

Polk County Public Schools

Berkley Accelerated



2021-22 Schoolwide Improvement Plan

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Berkley Accelerated

5316 BERKLEY RD, Auburndale, FL 33823

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

Demographics

Principal: Jill Bolender

Start Date for this Principal: 4/1/2004

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 6-10
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (70%) 2017-18: A (66%) 2016-17: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

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.

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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 6-10	No	34%
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	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Bolender, Jill	Principal	
Sawyer, Brian	Assistant Principal	
Figueroa, Ana	Teacher, ESE	
Walker, Loren	Teacher, K-12	
Robinson, Crystal	Teacher, K-12	
Tapp, Carrie	School Counselor	
Wilson, Ashley	Teacher, K-12	

Demographic Information

Principal start date

Thursday 4/1/2004, Jill Bolender

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

475

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	164	160	153	0	0	0	0	477
Attendance below 90 percent	0	0	0	0	0	0	31	19	34	0	0	0	0	84
One or more suspensions	0	0	0	0	0	0	9	20	14	0	0	0	0	43
Course failure in ELA	0	0	0	0	0	0	2	2	0	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	3	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	10	10	12	0	0	0	0	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	4	2	8	0	0	0	0	14
Number of students with a substantial reading deficiency	0	0	0	0	0	0	3	2	0	0	0	0	0	5

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 6/23/2021

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	160	151	150	0	0	0	0	461	
Attendance below 90 percent	0	0	0	0	0	0	4	11	7	0	0	0	0	22	
One or more suspensions	0	0	0	0	0	0	4	8	11	0	0	0	0	23	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	10	10	12	0	0	0	0	32	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	4	2	8	0	0	0	0	14	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	4	4	6	0	0	0	0	14

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	1	0	0	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	160	151	150	0	0	0	0	461	
Attendance below 90 percent	0	0	0	0	0	0	4	11	7	0	0	0	0	22	
One or more suspensions	0	0	0	0	0	0	4	8	11	0	0	0	0	23	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	10	10	12	0	0	0	0	32	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	4	2	8	0	0	0	0	14	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	4	4	6	0	0	0	0	14

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	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				74%	61%	61%	67%	54%	60%
ELA Learning Gains				71%	58%	59%	57%	52%	57%
ELA Lowest 25th Percentile				59%	49%	54%	44%	46%	52%
Math Achievement				86%	61%	62%	86%	55%	61%
Math Learning Gains				63%	56%	59%	61%	54%	58%
Math Lowest 25th Percentile				57%	52%	52%	72%	51%	52%
Science Achievement				65%	52%	56%	63%	48%	57%
Social Studies Achievement				87%	79%	78%	77%	85%	77%

Grade Level Data Review - State Assessments

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	2021					
	2019	69%	48%	21%	54%	15%
Cohort Comparison						
07	2021					
	2019	79%	42%	37%	52%	27%
Cohort Comparison		-69%				
08	2021					
	2019	75%	48%	27%	56%	19%
Cohort Comparison		-79%				
09	2021					
	2019					
Cohort Comparison		-75%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	91%	47%	44%	55%	36%
Cohort Comparison						
07	2021					
	2019	75%	39%	36%	54%	21%
Cohort Comparison		-91%				
08	2021					
	2019	73%	35%	38%	46%	27%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	65%	41%	24%	48%	17%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	87%	70%	17%	71%	16%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	50%	49%	61%	38%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	53%	43%	57%	39%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

6th-8th FSA APM, MobyMax,
7th Civics 360
8th Science School Assessment

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	44	55
	Economically Disadvantaged			44
	Students With Disabilities			8
	English Language Learners			20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29	33	50
	Economically Disadvantaged	8	10	32
	Students With Disabilities	10	20	90
	English Language Learners	20	20	80

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			75
	Economically Disadvantaged			73
	Students With Disabilities			13
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30	38	50
	Economically Disadvantaged	10	19	30
	Students With Disabilities	13	63	88
	English Language Learners	0	0	100
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			75
	Economically Disadvantaged			73
	Students With Disabilities			13
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			65
	Economically Disadvantaged			61
	Students With Disabilities			75
	English Language Learners			50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			70
	Economically Disadvantaged			61
	Students With Disabilities			75
	English Language Learners			50
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			65
	Economically Disadvantaged			61
	Students With Disabilities			75
	English Language Learners			50

