

Polk County Public Schools

Berkley Accelerated



2018-19 Schoolwide Improvement Plan

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Berkley Accelerated

5316 BERKLEY RD, Auburndale, FL 33823

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 6-10	No	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	30%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

N/A

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

BAMS is committed to inspiring our students to Believe in Better, to encourage them to aspire to higher learning, and challenge them to achieve their maximum individual potential while providing a supportive and safe educational environment.

Provide the school's vision statement.

"Believe in BETTER!"

School Leadership Team

Membership

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

Name	Title
Bolender, Jill	Principal
Carver, Cathy	Assistant Principal
Sawyer, Brian	Assistant Principal
Jones, Amber	Teacher, ESE
Widner, Leslie	Teacher, K-12
Figueroa, Ana	Teacher, K-12
Walker, Loren	Teacher, K-12
Robinson, Crystal	Teacher, K-12
Tapp, Carrie	School Counselor

Duties

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

The School Leadership Team at BAMS is comprised of people holding the following positions: the principal, the assistant principals, department chairpersons, team leaders, the ESE facilitator and guidance counselor. Our team meets montly and more often as needed. During these meetings we review, discuss and determine revisions to curriculum implementation, safety issues, our school improvement plan, and to our school's struggling students. Members of the leadership team are responsible for sharing information and outcomes from these meetings with their respective departments, teams, and committees. In addition each member of this leadership team will be responsible for preparing our school's School Improvement Plan sections and planning for our accreditation visits.

This team meets on a regular basis to guide and support the BAMS Professional Learning Community activities. Plans for promoting a rigorous yet attainable curriculum will be discussed prior to meeting with team, department, and committees throughout the year. Data is a strong component of this team's efforts as they plan how they will assist the classroom teachers. This committee utilizes Staff, Student, and Parent survey data to plan and implement the school's professional development goals and actions each year.

The ESE Facilitator and Guidance Counselor provide 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.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	12	19	14	0	0	0	0	45	
One or more suspensions	0	0	0	0	0	0	5	5	6	0	0	0	0	16	
Course failure in ELA or Math	0	0	0	0	0	0	12	8	5	0	0	0	0	25	
Level 1 on statewide assessment	0	0	0	0	0	0	19	11	29	0	0	0	0	59	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	7	8	8	0	0	0	0	23	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	3	2	0	0	0	0	0	5
Retained Students: Previous Year(s)	0	0	0	0	0	0	4	1	0	0	0	0	0	5

Date this data was collected

Monday 7/23/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	13	22	13	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	12	13	15	0	0	0	0	40

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

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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	13	22	13	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	12	13	15	0	0	0	0	40

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

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA 7th grade lowest 25%

Which data component showed the greatest decline from prior year?

ELA 7th grade lowest 25%

Which data component had the biggest gap when compared to the state average?

No data had a negative gap to state average.

Which data component showed the most improvement? Is this a trend?

Math Lowest 25%

Describe the actions or changes that led to the improvement in this area.

