North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the Commission on International and Trans-Regional Accreditation (CITA) are accreditation divisions of AdvancED.

Standards Assessment Report

Berkley Accelerated Middle School

5316 Berkley Rd Auburndale, Florida 33823

Prepared for the AdvancED Quality Assurance Review

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Standards Assessment Report

Contents

Introduction & Purpose of the Report

Introduction

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help schools prepare for their Quality Assurance Review. The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

The Standards Assessment Report engages the school community in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school and to make an accreditation recommendation.

Structure of the Report

The Standards Assessment Report is organized by the AdvancED standards. For each standard, the report includes four sections: 1) considering the evidence; 2) Indicators rubric; 3) focus questions; and 4) overall assessment. Each section reinforces the other sections by asking a question that builds on the prior section.

The section entitled "considering the evidence" allows school personnel to think about the practices and/or processes being implemented and identify evidence that will support its responses to the Indicators rubric and focus questions. This section helps school stakeholders engage in a discussion about how it knows it is adhering to the standards. The section is not intended to engage the school in a collection of evidence, but rather in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the school. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

The Indicators rubric enables the school to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and indicators. For each indicator, the school may check if the practices and/or processes are highly functional in the school, operational, emerging, or not evident. The school should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The focus questions allow the school to expand on and think more deeply about the responses to the Indicators rubric. The focus questions provide an opportunity for the school to describe the systematic and systemic processes that are in place to support its ability to meet the indicators. The section asks, "How are the

practices/processes implemented?"

The overall assessment describes how well schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps schools judge where they are in relation to each standard. The "operational" level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

Demographics

Public/Non-public:	**Public**
School Type:	**Middle School**
Charter School:	**Start-Up**
Enrollment:	**406**
Gender at School:	**Co-Ed**
Grade(s):	**6,7,8**
Location Type:	**Rural**
Gender at School:	**Co-Ed**

Standard 1. Vision and Purpose

STANDARD: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Impact Statement: A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

1.1 Establishes a vision for the school in collaboration with its stakeholders:
Highly Functional

Evidence Provided:

1.2 Communicates the vision and purpose to build stakeholder understanding and support:
Highly Functional

Evidence Provided:

1.3 Identifies goals to advance the vision:
Highly Functional

Evidence Provided:

1.4 Develops and continuously maintains a profile of the school, its students, and the community:
Highly Functional

Evidence Provided:

1.5 Ensures that the school's vision and purpose guide the teaching and learning process:
Highly Functional

Evidence Provided:

1.6 Reviews its vision and purpose systematically and revises them when appropriate:
Operational

Evidence Provided:

Focus Questions:

1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?

The process used for establishing and building understanding of and commitment to the vision statement among stakeholders was developed effortlessly through collaboration amongst parents, faculty, administration, board of directors, students, community leaders, and business leaders when the school was in its inception. This collaboration has continued ever since. All school personnel have been provided with a copy of the mission and beliefs. The statements are posted in every classroom and throughout the academic buildings around campus. They also appear in our school's weekly newsletter so that parents and other stakeholders can be reminded of what sets our school apart from their other middle school choices. Our mission and beliefs have been posted on the school's website. These statements can be heard on our morning announcements because we feel the need for everyone to understand the importance of our school's vision and the purpose for which our students attend BAMS.

2. What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?

Our school's profile is developed through a variety of means. We have the Genesis system, which keeps detailed state and county records of student performance. It also creates charts and graphs that can be used by faculty to identify areas of weakness, target areas where growth is needed, develop teaching and learning goals, and help identify specific student populations for instruction at a skill based level. It is systematically maintained by the county and is accessible by all staff members with a user name and a password. We also develop Academic Success Plans which are used to individualize curriculum for students who fall below targets on state testing. ASPs are generated by the county and are maintained by grade levels on an annual basis. Parents and students are chosen randomly to complete anonymous surveys that are used to gain insight into their opinions of our efforts. The results are shared in faculty meetings so that the staff can know areas of strengths and weaknesses in order to make improvements. Our school also has a profile on Polk County's website in which data is monitored at the county level and available to be seen by anyone. We designed our own website where more detailed information about our school can be found and it is updated by our webmaster with support from the county. Student grades are assigned through the use of the county's online grade book, Pinnacle, which is able to be viewed by parents with a user name and password.

3. How does the leadership ensure that the school's vision, purpose, and goals guide the teaching and learning process?

BAMS' leaders begin each school year with a faculty meeting in which our vision, purpose, and goals are outlined for staff and an intensive analysis of student data is performed in which teachers identify individual teaching goals and strategies needed to bring student performance to a higher level. Thus, as teachers start each new year, they are using self identified goals to use in their individual teaching situations that will bring accelerated learning to all students at all levels.

