Polk County Public Schools

Berkley Accelerated Middle School

2019-20 School Improvement Plan

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Berkley Accelerated Middle School

5316 BERKLEY RD, Auburndale, FL 33823

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

Demographics

Principal: Jill Bolender

Start Date for this Principal: 8/15/2019

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: A
School Grades History	2017-18: A 2016-17: A 2015-16: A 2014-15: A 2013-14: A
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	N
Year	A

ESSA Status	TS&I

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

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.](https://www.floridacims.org)

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

"Believe in BETTER!"

School Leadership Team

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

Name	Title
BOLENDER, JILL	Principal
Principal	
Sawyer, Brian	Assistant Principal
Assistant Principal	
Jones, Amber	Teacher, ESE
Teacher, ESE	
Widner, Leslie	Teacher, K-12
Teacher, K-12	
Figueroa, Ana	Teacher, K-12
Teacher, K-12	
Walker, Loren	Teacher, K-12
Teacher, K-12	
Robinson, Crystal	Teacher, K-12
Teacher, K-12	
Tapp, Carrie	Guidance Counselor
Guidance Counselor	

Early Warning Systems

Current Year

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	167	158	156	0	0	0	0	481
Attendance below 90 percent	0	0	0	0	0	0	15	17	20	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	14	7	0	0	0	0	21
Course failure in ELA or Math	0	0	0	0	0	0	3	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	0	0	11	11	13	0	0	0	0	35

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	0	0	0	0	0	0	0	

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	

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated
Thursday 8/15/2019

Prior Year - As Reported

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

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

The number of students 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	7	8	8	0	0	0	0	23

Prior Year - Updated

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

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

The number of students 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	7	8	8	0	0	0	0	23

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	74%	48%	54%	67%	46%	53%
ELA Learning Gains	71%	52%	54%	57%	47%	54%
ELA Lowest 25th Percentile	59%	48%	47%	44%	42%	47%
Math Achievement	86%	50%	58%	86%	49%	58%
Math Learning Gains	63%	50%	57%	61%	51%	57%
Math Lowest 25th Percentile	57%	48%	51%	72%	51%	51%
Science Achievement	65%	44%	51%	63%	47%	52%
Social Studies Achievement	87%	72%	72%	77%	86%	72%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	167 (0)	158 (0)	156 (0)	481 (0)
Attendance below 90 percent	15 (12)	17 (19)	20 (14)	52 (45)
One or more suspensions	0 (5)	14 (5)	7 (6)	21 (16)
Course failure in ELA or Math	3 (12)	0 (8)	0 (5)	3 (25)
Level 1 on statewide assessment	11 (19)	11 (11)	13 (29)	35 (59)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	69%	48%	21%	54%	15%
	2018	69%	41%	28%	52%	17%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	79%	42%	37%	52%	27%
	2018	61%	42%	19%	51%	10%
Same Grade Comparison		18%				
Cohort Comparison		10%				
08	2019	75%	48%	27%	56%	19%
	2018	72%	49%	23%	58%	14%
Same Grade Comparison		3%				
Cohort Comparison		14%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	91%	47%	44%	55%	36%
	2018	90%	40%	50%	52%	38%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	75%	39%	36%	54%	21%
	2018	81%	40%	41%	54%	27%
Same Grade Comparison		-6%				
Cohort Comparison		-15%				
08	2019	73%	35%	38%	46%	27%
	2018	73%	34%	39%	45%	28%
Same Grade Comparison		0%				
Cohort Comparison		-8%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	65%	41%	24%	48%	17%
	2018	63%	42%	21%	50%	13%
Same Grade Comparison		2%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2019	87%	70%	17%	71%	16%
2018	77%	84%	-7%	71%	6%
Compare		10%			

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2019	99%	50%	49%	61%	38%
2018	99%	60%	39%	62%	37%
Compare		0%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2019	96%	53%	43%	57%	39%
2018	85%	41%	44%	56%	29%
Compare		11%			

Subgroup Data

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 2016-17	C & C Accel 2016-17
SWD	22	56	50	39	33	9					
ELL	75	75		58	54						
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 2015-16	C & C Accel 2015-16
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			

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
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		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index

ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	70
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	
Total Points Earned for the Federal Index	628
Total Components for the Federal Index	9
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	66
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students

Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO

Black/African American Students	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

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%	0

White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Math- Lowest 25% Gains (SWD, Black and Hispanic students). Not a trend

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Math- Lowest 25% Gains- change in personnel

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

No data had a negative gap to state average

Which data component showed the most improvement? What new actions did your school take in this area?

ELA, all components. Professional development in CLOZE reading and DBQ's, collegiality, and interdisciplinary approach

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Number of students with 10% or more absences.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Math Lowest 25% Growth
2. ESE Growth in Math
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Teachers will implement highly effective strategies to deliver instruction based on math Common Core/Florida Standards in order to increase student proficiency and specifically the lowest 25% and SWDs.
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 to ensure data and assessments reflect growth.

State the measureable outcome the school plans to achieve	SWD will increase proficiency on Math FSA to at least 41%.
Person responsible for monitoring outcome	JILL BOLENDER (jill.bolender@berkleymiddle.net)
Evidence-based Strategy	Creating trauma sensitive classrooms.
Rationale for Evidence-based Strategy	By creating trauma sensitive classrooms, teachers will build relationships to help foster growth in SWD. Increase in FSA Math Scores to at least 41%, increase in strategies documented in lesson plans and visible in classroom observations.