Team coaching and collegiality

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	67%	54%	60%	70%	56%	55%
ELA Learning Gains	57%	52%	57%	60%	57%	54%
ELA Lowest 25th Percentile	44%	46%	52%	52%	50%	49%
Math Achievement	86%	55%	61%	85%	54%	56%
Math Learning Gains	61%	54%	58%	67%	52%	54%
Math Lowest 25th Percentile	72%	51%	52%	66%	48%	48%
Science Achievement	63%	48%	57%	68%	52%	52%
Social Studies Achievement	77%	85%	77%	81%	72%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)					Total
	6	7	8	9	10	
Attendance below 90 percent	12 (13)	19 (22)	14 (13)	0 (0)	0 (0)	45 (48)
One or more suspensions	5 (0)	5 (0)	6 (0)	0 (0)	0 (0)	16 (0)
Course failure in ELA or Math	12 (0)	8 (0)	5 (0)	0 (0)	0 (0)	25 (0)
Level 1 on statewide assessment	19 (12)	11 (13)	29 (15)	0 (0)	0 (0)	59 (40)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	69%	41%	28%	52%	17%
	2017	70%	45%	25%	52%	18%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2018	61%	42%	19%	51%	10%
	2017	72%	45%	27%	52%	20%
Same Grade Comparison		-11%				
Cohort Comparison		-9%				
08	2018	72%	49%	23%	58%	14%
	2017	66%	46%	20%	55%	11%
Same Grade Comparison		6%				
Cohort Comparison		0%				
09	2018					
	2017					
Cohort Comparison		-66%				
10	2018					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	90%	40%	50%	52%	38%
	2017	93%	39%	54%	51%	42%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2018	81%	40%	41%	54%	27%
	2017	76%	40%	36%	53%	23%
Same Grade Comparison		5%				
Cohort Comparison		-12%				
08	2018	73%	34%	39%	45%	28%
	2017	79%	36%	43%	46%	33%
Same Grade Comparison		-6%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	63%	42%	21%	50%	13%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	77%	84%	-7%	71%	6%
2017	83%	62%	21%	69%	14%
Compare		-6%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	99%	60%	39%	62%	37%
2017	95%	43%	52%	60%	35%
Compare		4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	85%	41%	44%	56%	29%
2017	96%	34%	62%	53%	43%
Compare		-11%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	33	33	43	71	65					
ELL	38	54		77	77						
ASN	91	64		100	45						
BLK	54	56	43	71	59	67		77			
HSP	66	62	53	91	62	83	62	75	69		
MUL	69	62		69	46						
WHT	68	55	41	86	62	71	63	78	61		
FRL	58	55	40	80	56	65	57	64	61		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	25	38	33	54	50	47					
ELL	30	30		50	70						
ASN	85	69		100	85						
BLK	43	57	57	67	72	63	25		27		
HSP	75	61	52	91	69	83	72	95	76		
MUL	56	63		88	75						
WHT	71	61	51	89	66	70	71	79	71		
FRL	57	54	50	81	69	72	51	74	54		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Provide all teachers ongoing professional development opportunities on Marzano's rigorous protocols and engage in pursuit of Marzano's High Reliability School Certification.
Rationale	The High Reliability Schools model is a comprehensive strategic planning framework that provides school leaders with leading indicators of school operations that are known to be associated with school improvement. The leading indicators provide a clear focus for strategic planning and for continually monitoring critical aspects of school function that have a direct effect on student achievement. Through monitoring these indicators, school leaders can react in a timely manner to address errors in their operation before they become system wide failures.
Intended Outcome	To become Level 1-3 certified as a Marzano High Reliability School. Level 1- Safe, supportive, and Collaborative Culture Level 2- Effective Teaching in Every Classroom Level 3- A Guaranteed and Viable Curriculum
Point Person	Jill Bolender (jill.bolender@berkleymiddle.net)

Action Step

Description	1. Leadership team will attend the Marzano High Reliability Summit in the summer of 2018. 2. Hold a "Bee-lieve in Better" summer institute that focuses on highly effective strategies. 3. Two teachers will work towards High Reliability Teacher certification. 4. Compile a Professional Learning Community Google file with all team, committee, and department roles established.
Person Responsible	Jill Bolender (jill.bolender@berkleymiddle.net)

Plan to Monitor Effectiveness

Description	1. Survey feedback from the "Bee-lieve in Better" summer institute. 2. Teachers attaining HRT Certification by summer 2019. 3. Publish the Professional Learning Community Google file and monitor for uploads.
Person Responsible	Jill Bolender (jill.bolender@berkleymiddle.net)

Activity #2	
Title	Teachers will implement highly effective strategies to deliver instruction based on math Common Core/Florida Standards in order to increase student proficiency.
Rationale	In order to increase proficiency across grade levels and the lowest 25% in 7th Grade Math specifically, teachers will implement highly effective strategies of instruction (Modeling, Reinforcement, Reflection, Engagement Activities) and work as a department to coach and collaborate to ensure data and assessments reflect growth.
Intended Outcome	Increase in math scores, specifically lowest 25% in 7th grade math.
Point Person	Ana Figueroa (ana.figueroa@berkleymiddle.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Weekly Mentor/Coaching of teachers through lesson planning and delivery to implement highly effective collaborative strategies for engagement and student success conducted by math department chair. 2. Math Department meet to locate and analyze the test item specifications and identify the critical concepts with vertical alignment. Members will analyze data individually and collaboratively to create goals and develop high quality proficiency scales. Successes will be celebrated upon completion of goals. The data used will consist of Test item specification, school wide student data, and specific grade level data at least quarterly.
Person Responsible	Ana Figueroa (ana.figueroa@berkleymiddle.net)
Plan to Monitor Effectiveness	
Description	Classroom observations, lesson plan monitoring/feedback, student progress monitoring, teacher growth plan. Documentation will occur through department meeting notes uploaded to Google PLC file at least quarterly.
Person Responsible	Jill Bolender (jill.bolender@berkleymiddle.net)