BAMS leadership established the following mission, "All students studying Algebra in grade 8 and reading on at least an 8th grade level thus allowing all students to follow whatever path they choose in higher education". To address the algebra portion of our mission statement, leadership has provided the math department with innovative new ways to educate the students in algebra. We use Kagan structures and technology, such as Smartboards, video modeling, and online help through the textbook adoption with abundant learning tools,practice quizzes, and tests. The math curriculum covers algebraic skills in all grades levels, and students in the Intensive Math classes cover these skills as they master their individual goals. We also offer Algebra I Honors to qualifying students in the seventh and eighth grades. Students who meet expectations for high school Algebra I Honors in the seventh grade move on to high school Geometry I Honors in the eighth grade. To address the reading section of our mission statement, leadership uses full inclusion of our ESE students into regular classrooms so that every student receives instruction using grade level standards. Support is provided from a fully qualified ESE teacher and an ESE paraprofessional who consult and plan with all teachers to identify appropriate and effective modifications and accommodations for struggling students. At-risk students are also served in an Intensive Reading classroom which utilizes small group instruction to help those that are struggling with reading strategies and to give more one on one contact with each student. These intensive classes are 90 minutes in length.
Leadership requires reading skills to be taught in all other subject areas. This reading instruction is the integral part of the school's master in-service plan.

Leadership ensures that our goals guide the teaching and learning process. Our goals and how they are supported in the teaching and learning process are:
Students will become proficient readers. This goal is supported in that all students scoring a level one or level two on FCAT must take Intensive Reading. Reading strategies are also supported throughout all classes and monitored by monthly observations.
Students will become proficient in math. This goal is supported in that all FCAT level ones and twos take Intensive Math. The intensive classes are small and the students get individualized help on math skills which support the regular math instruction. Also, additional math units were added to lower class size and allow more one-on-one teaching in every math class.
Students will become proficient writers. This goal is supported with our Language Arts classes teaching writing skills and our subject area classes assigning meaningful writing assignments with real purposes and genuine audiences such as history fair, science fair, county poetry contests, etc.
Students will become proficient in science. This goal is supported through science classes that provide hands on instruction and the ability for eligible students to take high school Biology I Honors while in 8th grade.
BAMS staff will use Kagan Cooperative Learning strategies at a higher level than that of other schools in the county. This goal is supported through our Kagan structure of the month which is taught to the faculty and observed in the classrooms. Teachers are encouraged to use Kagan structures on a daily basis in order to increase student performance. This is monitored through classroom walk-throughs, monthly observations, and plan book observation.

BAMS parents will approve of their child's educational experiences and the school will be seen as an attractive educational alternative. The teaching and learning process at BAMS succeeds in meeting this goal because we have a waiting list of children trying to get into our school based on the positive reputation that our school has for teaching and learning. Parent, teacher, and student attitude surveys are used to gain information that leads to ongoing improvement.

BAMS will operate with sound financial principles and an active and supportive board of directors. This goal guides the teaching and learning process in that by having sound financial principals, we are able to meet the educational needs of both our students and have the tools needed for the staff to ensure a quality learning environment that supports our goals and vision.

4. What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for student learning and school effectiveness?

BAMS utilizes various data sources in order to ensure that our school's vision, purpose, expectations, and effectiveness remain current. State and national assessments are monitored closely to identify areas of growth as well as individual student needs. Other standardized tests such as the Kaplan are administered to follow achievement of Sunshine State Standards. Teacher observations and classroom based assignments are another important resource for guiding the direction of the school's attention to the above. The effectiveness of any goal has to be critiqued on many levels in order to intervene where necessary. BAMS consistently, carefully, and proactively watches over its accomplishments and works to attain future successes for its students and staff. We desire to have our students working at least on grade level and above in many cases. To do so, we offer intensive programs to provide additional support for those students who need extra help to be on level. For students who are more advanced, we provide a variety of high school level courses which will prepare them for dual enrollment and advanced placement courses in high school.

Overall Assessment:

Highly Functional: The school has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is fully supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 2. Governance and Leadership

STANDARD: The school provides governance and leadership that promote student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:

2.1 Establishes policies and procedures that provide for the effective operation of the school:
Highly Functional

Evidence Provided:

2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school:
Highly Functional

Evidence Provided:

2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:
Highly Functional

Evidence Provided:

INDICATORS: In fulfillment of this standard, the school has leadership that:

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness:
Highly Functional

Evidence Provided:

2.5 Fosters a learning community:
Highly Functional

Evidence Provided:

2.6 Provides teachers and students opportunities to lead:
Highly Functional

Evidence Provided:

2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership:
Highly Functional

Evidence Provided:

2.8 Controls curricular and extracurricular activities that are sponsored by the school:
Highly Functional

Evidence Provided:

2.9 Responds to community expectations and stakeholder satisfaction:
Highly Functional

Evidence Provided:

2.10 Implements an evaluation system that provides for the professional growth of all personnel:
Highly Functional

Evidence Provided:

Focus Questions:

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?

BAMS' board of directors, in conjunction with school leadership, established our initial governing policies through our Charter Application, Disaster Plan, Accountability Plan, Employee Handbook, and the BAMS In-

Service Plan. Each of these policies is contained in binder notebooks and each teacher has a copy, with the exception of the Charter Application which is on file in the office for inspection. These policies are part of the beginning of the year review when teachers first come back from the summer break. Administration checks that the policies are carried out.

