Observations, Consults with ELA Facilitator

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

Effective use of ELA strategies implemented in all classrooms will be monitored on a regular basis by ELA Facilitator/Administrators.

Person Responsible

Amber Jones

Schedule

Monthly, from 8/20/2015 to 6/1/2016

Evidence of Completion

Data from I-Observation Classroom Observations, Lesson Plans, Anecdotal Records from Informal Classroom Observations, Consults with ELA Facilitator

G2. BAMS will plan for and deliver instruction based on math Common Core/Florida Standards in order to increase student proficiency. 1

🔑 G074544

G2.B1 Only 72% of BAMS students scored satisfactory in Math not meeting the Target AMO Goal. 2

🔑 B194679

G2.B1.S1 Teachers will use highly effective strategies to deliver instruction based on math Common Core/Florida Standards in order to increase student proficiency. 4

🔑 S206249

Strategy Rationale

Because BAMS students did not meet the math AMO Target Goal, teachers need to be proficient in implementing highly effective strategies of instruction (e.g. Modeling, Reinforcement, Reflection, Engaging Activities)

Action Step 1 5

Teachers will implement highly effective strategies to deliver instruction based on math Common Core/Florida Standards in order to increase student proficiency.

Person Responsible

JILL BOLENDER

Schedule

Quarterly, from 8/20/2015 to 6/1/2016

Evidence of Completion

Marzano Learning Science professional development agendas and sign-in sheets, data from I-Observation showing an increase in use of highly effective strategies, and individual teacher lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers will implement highly effective strategies to deliver instruction based on math Common Core/Florida Standards in order to increase student proficiency.

Person Responsible

JILL BOLENDER

Schedule

Quarterly, from 8/20/2015 to 6/1/2016

Evidence of Completion

Data from I-Observation showing an increase in use of highly effective strategies and individual teacher lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Increased use of highly effective strategies for critical thinking in mathematics.

Person Responsible

JILL BOLENDER

Schedule

Quarterly, from 8/20/2015 to 6/1/2016

Evidence of Completion

Marzano professional development (agendas and sign-in sheets), NCTM, I-Observation data, and teacher lesson plans.

G3. Berkley Accelerated Middle School will increase student participation in STEM initiatives and programs in order to be College and Career Ready. `1`

🔍 G074545

G3.B1 Students have, in the past, had limited accessibility to STEM based activities `2`

🔍 B194680

G3.B1.S1 Consistently provide students opportunities to participate in integrated STEM based activities in all core and elective classes `4`

🔍 S206250

Strategy Rationale

Taking part in real-world applications and hands-on learning projects, which utilize collaboration and critical thinking skills, will lead to increased participation and proficiency in STEM areas.

Action Step 1 `5`

School wide "Wangled Week"; a thematic cross curricular week of integrated STEM activities

Person Responsible

Leslie Widner

Schedule

Quarterly, from 8/20/2015 to 6/1/2016

Evidence of Completion

Teacher's lesson plans for their individual STEM projects/activities

Action Step 2 `5`

Required participation of all students in Applied Discovery Projects, with opportunity for selection in school science fair and Polk Regional Science and Engineering Fair

Person Responsible

Auburn Thompson

Schedule

Annually, from 8/14/2014 to 2/28/2015

Evidence of Completion

Grade level selections for school science fair chosen from each grade level

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Ensure "Wangled Week" is consistently implemented across the curriculum in all grade levels for each thematic unit; observe planning and implementation of school science fair with winners proceeding to regional fair

Person Responsible

JILL BOLENDER

Schedule

Quarterly, from 8/20/2015 to 6/1/2016

Evidence of Completion

Documentation from the above two action steps, as well as data indicators for FCAT Science 2.0

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Science teachers across grade levels plan according to NGSSS and Florida Standards, teach through experimental design, and assign independent Applied Discovery Projects for each student; all teachers in each grade level plan according to Florida Standards and implement STEM Wangle Week STEM based learning activities as learned from STEM conferences.