Activity #3	
Title	BAMS will integrate ELA strategies across all core subjects in order to increase student achievement for all groups and specifically the lowest 25%.
Rationale	BAMS ELA will continue increasing proficiency across the grade levels and raise the lowest 25%, targeting 7th Grade Language Arts. Teachers will implement highly effective strategies of instruction/best teaching practices such as engagement activities, modeling, guided practice sessions, and reflection. The department will continue to collaborate to monitor rigor, proficiency and student growth.
Intended Outcome	Increase ELA scores, specifically lowest 25% in 7th grade ELA.
Point Person	Crystal Robinson (crystal.robinson@berkleymiddle.net)
Action Step	
Description	1. Collaborate monthly to monitor student progress, (specifically targeted groups) in order to drive instructional practices. Individual team members will continuously analyze student data to make decisions that will increase achievement. 2. Teachers will plan innovative, rigorous, standards-based lessons.
Person Responsible	Crystal Robinson (crystal.robinson@berkleymiddle.net)
Plan to Monitor Effectiveness	
Description	Classroom observations, lesson plan monitoring/feedback, student progress monitoring, teacher growth plans. Documentation will occur through department meeting notes uploaded to Google PLC file at least quarterly.
Person Responsible	Jill Bolender (jill.bolender@berkleymiddle.net)

Activity #4	
Title	Teachers will facilitate increased STEM learning opportunities, growth, and performance outcomes in students.
Rationale	In order to meet the critical thinking requirements of college and career readiness, teachers will regularly facilitate and guide students in STEM opportunities and activities.
Intended Outcome	Through quarterly scheduled thematic STEM lessons in all classes, average student achievement in statewide science assessments will improve by a minimum of three percentage points.
Point Person	Leslie Widner (leslie.widner@berkleymiddle.net)
Action Step	
Description	Each grade level team leader will monitor lesson plans for quarterly integrated STEM lesson plans and student performance outcomes with all teachers. Team leaders, as well as members, will have the assistance, guidance, and resources of the school wide STEM committee to assure the lessons meet STEM criteria.
Person Responsible	Loren Walker (loren.walker@berkleymiddle.net)
Plan to Monitor Effectiveness	
Description	Classroom observations, lesson plan monitoring/feedback, student performance and artifacts, Applied Discovery Projects competitions (school, county, state)
Person Responsible	Jill Bolender (jill.bolender@berkleymiddle.net)

Activity #5	
Title	Teachers will facilitate Civics learning opportunities, growth, and performance outcomes in students.
Rationale	While Civics achievement scores have consistently been higher than county and state levels, there has been a marked drop in the past year. The change in social science progression from US History to Civics was made to provide students background before entering Civics to help student growth and performance outcomes.
Intended Outcome	Increase Civics achievement scores by at least three percentage points.
Point Person	Jill Bolender (jill.bolender@berkleymiddle.net)
Action Step	
Description	1. Change the social science progression to US History 6th grade, Civics 7th grade for the 2018-2019 school year. 2. 7th grade Team will collaboratively plan for goals to increase Civics achievement by reinforcing civics in reading and writing through out the year.
Person Responsible	Crystal Robinson (crystal.robinson@berkleymiddle.net)
Plan to Monitor Effectiveness	
Description	1. Monitor pre-assessment data to see if students are coming into 7th grade with higher levels of background knowledge than in previous years. 2. Grade level minutes and growth plans will indicate civics goals and the monitoring toward the goal.
Person Responsible	Crystal Robinson (crystal.robinson@berkleymiddle.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

BAMS utilizes a robust communication plan.

Strategies and initiatives include but are not limited to:

School "BAMily" emails for all families

Notify Parents of emergencies, changes to normal operations through BAMily emails, Remind text notifications, and social media platforms

Welcome incoming students and families tours and open house nights.

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 through surveys that are used as data for the Parent Advisory Committee.
Promote school mission and goals of school through print, social media, email, clothing, and events that focus on the growth mindset, character education, and a belief in better.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

- *Strength and Conditioning Period
- *Character Counts Education
- *Love and Logic
- *School wide Positive Behavior Support "BAMS Bucks"
- *We are BAMily slogan
- *Be Kind. initiative
- *Rachel's Challenge activities
- *Athletic Program
- *After School Clubs
- *Mentors
- *Guidance Services
- *Threat assessment interventions

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. Families engage in activities around the school campus to become familiar with the school and staff.
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.

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 Rtl program; ensures that the school based team is implementing Rtl; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support Rtl implementation; develops a culture of expectations with the school's staff for implementation of Rtl school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school based Rtl plans and activities.

Assistant Principal: assists the Principal in all areas of the Principal's role in Rtl

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 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 college and career planning
- Junior Achievement courses taught
- ICT classes taught including- Robotics, Cyber security, Finance, Business, Gaming, Coding, and Communications to provide awareness and exploration of various college and career opportunities.

Part V: Budget

Total:

\$23,000.00