Additionally, BAMS' teachers are placed on committees that establish and carry out many additional policies for the school. The committees include discipline, sunshine, safety, scheduling, special events, and curriculum. Teachers sign up for committees at the beginning of each school year. Each committee has a chair to oversee it. Policies are created and reviewed as needed. When a committee creates new policies, they are usually communicated through email or faculty meetings. Teachers then implement the policies and give feedback if there are concerns.

2. What process does the school's leadership use to evaluate school effectiveness and student performance?

BAMS evaluates school effectiveness through parent, teacher, and student surveys and by comparing our state test scores, along with student body demographics, to comparable schools in the county. In depth discussions among our board members during monthly board meetings, classroom and teacher observations, teacher evaluations, monthly faculty meetings, participation with the county charter association, and meetings with county principals are other forums for monitoring our progress as an efficient middle school.
BAMS administration evaluates student performance by analyzing FCAT scores each year to help determine class placement for high school credit and Intensive Reading and Math courses. Kaplan test scores are monitored for growth along with curriculum based assessments to evaluate progress in reading and math. Students are likewise evaluated through classroom observation, report cards, pre and post test in each subject area, tracking and rewarding students of the week, and discipline records kept by teachers and the assistant principal.

3. In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?

Students have many organizations and team sports activities in which they can participate, including Student Government Association, Rubies (a sorority for 8th grade girls), BAMS Ambassadors, National Junior Honor Society, and Disciples of Christ. These organizations perform various functions such as planning activities for the school as well as fundraising and community service opportunities.
BAMS has a parent/teacher organization, PTO, in which the teachers, staff, and parents plan fundraising programs and activities such as parent information nights, family activities, and open houses and graduation ceremonies. Our board of directors is made up of both local community business leaders and parents of students attending our school. They have a vested interest in the reputation of BAMS and serve, unpaid, working with administration, staff, and parents to make decisions and policies which affect the performance of BAMS. Staff members have the opportunity to provide leadership and to contribute to the decision-making process through various means. In our four teams consisting of sixth grade, seventh grade, eighth grade, and special areas, teachers take roles of team leader and recorder. Team leaders create weekly meeting agendas and facilitate these meetings in which all teachers have input about things such as curriculum concerns, student needs, new policies to be considered, and various suggestions or questions for the administration. Minutes are shared with the entire school so that everyone is aware of information discussed throughout. Additionally, all teachers serve on committees which decide on various policies for the school. Committees include: safety, sunshine, discipline, scheduling, special events, and curriculum. Many staff members serve as leaders of student organizations or coach school sports or academic teams. Teachers can serve in our school's PTO and have the opportunity to be a teacher liaison at our board meetings, though, of course, all teachers are welcome to attend the board meetings. Teachers have opportunities to contribute their ideas in many decision making processes through surveys and

votes on things such as A Plus money designations, nominations for recognition, such as Teacher of the Year, Support Person of the Year, and student awards.

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

Kagan learning structures are used school wide as a researched-based method to ensure equity of learning opportunities through simultaneous interaction, positive interdependence, individual accountability, and equal participation. Kagan structures are the basis of BAMS' professional development and are documented in lesson plans. Additionally, BAMS has a school wide discipline plan in place with steps to follow for both minor and major infractions. Documentation is structured and all teachers follow the same outline. Equity in the classroom is also part of each teacher's EPC Rating Rubric Resource Tool which outlines teacher essential performance criteria. Processes which support innovation include availability of training in new technologies and a network manager to support the use of innovative teaching tools in the classroom. In the summer of 2008, Smartboard training was offered and each teacher who attended received LCD projectors and Tablets for classroom instruction. Every teacher has a laptop and use of wireless internet throughout the campus.

Overall Assessment:

Highly Functional: The school has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for school improvement among stakeholders with clearly defined expectations for each stakeholder group. The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the school functions. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 3. Teaching and Learning

STANDARD: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement: A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

3.1 Develops and implements curriculum based on clearly defined expectations for student learning:
Highly Functional

Evidence Provided:

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning:
Highly Functional

Evidence Provided:

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices:

Highly Functional

Evidence Provided:

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice:
Highly Functional

Evidence Provided:

3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity:
Highly Functional

Evidence Provided:

3.6 Allocates and protects instructional time to support student learning:
Highly Functional

Evidence Provided:

3.7 Provides for articulation and alignment between and among all levels of schools:
Operational

Evidence Provided:

3.8 Implements interventions to help students meet expectations for student learning:
Highly Functional

Evidence Provided:

3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning:
Highly Functional

Evidence Provided:

3.10 Provides comprehensive information and media services that support the curricular and instructional programs:
Emerging

Evidence Provided:

3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program:
Operational

Evidence Provided:

Focus Questions:

1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?

