



BAMS Literacy Plan

BAMS is committed to inspiring its students to Believe in Better, encourage them to aspire to higher learning and challenge them to achieve their maximum individual potential while providing a supportive and safe educational environment. To ensure this in BAMS' Literacy Plan, students will follow a specific course progression from 6th to 8th-grade. Through these courses, the teachers will implement highly effective strategies and best practices to deliver instruction based on Language Arts Florida Standards to increase student proficiency.

Literacy Plan Goal

The goal of Berkley Accelerated Middle School's Literacy Plan to implement an accelerated literacy progression that ensures students can read and achieve on grade level ELA standards when exiting Grade 8, as indicated by MobyMax progress monitoring and FSA data. Using this data to diagnose needs and accelerate the performance of all BAMS students in correlation to the "Believe in Better" mission. The goals of the BAMS literacy plan are to enable teachers to advanced ELA courses to ensure greater demands for students' achievement through increased academic rigor and obtaining this rigor through the application, analysis, evaluation, and creation of complex literacy tasks.

Literacy Instructional Practices Across Grade Levels

Teachers will ensure best practices and highly effective instructional strategies are implemented by using the course Scope and Sequence, Blueprints, and collaborative planning. First, teachers will reflect on what is expected for the students to learn. Student learning expectations are determined through PLCs and departmental/team planning. On the Scope and Sequence and Blueprint documents, the teacher will review the Common Performance Task(s), Required Summative Assessments, Focus Standards, and Priority Texts to understand the skills necessary for instruction.

The focus will then shift to how students will learn what is expected. In PLCs and departmental/team planning, developing daily objectives and assignments using the deconstructed standards will be discussed and implemented in lessons. The use of suggested resources and formative assessments in the curriculum map will be reviewed and decided upon using data-driven decision making. Further use of formative assessments, Common Performance Tasks, and the Required Summative Assessments will be used to collect data on lesson effectiveness, determining if what was expected was indeed learned. Thus this data will drive further instruction. Teachers will refer to additional resources for alternative teaching methods when analyzing the data in the PLCs and departmental/team planning meetings. These resources will also provide extension activities and remediation tutorials to meet the needs of the students.

Language Arts Courses 6th through 8th

6th M/J Language Arts 1 Advanced (#1001020)

Course Description: As seen in Figure 1, the purpose of this course is to provide grade 6 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking,

listening, and language for college and career preparation and readiness (M/J Language Arts 1 Advanced, 2019).