Action Step	
Description	1. Professional Development on Trauma Sensitive classrooms by Sept. 1 2019 (Jensen, YMHFA training, NCSC, Pre-Planning training) 2. Ron Clark Professional Development Days by Jan. 30, 2020 3. Progress Monitoring Data Analysis- on-going/quarterly 4. Math Coaching- weekly 5. Lesson Plan and Classroom Observation- on-going/weekly
Person Responsible	Ana Figueroa (ana.figueroa@berkleymiddle.net)

#2	
Title	Teachers will implement highly effective strategies to build a Trauma Sensitive School (TSS) through building relationships with all students.
Rationale	In order to create a healthy framework that addresses the need for the whole child; the creation of a trauma sensitive campus will enable students to reach their full academic potential.

State the measureable outcome the school plans to achieve	Continued growth for all subgroups, and an increase of SWD in ESSA to at least 41% growth.
Person responsible for monitoring outcome	JILL BOLENDER (jill.bolender@berkleymiddle.net)
Evidence-based Strategy	To create a trauma sensitive campus.
Rationale for Evidence-based Strategy	In order to create a healthy framework that addresses the need for the whole child; the creation of a trauma sensitive campus will enable students to reach their full academic potential.
Action Step	
Description	1. In weekly PLC meetings, team leaders will discuss and review strategies being implemented in Strength and Conditioning to ensure accountability- ongoing weekly. 2. Professional Development training (Jensen, National Charter School Conference, YMHFA, Pre-Planning days)- by September 1st, 2019. 3. Ron Clark Professional Development training- by January 30th, 2020. 4. Lesson plans and classroom observations- ongoing weekly
Person Responsible	Loren Walker (loren.taylor@berkleymiddle.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Teachers will actively teach rigorous text complexity reading skills in all classes. This will be addressed through the following ways:
1. Professional Development- Florida Summer Literacy Institute and Pre- planning days
2. Weekly PLC shared grade level meetings
3. Evidenced by lesson plans and classroom observations

Part IV: Title I Requirements

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

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

BAMS utilizes a robust communication plan.
Strategies and initiatives include but are not limited to:
School "BAMily" emails for all families
Notify Parents of emergencies, changes to normal operations through BAMily emails,
Remind text notifications, and social media platforms
Welcome incoming students and families tours and open house nights.
Help students and families know about upcoming school year.
Inform families of Orientation date/time.
Inform families of policies and rules.
Keep students and informed of ongoing activities.
Keep students and parents informed on their grades and attendance.
Facilitate easy location of school information.
Inform students and parents of class objectives.
Open House for all families.
Communicate student specific concerns with a parent.
Personal interaction for answering parent questions about school.
Attain opinions of stakeholders through surveys that are used as data for the Parent Advisory Committee.
Promote school mission and goals of school through print, social media, email, clothing, and events that focus on the growth mindset, character education, and a belief in better.

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

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

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

BAMS employs various strategies to support incoming and outgoing cohorts of students in transition from one school level to another. Orientation meetings are held in the summer for incoming students and their parents. At this meeting, the administrative team, Guidance Department and Leadership Team share information and expectations for Middle School success. Families engage in activities around the school campus to become familiar with the school and staff.
Additionally, at the beginning of the school year counselors host 8th grade student and parents to discuss high school requirements and credit course histories (Advanced Courses, Virtual Course Completions, Program availability, and Timelines for applications to various programs available). Furthermore, the school also host various articulation events and activities throughout the course of the year to support secondary transition.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

- Students participate in a variety of articulation opportunities which include: Sessions with representatives from various high school programs which explain the best course of study in order to align oneself for successful completion of high school requirements and college

ready success.
- Grade level counselors visit students and explain the pupil progression plan, credits one needs to complete studies, advanced classes available, and the grading system.
- Students complete college and career planning
- Junior Achievement courses taught
- ICT classes taught including- Robotics, Cyber security, Finance, Business, Gaming, Coding, and Communications to provide awareness and exploration of various college and career opportunities.

Part V: Budget

1	III.A	**Areas of Focus: Teachers will implement highly effective strategies to deliver instruction based on math Common Core/Florida Standards in order to increase student proficiency and specifically the lowest 25% and SWDs.**				**$11,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	330-Travel	8142 - Berkley Accelerated Middle School	Title II	0.0	$8,000.00
			Notes: Staff training travel, registrations, and per diems (i.e; Jensen, NCSC, pre-planning, Ron Clark Academy, Kagan)			
	6400	500-Materials and Supplies	8142 - Berkley Accelerated Middle School	General Fund		$3,000.00
			Notes: Materials, books, resources needed for professional development and PLC's.			
2	III.A	**Areas of Focus: Teachers will implement highly effective strategies to build a Trauma Sensitive School (TSS) through building relationships with all students.**				**$11,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	330-Travel	8142 - Berkley Accelerated Middle School	Title II	475.0	$8,000.00
			Notes: In order to create a healthy framework that addresses the need for the whole child; the creation of a trauma sensitive campus will enable students to reach their full academic potential.			
	6400	500-Materials and Supplies	8142 - Berkley Accelerated Middle School	General Fund		$3,000.00
			Notes: Materials and supplies needed for professional development and PLC's			
					Total:	**$22,000.00**