BAMS' curriculum is aligned with the Sunshine State Standards and follows the curriculum maps from the county that provides Lesson Essential Questions. Both the SSS and the curriculum maps were designed to support learning across grade levels. Lesson plans document Sunshine State Standards covered, compliance with the county curriculum maps, and the use of research-based instructional strategies such as Kagan cooperative learning structures, ESE and ESOL accommodations, and monthly reading strategies. BAMS uses a rigid testing schedule for Kaplan testing which helps strengthen math and reading skills that flow into the other subject areas. Across grade level articulation is available by viewing online information of the SSS, curriculum maps, student results documented on IDEAS, and at subject area meetings. Grade level articulation is also provided by sending out weekly e-mails with the meeting notes from each grade level to the entire school.

2. In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

 Researched based instructional strategies that are implemented regularly into BAMS curriculum include: Kagan cooperative learning structures, reading concept maps in all subject areas, and ESOL and ESE accommodations that are agreed upon in individual students' IEPs. The implementation of innovations into BAMS' curriculum is achieved through the use of technology in the classroom, including Smartboards, Tablets, Elmos, PowerPoint, LCD projectors, laptops, desktops, Pinnacle grade book, IDEAS, and e-mail. Our school also has a TV production studio and teachers can request video projects of events taking place in their classroom to be shared school wide, or on a classroom level. Additional activities used at BAMS that facilitate achievement for all students are the use of Harry Wong Classroom Management books and videos, BAMS Bucks positive reward system, and recognition of students through Student of the Week and Honor Roll activities.

The use of these strategies is ensured through monthly in-service training sessions where different teachers train the rest of the faculty through direct modeling of a Kagan Structure and reading skill utilizing the use of innovations, and also through team meetings, were ideas are generated and shared on how to use the strategies in all subject areas of the attending teachers. Additionally, there are impromptu walk-through observations, written and/or verbal administrative requests, mentoring by our ESE facilitator, and documentation in lesson plans. Teachers also schedule formal observations each month were they demonstrate the use of a Kagan structure along with a reading concept map while utilizing available technologies in their subject area. Many BAMS teachers serve as mentors and they assist other teachers with various levels of experience to learn how to incorporate our various instructional strategies, innovations, and activities into the curriculum. Also, training sessions are provided when new technologies are first used and there are follow up trainings as innovations change and upgrade.

3. What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?

School personnel are provided professional development and technical assistance through Kagan training and peer teaching. Teachers also fill out an individual professional growth plan for achieving and improving personal goals at the beginning of the school year. This Individual Growth Plan is monitored through out the year.

BAMS assists teachers financially when attending conferences and trainings for the use of technology and Kagan structures for correct classroom implementation. The administration also performs classroom walk-throughs to regularly observe students and teachers so that learning can be maximized and disruptions are minimized. Administration also gives recognition to performing teachers and students through student of the week and Beef

O'Brady's teacher of the month. Interactions between administration and staff are open and usually positive.

4. How does the school provide every student access to comprehensive information, instructional technology, and media services?

Comprehensive information is provided to all students through our school's media center and internet resources. Every student has access to instructional technology in a variety of ways. For example, the majority of sixth graders take technology as an elective where they learn technological skills including how to use Office applications, how to build a website, creation of interactive PowerPoint, keyboarding skills, etc. In addition to this, instruction is presented in most classrooms through the use of laptops attached to LCD projectors where lessons can be provided using online resources, virtual manipulatives, interactive media, DVDs, text book based technologies, PowerPoint, and various other presentations. Also, all core subject classrooms use Smartboards or Tablets for more direct hands on use of technology as a teaching tool. Additionally, our computer lab has both desktop and laptop computers, and teachers can arrange their classes to allow for flexible scheduling with the computer lab so that the laptops can be accessed for use by their students.

Every student has access to media services through our school media center. The media center is run by a certified media specialist and has an open circulation policy. Students may check out up to two books at a time and keep them out for a period of two weeks. Our media center has a fiction area and a nonfiction area, along with a teacher resource area, and it houses the TV production studio. The media center provides teachers with instructional support and assists with finding resources, research for classroom projects, and assists teachers with TV production projects as needed. Teachers have the option of sending small groups of students to the media center as needed to check out books or to work on classroom assignments, and they may sign up to bring their entire class for media instruction.

Overall Assessment:

Operational: The school implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The school demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the school. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 4. Documenting and Using Results

STANDARD: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free:
Highly Functional

Evidence Provided:

4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning:
Highly Functional

Evidence Provided:

4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes:
Highly Functional

Evidence Provided:

4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance:
Operational

Evidence Provided:

4.5 Communicates the results of student performance and school effectiveness to all stakeholders:
Highly Functional

Evidence Provided:

4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness:
Highly Functional

Evidence Provided:

4.7 Demonstrates verifiable growth in student performance:
Highly Functional

Evidence Provided:

4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations:
Highly Functional

Evidence Provided:

Focus Questions:

1. How is the assessment system currently used in your school to analyze changes in student performance?

On Data Day, we analyze student scores from the previous year's FCAT to target what skills we need to focus on for student achievement. We keep track of growth through the use of Kaplan assessments. We can then see if targeted students are making progress toward their goals, or if more individualized instruction is needed and what specific skills are at risk. Class results are also carefully monitored by both the teachers and administration. Our administrators, Guidance Counselor, and ESE Facilitator often pull students to discuss classroom performance, and teachers discuss classroom performance at weekly grade level meetings where interventions can be discussed and parent conferences requested.