Figure 1

Timeline	Semester 1				Semester 2			
	Quarter 1 First 4.5 weeks	Quarter 1 Second 4.5 weeks	Quarter 2 First 4.5 weeks	Quarter 2 Second 4.5 weeks	Quarter 3 First 4.5 weeks	Quarter 3 Second 4.5 weeks	Quarter 4 First 4.5 weeks	Quarter 4 Second 4.5 weeks
Unit Title (Links to Blueprints)	Writing to Inform/Explain from Close Reading Collection 1: Facing Fear		Writing to Argue from Close Reading Collection 4: Making Your Voice Heard		Writing a Literary Analysis Collection 6: What Tales Tell		Writing a Personal Narrative Collection 5: Decisions that Matter	
Common Performance Task(s) Choose 1 CPT for the entire class, or assign CPTs for differentiation. Honors/advanced students may be assigned 2 tasks (Length of time: approx. 1.5 weeks)	Choice 1: Scaffolding the creation of an Informative Essay Choice 2: Media Activity: Podcast Choice 3: Research (all choices may be utilized for differentiation of instruction)		Choice 1: Scaffolding the creation of an Argumentative Essay Choice 2: Speech Choice 3: Video or Literal Performance Task (all choices may be utilized for differentiation of instruction)		Choice 1: Scaffolding the creation of a Literary Analysis Choice 2: Artistic Representation Choice 3: Write a Play (all choices may be utilized for differentiation of instruction)		Choice 1: Write and perform a Speech Choice 2: Socratic Seminar Choice 3: Personal Narrative: Artistic Representation (all choices may be utilized for differentiation of instruction)	
Required Summative Assessments (approx. time frame: 2 days)	N/A	Performance Assessment, p. 121: Informative Essay	N/A	Performance Assessment, p. 109: Argumentative Essay	N/A	Performance Assessment, p. 137: Literary Analysis	N/A	Performance Task A: Write a Personal Narrative
Focus Standards	LAFS.6.RI/RL: 1.1; 1.2; 1.3; 2.4; 2.5; 2.6 LAFS.6.W: 1.2; 2.4; 3.9		LAFS.6.RI: 2.4; 2.6; 3.8; 3.9 LAFS.6.W: 1.1; 3.7; 3.8; 3.9		LAFS.6.RI: 1.1; 1.2; 1.3; 2.4; 2.5; 2.6; 3.7; 3.9 LAFS.6.RI: 1.1; 1.2; 2.6 LAFS.6.W: 1.2; 2.4; 3.9		LAFS.6.RI: 1.3; 2.4; 2.5; 2.6; 3.7; 3.9 LAFS.6.RL: 1.2; 1.3; 2.4; 2.5 LAFS.6.W: 1.3; 2.4; 3.9	
Priority Texts Each piece of text should take approximately 1-2 weeks. Additional time should be allotted for scaffolding with texts for differentiation (see Optional Contributing Texts)	<i>Fears and Phobias</i> <i>Life Doesn't Frighten Me</i>	<i>Wired for Fear</i>	<i>Wild Animals Aren't Pets</i>	<i>Let People Own Exotic Animals</i>	<i>Black Ships Before Troy: The Story of the Iliad</i> <i>The Role of Myths in Ancient Greece</i>	<i>The Prince and the Pauper</i> Novel Study – TBD by Grade levels	<i>It Worked for Me: In Life and Leadership</i> <i>Colin Powell: Military Leader</i> Novel Study	<i>The First Day of School</i> <i>The Road Not Taken</i>

Note: BAMS 6th Curriculum Map provides the sequence of instruction for M/J Language Arts 1 Advanced. Reprinted from Berkley Accelerated Charter School Curriculum Map, Berkley Accelerated Middle School, 2020, Retrieved November 13, 2020, from file:///C:/Users/ashley.wilson/Downloads/6th%20ELA%20BAMS%20Scope%20and%20Sequence%20Grade%206%20Curriculum%20Map%20.pdf. Jill Bolender. Reprinted with permission.

7 M/J Language Arts 2 Advanced (#1001050)

Course Description: As shown in Figure 2, the purpose of this course is to provide grade 7 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking,

listening, and language for college and career preparation and readiness (M/J Language Arts 2 Advanced, 2019).