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	14	36	35	18	18	13					
ELL	57	73	77	46	46	36					
ASN	92	83		100	42				80		
BLK	72	84	82	56	45	43	50		42		
HSP	78	79	74	64	40	25	68	79	53		
MUL	54	62		58	42						
WHT	72	68	47	72	44	31	67	86	55		
FRL	68	68	54	59	41	29	57	81	41		
2019 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 2017-18	C & C Accel 2017-18
SWD	22	56	50	39	33	9					
ELL	75	75		58	54						

2019 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 2017-18	C & C Accel 2017-18
ASN	94	76		100	76						
BLK	55	61	57	76	64	53	42	55	45		
HSP	79	76	68	81	68	50	63	87	60		
MUL	63	44		81	69						
WHT	74	72	60	88	60	57	66	89	67		
FRL	66	65	60	82	65	52	54	80	52		
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	90
Total Points Earned for the Federal Index	639
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Increase in 7th and 8th grade ELA. No Trend.
 Decrease in 7th Grade Math.
 Increase in Civics.
 Increase in SWD ELA.
 Increase in ELL ELA.
 Increase in Lowest 25% ELA.
 Decrease in SWD Math.
 Decrease in ELL Math.
 Decrease in Lowest 25% Math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Math- Lowest 25% Gains for SWDs and ELLs

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Change in personnel.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA, all components.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Professional Development in CLOZE Reading and DBQs, collegiality, and interdisciplinary approach.

What strategies will need to be implemented in order to accelerate learning?

In addition to using the school-wide Marzano instructional framework to plan for and implement instruction, Advancement Via Individual Determination classes are designed to support and monitor student progress. Weekly monitoring of implementation documentation for SWDs and ELLs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. Professional Development on MTSS Training and Pre-Planning Days.
2. Progress Monitoring Data Analysis- ongoing/quarterly
3. Coaching Weekly
4. Lesson Plan (to include mindfulness and brain break activities) and Classroom Observation- ongoing weekly
5. Weekly Implementation Documentation Monitoring and Conferencing
6. Weekly PLC shared grade level meetings

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

1. Professional Learning Communities Documentation and Monitoring
2. Coaching Weekly- Implementation Documentation and Teacher Conferencing
3. Lesson Plan (to include mindfulness and brain break activities) and Classroom Observation- ongoing weekly
4. Weekly PLC shared grade level meetings

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus	Teachers will implement highly effective strategies to deliver instruction based on B.E.S.T. Math Florida Standards to increase learning gains and student proficiency, specifically the lowest 25% and SWDs.
Description and Rationale:	In order to increase proficiency across grade levels, the lowest 25%, and SWDs, teachers will implement highly effective strategies of instruction (modeling, reinforcement, reflection, engagement activities, building relationships) and work as a department to coach and collaborate ensuring data and assessments reflect growth.

Measurable Outcome: SWD will increase learning gains in Math to at least 41 %.

Monitoring: This area focus will be monitored through classroom observations, lesson plans, progress monitoring, conferences with teachers, and FSA/Progress monitoring data.

Person responsible for monitoring outcome: Jill Bolender (jill.bolender@berkleymiddle.net)

Evidence-based Strategy: In addition to using the school-wide Marzano instructional framework to plan for and implement instruction, Advancement Via Individual Determination classes are designed to support and monitor student progress.

Rationale for Evidence-based Strategy: Based on data, continuous MTSS monitoring and services will support Tier 2 and Tier 3 with the necessary small group instruction and or the individualized instruction, need for achieving desired mastery levels. Implementation documentation will be monitored weekly.