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?

Teachers keep grades updated and posted on the parent internet viewer. This makes each student's performance available to parents to view online. In this way, parents can instantly see how their child is progressing at the classroom level on each individual assignment. Additionally, many teachers send copies of graded tests home within a day or two after the student takes it, or they send the original and request parent signatures. Parents are then able to request conferences if they see areas of concern for their child. Progress is formally reported every 4 ½ weeks on interim reports and every 9 weeks on report cards. All stakeholders can view BAMS overall performance on the FCAT and other standardized tests, as well as our AYP status online at the county website. This way, all stakeholders stay informed of BAMS effectiveness and can compare our student gains with those of all other public schools in the county. Teachers utilize the previous year's FCAT scores in conferencing with students and with parents to set goals for improvement. BAMS also employs a full-time ESE Facilitator, an Intensive Reading teacher, an Intensive Math teacher, and a paraprofessional to assist with student educational needs. They work closely with data results from the state level to the classroom level to identify areas of immediate need and to celebrate growth. Our Intensive Math and Reading teachers can tailor instruction to support the regular subject areas based on classroom level assessments.

3. How are data used to understand and improve overall school effectiveness?

Teachers access IDEAS where they look for trends, areas of need, and areas of growth. Administration sets the target for school success and individual teachers set personalized goals based on their own teaching situation and the students they will be instructing directly. From IDEAS, the at-risk 25% of students can be identified and teachers have monitoring capabilities to observe the need for remediation. Additionally, for students who do not meet the minimum state requirements on FCAT, ASPs are generated and teachers work together to identify needed instructional strategies. Kaplan testing is then used throughout the year so that teachers and administration can keep track of the pre-identified students with need and their progress towards the goals that were set for them. Trends can also be watched for and support given to teachers who have populations showing an area of need.

4. How are teachers trained to understand and use data in the classroom?

Teachers are trained on DATA Day at the beginning of each school year. Administration walks teachers through IDEAS and the various ways to configure the information. Teachers become aware of individualized areas of concern and how to look for needs as a whole. School wide goals are set and individual teachers prioritize as they target strategies to be used. On various staff development days, data is analyzed again and discussion takes place on how to use the data to drive instruction and how to reassess individuals. Teachers are also trained on how to utilize Kaplan test results and how to implement lessons that are geared towards these identified needs. The lessons can be scaffolded to meet varying levels of achievement and individual student performance.

Overall Assessment:

Highly Functional: The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results, including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, design and improve instructional strategies and practices, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 5. Resource and Support Systems

STANDARD: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement: A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities:
Highly Functional

Evidence Provided:

5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience):
Highly Functional

Evidence Provided:

5.3 Ensures that all staff participate in a continuous program of professional development:

Highly Functional

Evidence Provided:

5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school:
Highly Functional

Evidence Provided:

5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement:
Operational

Evidence Provided:

5.6 Monitors all financial transactions through a recognized, regularly audited accounting system:
Highly Functional

Evidence Provided:

5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants:
Highly Functional

Evidence Provided:

5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders:
Highly Functional

Evidence Provided:

5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning:
Highly Functional

Evidence Provided:

5.10 Provides appropriate support for students with special needs:
Highly Functional

Evidence Provided:

Focus Questions:

1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?

The recruitment of teachers for BAMS starts with advertising open positions on our school website. Word of mouth also brings many teachers to apply at BAMS.
The induction of new staff includes being assigned to an experienced teacher to receive the benefits of

having a mentor. First year teachers and their mentors meet weekly to discuss needs. Every staff member also has the support of weekly team meetings in which situations are discussed by grade level and peer support is available. Staff members are placed in teaching positions based on a combination of certification and teacher interest. Each year, teachers are asked what areas and grade levels they are most interested in being placed.

Staff development is ongoing and largely site based. Each month, staff members are presented with a new reading strategy and a Kagan structure. Grade levels present these structures during a staff meeting, where each is explained and modeled. Every teacher then incorporates both structures into their classroom instruction, and they sign up to be observed by the administration. Feedback is given to each teacher and staff development points are awarded at the end of the year when teachers turn in their accountability sheets. Teachers can earn points by conducting a class building activity for students on the first day of school, participating in first week pre-planning and team building activities for staff, forming cooperative groups by the second week of school, producing team projects with pictures or product plus a planning sheet. Points are also available for lesson planning, completion of reflection pages, planning and teaching a 2 hour grade level or subject area workshop involving Kagan structures to colleagues, and joining others to perform miscellaneous professional activities such as writing/reading professional articles, giving demonstrations, mentoring a beginning teacher, journaling reflections, and submitting school newsletter articles. Each teacher keeps track of his/her professional development activities and submits their evidence to the assistant principal at the end of each school year.