Figure 2

Timeline	Semester 1				Semester 2			
	Quarter 1 First 4.5 weeks	Quarter 1 Second 4.5 weeks	Quarter 2 First 4.5 weeks	Quarter 2 Second 4.5 weeks	Quarter 3 First 4.5 weeks	Quarter 3 Second 4.5 weeks	Quarter 4 First 4.5 weeks	Quarter 4 Second 4.5 weeks
Unit Title (Links to Blueprints)	Writing to Inform/Explain from Close Reading Collection 5: The Stuff of Consumer Culture		Writing to Argue from Close Reading Collection 4: Risk and Exploration		Writing a Literary Analysis Collection 2: Perception and Reality		Writing a Personal Narrative Collection 1: Bold Actions	
Common Performance Task(s) Choose 1 CPT for the entire class, or assign CPTs for differentiation. Honors/advanced students may be assigned 2 tasks (Length of time: appx. 1.5 weeks)	Choice 1: Scaffolding of the creation of an Informative Essay Choice 2: Multimedia Presentation Choice 3: Brochure (all choices may be utilized for differentiation of instruction)		Choice 1: Scaffolding of the creation of an Argumentative Essay Choice 2: Present an Argument in a Speech Choice 3: Present an Argument in an alternative format (all choices may be utilized for differentiation of instruction)		Choice 1: Scaffolding the creation of a literary analysis Choice 2: Philosophical Chairs Choice 3: Write an Expository Essay		Choice 1: Movie Outline Choice 2: Photo Essay: Narrative	
Required Summative Assessments (appx. time frame: 2 days)	N/A	Performance Assessment, p. 109: Informative Essay	N/A	Performance Assessment, p. 99: Argumentative Essay	N/A	Performance Assessment, p. 121: Literary Analysis	N/A	Collection 1, Performance Task A: Write a Narrative
Focus Standards	LAFS.7.RI/RL: 1.1, 1.2, 1.3, 2.4, 2.5 LAFS.7.W: 1.2; 2.4; 3.9		LAFS.7.RI: 1.1; 2.4; 2.5; 3.8 LAFS.7.RL: 1.1; 1.2; 2.4 LAFS.7.W: 1.1; 1.7; 3.8; 3.9		LAFS.7.RI: 1.1; 1.2; 1.3; 2.4; 2.5; 3.7; 3.9 LAFS.7.RI: 1.2 LAFS.7.W: 1.2; 2.4; 3.9		LAFS.7.RI: 1.1; 1.2; 1.3; 2.5; 3.7; 3.8; 3.9 LAFS.7.RL: 1.1; 1.2; 1.3; 2.4; 2.5 LAFS.7.W: 1.3; 2.4; 2.6	
Priority Texts Each piece of text should take approximately 1-2 weeks. Additional time should be allotted for scaffolding with texts for differentiation (see Optional)	Always Wanting More from I Want That Dump / How Things Work	Earth (A Gift Shop)	"Remarks at the Dedication of the Aerospace Medical Health Center "Why Exploring the Ocean is Mankind's Next Giant Leap	Your World	The Song of Wandering Aengus/ Sonnet 43 Another Place, Another Time	Sorry, Wrong Number Novel Study – TBD by Grade levels	"Rogue Wave" "Covering issues in the News (3 pieces, topically connected) "Novel Study	The Flight of Icarus

Note: BAMS 7th Curriculum Map provides the sequence of instruction for M/J Language Arts 1 Advanced. Reprinted from Berkley Accelerated Charter School Curriculum Map, Berkley Accelerated Middle School, 2020, Retrieved November 13, 2020, from file:///C:/Users/ashley.wilson/Downloads/6th%20ELA%20BAMS%20Scope%20and%20Sequence%20Grade%206%20Curriculum%20Map%20.pdf. Jill Bolender. Reprinted with permission.

8 M/J Language Arts 3 Advanced (#1001080)

Course Description: The purpose of this course is to provide grade 8 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and

language for college and career preparation and readiness (see Figure 3) (M/J Language Arts 2 Advanced, 2019).