Person Responsible

JILL BOLENDER

Schedule

Quarterly, from 8/20/2015 to 6/1/2016

Evidence of Completion

Teacher lesson plans and student artifacts

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	Provide all teachers onging professional development opportunities on effective ELA strategies, including developing lesson plans with a focus on rigor, higher order questions, and critical thinking strategies for core and elective classes.	Jones, Amber	7/1/2015	Professional Development Agendas, Sign-in Sheets, Classroom Observation, Lesson Plans	6/1/2016 monthly
G2.B1.S1.A1	Teachers will implement highly effective strategies to deliver instruction based on math Common Core/Florida Standards in order to increase student proficiency.	BOLENDER, JILL	8/20/2015	Marzano Learning Science professional development agendas and sign-in sheets, data from I-Observation showing an increase in use of highly effective strategies, and individual teacher lesson plans.	6/1/2016 quarterly
G3.B1.S1.A1	School wide "Wangled Week"; a thematic cross curricular week of integrated STEM activities	Widner, Leslie	8/20/2015	Teacher's lesson plans for their individual STEM projects/activities	6/1/2016 quarterly
G3.B1.S1.A2	Required participation of all students in Applied Discovery Projects, with opportunity for selection in school science fair and Polk Regional Science and Engineering Fair	Thompson, Auburn	8/14/2014	Grade level selections for school science fair chosen from each grade level	2/28/2015 annually
G1.MA1	- PMRN Fall and Winter Assessment - Internal Assessment Data Reports via ScootPad - IDEAS and Genesis Data Analysis Reports - Standardized and EOC Testing	BOLENDER, JILL	8/14/2015	Concentrated Data Collection, Action Plans through Common Planning(vertical/horizontal), Instructional Lesson Plans Realignment, Data Chats with Teachers as well as Students, PMRN Fall and Winter Assessment, Internal Assessment Data Reports via ScootPad, IDEAS and Genesis Data Analysis Reports, Standardized and EOC Testing	1/30/2016 semiannually
G1.B1.S1.MA1	Effective use of ELA strategies implemented in all classrooms will be	Jones, Amber	8/20/2015	Data from I-Observation Classroom Observations, Lesson Plans, Anecdotal	6/1/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	monitored on a regular basis by ELA Facilitator/Administrators.			Records from Informal Classroom Observations, Consults with ELA Facilitator	
G1.B1.S1.MA1	Effective use of ELA strategies implemented in classrooms will be monitored by ELA Facilitator/ Administrators.	Jones, Amber	8/20/2015	Data from I-Observation, Lesson Plans, Anecdotal Records of Informal ELA Observations, Consults with ELA Facilitator	6/1/2016 monthly
G2.MA1	- Internal Assessment Data Reports via ScootPad - IDEAS and Genesis Data Analysis Reports - Standardized and EOC Testing - Pre and mid year progress monitoring assessments.	BOLENDER, JILL	8/20/2015	Concentrated Data Collection, Action Plans through Common Planning(vertical/horizontal), Instructional Lesson Plans Realignment, Data Chats with Teachers as well as Students, Internal Assessment Data Reports via ScootPad, IDEAS and Genesis Data Analysis Reports, Standardized and EOC Testing, Pre and Post Progress Monitoring completed excel data sheets.	7/1/2016 quarterly
G2.B1.S1.MA1	Increased use of highly effective strategies for critical thinking in mathematics.	BOLENDER, JILL	8/20/2015	Marzano professional development (agendas and sign-in sheets), NCTM, I-Observation data, and teacher lesson plans.	6/1/2016 quarterly
G2.B1.S1.MA1	Teachers will implement highly effective strategies to deliver instruction based on math Common Core/Florida Standards in order to increase student proficiency.	BOLENDER, JILL	8/20/2015	Data from I-Observation showing an increase in use of highly effective strategies and individual teacher lesson plans.	6/1/2016 quarterly
G3.MA1	Student STEM interest/participation surveys will be used in conjunction with Applied Discovery Projects and WANGLE Week STEM based activities	BOLENDER, JILL	8/20/2015	STEM surveys from the beginning and the end of the year; 100% participation of students for Applied Discovery Projects; 100% implementation in all classes of WANGLE Week integrated STEM based activities	6/1/2016 quarterly
G3.B1.S1.MA1	Science teachers across grade levels plan according to NGSSS and Florida Standards, teach through experimental design, and assign independent Applied Discovery Projects for each student; all teachers in each grade level plan according to Florida Standards and implement STEM Wangle Week STEM based learning activities as learned from STEM conferences.	BOLENDER, JILL	8/20/2015	Teacher lesson plans and student artifacts	6/1/2016 quarterly
G3.B1.S1.MA1	Ensure "Wangled Week" is consistently implemented across the curriculum in all grade levels for each thematic unit; observe planning and implementation of school science fair with winners proceeding to regional fair	BOLENDER, JILL	8/20/2015	Documentation from the above two action steps, as well as data indicators for FCAT Science 2.0	6/1/2016 quarterly