Staff members' evaluations begin with a self assessment that is titled the EPCSA (Essential Performance Criteria Self Assessment). This document requires teachers to reflect on their performance based on a rubric from 1 to 5 in the areas of planning for learning, instructional strategies, knowledge of subject matter, assessing for learning and instruction, managing the learning environment, communication, and professionalism. After completing the self-assessment, the teacher submits his/her EPCSA to the principal. Teachers then begin their IPGP, Individual Professional Growth Plan, in conjunction with BAMS's accountability plan. The IPGP process begins with in-depth analysis of BAMS's student performance using data from FCAT, NRT, Kaplan, and the website IDEAS where data can be viewed in multiple formats and individualized by grade level, teacher, and subject. As a staff, teachers and administrators look for trends in the data, outliers that signify immediate needs, and areas of growth or change needed. Each staff member then identifies specific learning needs related to reading for students that he/she will directly be teaching. From this analysis, a student performance goal related to reading is derived and an evaluation process is written that will be used to measure or determine student learning gains related to reading. This process is then repeated for the area of specific learning needs related to the content area that each staff member is responsible for teaching. Teachers are encouraged to collaborate with other professionals in the development of their own IPGP and guidance is given by the principal. Once completed, it is submitted to the principal and initial, intermediate, and year end evaluation meetings are held between the staff member and the principal to determine how the goals on the IPGP are being met.

A less formal evaluation of teachers is done on an ongoing basis in walk through observations. Both administrators perform periodic walk through observations of all staff and give feedback in the areas of teaching and learning. Observers are looking for specific attributes such as: teachers teaching objective/expectations that are clearly displayed, target (lesson at appropriate course level), taxonomy (level of Bloom's), and text/materials that are aligned with objectives. Also noted is the instructional strategy being used, the level of learner engagement, the learning environment, and if there is focus of reflective feedback. Teachers are rewarded with a free lunch after the tenth observation in which all criteria have been observed.

Retention of qualified teachers, administrators, and support staff begins with a well established support system. Each staff member is part of a professional team with whom they can collaborate on similar issues. Those teams are the sixth grade team, the seventh grade team, the eight grade team, the special area team, and the support staff team. The chairperson of each professional team identifies the areas of need to discuss at weekly team meetings. Areas of need would include, but not be limited to, testing procedures and schedules of Kaplan, Star, FCAT, etc.,

curriculum concerns and alignment of teaching with the Polk County Curriculum Maps, need for parent conferences, support services for individual students, field trips, student recognition, behavioral concerns, etc. By having faculty and staff members receive support of other professionals in such a structured system, they can meet high standards and achieve their own IPGP goals which together encourages positive results as a school as well as staff retention.

2. How does the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs, and its plans for school improvement?

The operating budget of the school is created and maintained by the Governing Board of Directors who hold the philosophy that the educational needs of the classroom are a top priority in the allocation of financial resources. This Board allocates adequate funding to hire, train, and retain a highly qualified teaching staff. The Board has approved expenditures and a budget that encourages the teaching staff to obtain highly certified accreditation as well as various other certification that would traditionally be the teaching staff's financial responsibility. The Board also allocates funding for the supplies and equipment needs of the classroom.

3. How does the leadership ensure a safe and orderly environment for students and staff?

BAMS' administration works diligently to ensure a safe and orderly environment for students and staff by having well organized emergency procedures, a school wide discipline plan, and well structured duty assignments during transition times. BAMS provides each teacher with a red emergency folder to keep by his/her door with the procedures to follow for possible disasters. Procedures are clear and easy to follow for fire/explosion, hazardous materials, tornadoes, bomb/bomb threats, gun or weapon, sniper or armed intrusion, severe weather/thunderstorm/lightning, and hostage situations. Teachers receive training each year on how to follow the disaster procedures and keep updated class rosters in the front of the red notebooks. All substitutes likewise are trained in the use of the red disaster folders and know to follow the procedures found there-in. In addition, monthly disaster drill exercises are performed and procedures are practiced by the entire school. Red Evacuation maps are displayed on all walls at the main exit point for each classroom.
BAMS school wide discipline plan supports the Polk County School Board Code of Conduct that guides all discipline procedures at our school. When teachers have minor discipline issues with a student, they have a Request For Parent Support form that is followed. The report has areas to document three separate offenses. For each offense, an intervention is implemented, with a phone call home always being the first intervention. Should all three areas be filled out, the fourth minor discipline incident warrants an office referral where the Code of Conduct is followed. Major discipline problems are sent immediately to the office. In addition, BAMS utilizes a positive reward system called "BAMS Bucks" as a means to stay proactive and avoid discipline problems. BAMS Bucks are given out by individual teachers and staff members as rewards for good grades, good behavior, answering questions in class, assisting others, etc. BAMS Bucks can then be spent for rewards such as sitting with a friend, treats, free time, etc.
Discipline is not a very large problem at BAMS.
BAMS also has intentionally specific duty assignments to keep our school safe and orderly before and after school and during transition time. Teachers rotate morning duty every three weeks, with students reporting to assigned areas in the morning where they sit and talk with friends. During the day, all teachers stand at their door during transition times and students line up outside their next class to be admitted personally by the teacher. After school, all teachers are on either car or bus duty. Bus riders line up by their bus color and car riders assemble outside the front of the school.