Action Steps to Implement

1. Professional Development on MTSS Training and Pre-Planning Days.
2. Progress Monitoring Data Analysis- ongoing/quarterly
3. Coaching Weekly
4. Lesson Plan and Classroom Observation- ongoing weekly
5. Weekly Implementation Documentation Monitoring and Conferencing
6. Weekly PLC shared grade level meetings

Person Responsible Ana Figueroa (ana.figueroa@berkleymiddle.net)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	By strengthening trauma-sensitive classrooms, teachers will further develop relationships to help foster growth with students.
Measurable Outcome:	Increase in FSA ELA learning gains by at least 3%, increase in strategies documented in lesson plans and visible in classroom observations.
Monitoring:	This area focus will be monitored through classroom observations, lesson plans, progress monitoring, conferences with teachers, and FSA/Progress monitoring data.
Person responsible for monitoring outcome:	Jill Bolender (jill.bolender@berkleymiddle.net)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Professional Development on mental health by February 10, 2022. 2. Progress Monitoring Data Analysis- ongoing/quarterly 3. Coaching Weekly 4. Lesson Plan and Classroom Observation- ongoing weekly
Rationale for Evidence-based Strategy:	Based on data and strategies acquired through the YMHFA training, will facilitate the detection of mental health challenges for youth, and guide the process of monitoring and providing the support necessary for student development.

Action Steps to Implement

1. Professional Development on mental health by February 10, 2022 and Pre-Planning Days.
2. Progress Monitoring Data Analysis- ongoing/quarterly
3. Coaching Weekly
4. Lesson Plan and Classroom Observation- ongoing weekly
5. Weekly Implementation Documentation Monitoring and Conferencing
6. Weekly PLC shared grade level meetings

Person Responsible Jill Bolender (jill.bolender@berkleymiddle.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

BAMS ranks as very low as compared to other middle schools in the county and state as reported on SafeSchoolsforAlex.org. We take a preemptive role with disciplinary issues by close personal relationships with students. In addition to our staff counselor, each student has a homeroom teacher who checks in regularly to listen to concerns and address any budding issues. School culture and environment will be monitored through the lens of behavior and discipline data by analyzing any minor issues and evaluating how our culture can help minimize those so that they do not become major issues.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Marzano instructional framework.

Lesson plans with mindfulness and brain breaks built-in

Ymhfa training to detect, monitor, and provide intervention strategies that connect them to community service providers

Board members involved in school activities

Celebrations, performances, sleepovers, field trips

Colorful bright, inviting, purposefully designed individual classrooms

Individual teacher talents utilized to meet student interests to mutually engage students and staff

Conscious learning to provide student choice

Kagan collaborative strategies for student engagement and participation-learning about each other's interests and cultures.

Teachers serve as coaches for community sports teams and extracurricular after-school activities.

Local businesses support hosting events such as Veterans Day celebrations and sleepovers.

Kindness wall designed and painted by parent

Frequent Parent volunteers for dances, spring fling, celebrations

Kindness message communicated throughout the community by small businesses, school uniforms, website, email

Parent, staff, and student surveys

Professional learning committees school-wide departments/teams designed for student success that follow the instructional framework.

Teacher talents to build relationships and connect with students outside classroom walls

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 the 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, and character education

*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

BAMS employs various strategies to support incoming and outgoing cohorts of students in the 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 students 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 hosts various articulation events and activities throughout the course of the year to support the secondary transition.

The school-based MTSS/Rtl Leadership Team consists of the Principal, Assistant Principal, Guidance Counselor, ESE Facilitator, and Select General Education Teachers.

Principal- provides a 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 appropriate 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.

- ICT classes taught including- Robotics, Cybersecurity, Finance, Business, Gaming, Coding, and Communications to provide awareness and exploration of various college and career opportunities.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Community stakeholders promote a positive culture and environment at BAMS. To begin, parents have designed beautiful artwork displaying character education through our kindness wall. In addition, multiple teachers coach sports teams in the community and community leaders and volunteer as coaches on campus. Guest speakers from our community frequent our classroom and assemblies to provide character education to our students. Our board members consist of various community leaders representing business, law enforcement, public servants, and small business owners.

Specifically, celebrations that honor community members such as veterans have become an annual commemoration. Veterans are respectfully served a meal provided by community stakeholders and enlightened by our students and staff's performance purposefully created and performed.

Annual events such as sleepovers, performances, movie nights on our lawn, dances on our outdoor stage, spring fling, after-school extracurricular activities, and field trips all make the stakeholders across the community feel welcomed and remain involved. These events provide stakeholders the opportunity to share in our vision of kindness by serving our students and having our students serve them.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		300-Purchased Services	8142 - Berkley Accelerated	Title II	475.0	\$5,000.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$6,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		300-Purchased Services	8142 - Berkley Accelerated	Title II	475.0	\$6,500.00
Total:						\$11,500.00