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. BAMS will integrate ELA strategies across all core subjects in order to increase student achievement.

G1.B1 Based on PMRN pretests, the lowest 25% of students entering BAMS lack the critical thinking/ELA skills needed.

G1.B1.S1 Provide professional development to ensure effective ELA strategies are being infused into all subject areas.

PD Opportunity 1

Provide all teachers onging professional development opportunities on effective ELA strategies, including developing lesson plans with a focus on rigor, higher order questions, and critical thinking strategies for core and elective classes.

Facilitator

Marzano Learning Sciences, PCG Consulting, ASCD, and Administrators/ELA Facilitator

Participants

All Classroom Teachers and Administration

Schedule

Monthly, from 7/1/2015 to 6/1/2016

G2. BAMS will plan for and deliver instruction based on math Common Core/Florida Standards in order to increase student proficiency.

G2.B1 Only 72% of BAMS students scored satisfactory in Math not meeting the Target AMO Goal.

G2.B1.S1 Teachers will use highly effective strategies to deliver instruction based on math Common Core/Florida Standards in order to increase student proficiency.

PD Opportunity 1

Teachers will implement highly effective strategies to deliver instruction based on math Common Core/Florida Standards in order to increase student proficiency.

Facilitator

Various Consultants (PCG, Marzano Learning Sciences, Houghton-Mifflin, Jill Bolender, CPalms, IDEAS, Pearson Realize, Scootpad, NCTM)

Participants

Mathematics Teachers

Schedule

Quarterly, from 8/20/2015 to 6/1/2016

G3. Berkley Accelerated Middle School will increase student participation in STEM initiatives and programs in order to be College and Career Ready.

G3.B1 Students have, in the past, had limited accessibility to STEM based activities

G3.B1.S1 Consistently provide students opportunities to participate in integrated STEM based activities in all core and elective classes

PD Opportunity 1

School wide "Wangled Week"; a thematic cross curricular week of integrated STEM activities

Facilitator

Leslie Widner, Elizabeth Smith, Loren Taylor

Participants

All staff and students

Schedule

Quarterly, from 8/20/2015 to 6/1/2016

PD Opportunity 2

Required participation of all students in Applied Discovery Projects, with opportunity for selection in school science fair and Polk Regional Science and Engineering Fair

Facilitator

Auburn Thompson

Participants

Grade level science teachers; all students

Schedule

Annually, from 8/14/2014 to 2/28/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Provide all teachers onging professional development opportunities on effective ELA strategies, including developing lesson plans with a focus on rigor, higher order questions, and critical thinking strategies for core and elective classes.				$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		$15,000.00
2	G2.B1.S1.A1	Teachers will implement highly effective strategies to deliver instruction based on math Common Core/Florida Standards in order to increase student proficiency.				$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		$10,000.00
			Notes: Tech Conference, ASCD Conference			
3	G3.B1.S1.A1	School wide "Wangled Week"; a thematic cross curricular week of integrated STEM activities				$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		$10,000.00
			Notes: STEM and Tech Conferences			
4	G3.B1.S1.A2	Required participation of all students in Applied Discovery Projects, with opportunity for selection in school science fair and Polk Regional Science and Engineering Fair				$0.00
					Total:	$35,000.00