4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?

At the beginning of each year, students' records are examined to check for established critical needs such as ASPs, 504 plans, exceptionalities, and Individual Educational Plans. The ESE Facilitator works in coordination with guidance, administration, faculty, and staff in order to have accurate information on students. During the year, grades and progress are closely monitored. All students have access to the resource staff, because of the inclusion support system we have here at B.A.M.S. If teachers feel a student needs extra help or attention, they contact the appropriate professional for solutions. Also, parent meetings concerning various needs and information are held frequently throughout the county, and our parents are invited and urged to attend.

Every classroom teacher is given guidance referral forms, or can directly e-mail the Guidance Counselor as concerns arise. In addition, the Guidance Counselor visits each classroom and talks directly with students about how to ask for permission to see her. Students also have access to the Guidance Counselor daily at lunch. Parents have access to our Guidance Counselor by e-mailing her from our school website where services are listed. Our counselor coordinates with the ESE Facilitator to plan for individual student needs, and oversees career education and planning in all grades as part of the curriculum in collaboration with teachers, parents, and students. Counseling covers the areas of social personal, career education, and academic needs through individual, small group, and/or classroom lessons in guidance.

Overall Assessment:

Highly Functional: The school effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs of all students, and to comply with applicable regulations. The school systematically employs and allocates staff members who are well qualified for their assignments in all content areas. The school provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 6. Stakeholder Communications and Relationships

STANDARD: The school fosters effective communications and relationships with and among its stakeholders.

Impact Statement: A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
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Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

6.1 Fosters collaboration with community stakeholders to support student learning:
Highly Functional

Evidence Provided:

6.2 Has formal channels to listen to and communicate with stakeholders:
Highly Functional

Evidence Provided:

6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school:
Highly Functional

Evidence Provided:

6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders:
Highly Functional

Evidence Provided:

6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders:
Highly Functional

Evidence Provided:

Focus Questions:

1. How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?

BAMS works diligently to uphold the highest performance of community expectations and stakeholder satisfaction. BAMS administration has an "Open Door" policy for parents and community members, and all are invited to attend monthly board of director meetings, where local community leaders serve as our board members. BAMS makes all board meeting notes available to any interested parties and encourages feedback or ideas for improvement. BAMS sends out parent, teacher, and student surveys of satisfaction with our school. Results are then analyzed and any negative areas are looked at closely by both administration and the faculty to find solutions. BAMS encourages community members and parents to participate in student learning and the school experience through activities such as the Great American Teach In, Doughnuts for Dads, Goodies for Grandparents, the teacher/parent organization, and many activities after school with intramural sports and parent nights that highlight students. BAMS also utilizes the ConnectEd program. This program uses a phone messaging system to inform all parents of upcoming events and is able to poll parents on important issues.

2. How does the school's leadership foster a learning community?

Our administration provides trainings and in-service opportunities for teachers and staff. New strategies are taught, classic methods are revisited and revised to create optimum lessons for our students, and observations of learning activities are performed. The principal and assistant principal provide immediate feedback to teachers based on rubrics that encompass the Learning Focus Strategies.

3. What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?

Local newspapers and other media sources are important partners who publish test results, national standings, and other information relating to our school's performance. Additionally, all state assessment data, including AYP performance, can be found on the county's website. Our own website contains even more detailed information for stakeholders. Our administration has e-mail addresses and the ConnectEd phone messaging system that sends mass messages to parents, board members, and staff.

Overall Assessment:

Highly Functional: The school has the understanding, commitment, and support of all stakeholders. School personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by most shareholder groups. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 7. Commitment to Continuous Improvement

STANDARD: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement: A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results):
Highly Functional

Evidence Provided:

7.2 Engages stakeholders in the processes of continuous improvement:
Highly Functional

Evidence Provided:

7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning:
Highly Functional

Evidence Provided:

7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals:
Highly Functional

Evidence Provided:

7.5 Monitors and communicates the results of improvement efforts to stakeholders:
Highly Functional

Evidence Provided:

7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement:
Highly Functional

Evidence Provided:

Focus Questions:

1. What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?

BAMS' process for continuous improvement starts with our 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.   Our motto is: "Accelerated Learning for All; Whatever it Takes".
To achieve this mission, BAMS has monthly Kagan Structures and reading skills trainings. Different teams at the school assume the responsibility to teach the structures and strategies through a modeling process and there is a follow up observation of each teacher by the administration. This process helps students in their overall performance on tests, it scaffolds instruction for individualizing needs, it gives teachers interventions to use for both struggling and high achieving students, and the cooperative structures give a school wide feeling of team work.

2. What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?

On data day, improvement goals are made after careful consideration of our student scores on FCAT, norm-referenced tests, and the student scores from comparable middle schools in the county. By looking at the previous year's baseline results of our school and our peer schools, new goals for student learning are determined. Each teacher then looks at his/her own students' test results to design new learning strategies that align with the new improvement goals and the vision and purpose of our school. Throughout the year, these goals are monitored by using Kaplan results and beginning, middle, and year end test results in writing, science, and math.

3. What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

BAMS has monthly faculty meetings in which professional development is provided in the area of Kagan Structures and reading skills. School wide Master Teacher inservices are held at grade level meetings. Teachers and administration meet to discuss goals and avenues to the attainment of them, as well as professional development plans and IPGPs. Additionally, all personnel are able to take classes through the district professional development office. For individuals who are aspiring for more certification/degrees, there are always inservices available and guidance towards those goals from county resources and staff members who hold their administration degree or National Board Certification. During weekly grade level meetings, teams discuss ideas and tips for the classroom and how to manage certain events. This is especially beneficial for the new teachers on each grade level. Technical assistance comes from our network manager, technology teacher, media specialist, peer teachers, administration, and county staff who are able to troubleshoot, provide professional development on new programs, install new or needed software, model use of technologies, and find new technologies to help meet the goals of our improvement plan. Additionally, other professional development is provided in areas such as Kaplan, the use of Smartboards, computer Tablets, etc., as needed.

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

Leadership, including the principal and assistant principal, ensure implementation and monitoring of the improvement plan by performing daily classroom walkthroughs, assessing lesson plans, and charting student performance results on Kaplan. They are consistently involved in Pinnacle grade book, beginning, middle, and end assessments, student/teacher conferences, student conferences (often at lunch time), weekly team meetings. The leadership schedules the monthly staff meetings as well as data days and teacher workdays. They promote in-service activities that are mandatory as well as the introduction to other opportunities for furthering our professional skills. The administration performs formal observations of Kagan and reading structures used in lessons and gives immediate feedback to the teachers as well as follows up with rewards or strategies for the instruction. Teachers are given slips with the observation notes and are given incentives based on what was observed or monitored that particular day. Sometimes administration has teachers shadow their peers in order to grow professionally. New teachers have mentor teachers so that they understand our improvement plan goals and how to implement them in their classrooms.
BAMS leadership knows that the improvement plan is achieved by looking at student performance data which is communicated to stakeholders through board meetings, website publication, faculty meetings, student conferences, and conferencing between the administration and teachers.

Overall Assessment:

Highly Functional: The school fully implements a collaborative and ongoing process for improvement that aligns all functions of the school with the expectations for student learning. Improvement efforts are systemic, sustained, and fully embedded, and the school demonstrates significant progress in improving student performance and school effectiveness. New improvement efforts are clearly informed by the documented results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

Focus Questions

As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?

Our Kagan Cooperative Learning Structures are an integral part of our learning environment that cut across the seven standards. Our on-going monthly staff development is centered around these structures with emphasis on reading application. Kagan structures are the leading researched-based innovation strategies used to address varying students' needs for differentiated instruction. Kagan is one of our school's goals in our accountability plan. Kagan structures are one of the primary teaching methodologies that administration looks for in classroom observations. Teachers grow professionally in that BAMS utilizes in-house teacher experts to present new structures to our faculty, with each teacher presenting at some point during the school year. After analyzing data, teachers focus on what Kagan structures will be needed to address their student needs and these goals become part of the teachers' IPGPs. To help with retention of faculty, new teachers are encouraged to attend Kagan workshops during the summer, on weekends, or those that might be offered during the school year. All stakeholders are aware of our school's emphasis on Kagan structures and our website features the research based benefits of Kagan Cooperative Learning Structures for student learning.

Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school's greatest strengths?

Our greatest strengths are a very well organized, mostly in-house system of professional development that is both on-going and utilizes the professionals we already employ to ensure consistent staff development in research-based instructional methods. The system is not only a strong way to make our teachers become leaders and better instructors, but is also fiscally smart as we do not have to pay the teacher trainers outside consultant fees. Another strength is our strong basis of accelerated learning that is embedded throughout all areas of curriculum, with Kagan cooperative learning being the catalyst to push all students forward. Likewise, the accelerated learning environment provided by our school creates strong ties in all stakeholders, resulting in better teacher retention, and positive relationships with parents and community members.

What would you consider to be your school's greatest challenges?

As a start up charter school, our greatest challenge is funding. We have many areas we would like to improve upon such as athletic equipment and services, media, technology, and other instructional tools.

How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

As a staff, we will continue to look at each of the seven standards and take steps to advance our school. Through partnership with our PTO, we are already addressing needs identified by parent surveys. Suggestions include: to install lighting in our parking lot, an informational sign for the front of our school, and more benches around the

school. We have plans in place to expand our school to include a pre-collegiate high school to serve as a bridge for our ninth and tenth graders who want to attend our county's Pre-Collegiate High School that currently serves eleventh and twelfth graders.