Figure 3

BERKLEY ACCELERATED MIDDLE SCHOOL				
Course Descriptions: M/J Language Arts 3 & M/J Language Arts 3 Advanced				
ELA Test Design Summary Key Ideas and Details = 15-25% Craft and Structure = 25-35% Integration of Knowledge and Ideas = 20-30% Language and Editing= 15-25%				
Recursive Standards are addressed explicitly and implicitly throughout the year: RL & RI.1.1, 1.2, 2.4, 4.10; W.2.4, 2.5; SL.1.1, 2.6; L.1.1, 1.2, 3.4, 3.5, 3.6				
Timeline	Quarter 1 August 24 - October 22	Quarter 2 October 26 - January 15	Quarter 3 January 20 - April 1	Quarter 4 April 5 - June 4
Content and Blueprints	Reading Closely and Writing to Learn <i>Collection 1: Culture and Belonging</i> Q1 Blueprints	Working with Evidence <i>Collection 5: Anne Frank's Legacy</i> Q2 Blueprints	Decision Making and Forming Positions <i>Collection 4: Approaching Adulthood</i> Q3 Blueprints	Understanding Perspectives <i>Collection 2: The Thrill of Horror</i> Q4 Blueprints
Focus Standards	LAFS.8: <ul style="list-style-type: none"> RL: 1.1, 1.3, 2.4 RI: 1.1, 1.2, 1.3, 2.4, 2.5; 2.6; 3.7 W: 1.2, 2.4, 3.9 SL: 1.1a, 1.2, 2.4, 2.5 L: 3.4 	LAFS.8: <ul style="list-style-type: none"> RL: 1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.9 RI: 1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.9 W: 1.2, 2.4, 3.9 SL.1.1a, 1.1b, 2.6 L: 3.5 	LAFS.8: <ul style="list-style-type: none"> RL: 1.1, 1.2, 2.5 RI: 1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8 W: 1.1, 3.8, 3.9 SL: 1.2 1.3, 2.4, 2.5, 2.6 L: 1.1d, 3.4b, 3.4d 	LAFS.8: <ul style="list-style-type: none"> RL: 1.1, 1.2, 1.3, 2.4, 2.6, 3.7 RI: 1.2, 1.3, 2.6, 3.7 W: 1.3, 2.4, 3.7, 3.8, 3.9 SL: 1.1, 2.4, 2.6 L: 1.2, 3.4
Assessments	<ul style="list-style-type: none"> First Two Weeks of School- Subject Area Pre-Year Assessment August- MobyMax Progress Monitoring 	<ul style="list-style-type: none"> Dec./Jan. - Subject Area Mid-Year Assessment October- MobyMax Progress Monitoring December- MobyMax Progress Monitoring 	<ul style="list-style-type: none"> February- FSA ELA Writing Component March- MobyMax Progress Monitoring 	<ul style="list-style-type: none"> April/May- FSA ELA Writing Component May- Subject Area End-of-Year Assessment
Additional 8th Grade Standards to be Addressed W.2.6, L.2.3				
Standards Resources CPALMS Standards Guide CPALMS-Instructional Resource CommonLit Newsela AchievetheCore EL Resources EL Standards Implementation Guide				
FSA Resources FSA Assessments Grade 8 ELA Test Specs				

Note: BAMS 8th Curriculum Map provides the sequence of instruction for M/J Language Arts 1 Advanced. Reprinted from Berkley Accelerated Charter School Curriculum Map, Berkley Accelerated Middle School, 2020, Retrieved November 13, 2020, from <file:///C:/Users/ashley.wilson/Downloads/6th%20ELA%20BAMS%20Scope%20and%20Sequence%20Grade%206%20Curriculum%20Map%20.pdf>. Jill Bolender. Reprinted with permission.

M/J Language Arts 1, 2, & 3 Advanced Courses Progress Monitoring

Progress monitoring for all students enrolled in ELA M/J Language Arts 1, 2, or 3 Advanced courses will be monitored quarterly using the MobyMax program (see Figure 4). MobyMax data will be collected and analyzed to drive instruction, identify areas of need across classes and grade levels, and identify low-performing students for intervention. Subject area Pre, Mid, and Post-tests will drive instruction, monitor student and class progress, and effectiveness. Further data will be collected for yearly progress monitoring through the FSA. This data will be used to plan instruction, curriculum maps, and the BAMS School Improvement Plan.

Figure 4

BAMS Progress Monitoring Schedule		
Dates	Assessments	Notes
First Two Weeks of School	Subject Area Pre-Tests	All teachers complete. Data used to drive instruction.
August- October- Dec. - March	MobyMax Progress Monitoring	Completed in all ELA courses. Data used for baseline growth and to drive instruction.

Last Two Weeks of Semester	Subject Area Mid-Year	All Teachers complete and use data to compare for growth and drive instruction.
February (2 Days)	FSA ELA Writing Component	All Grade Levels, Data used for SIP
April – May (Calendar)	FSA ELA 6th, 7th, 8th	ALL ELA students enrolled in courses, and Data used for SIP
May	Subject Area End-of-Year	All teachers- Students enrolled in ELA courses

Note: BAMS Progress Monitoring Schedule

Quarterly Student MobyMax Progress Monitoring Response

Using quarterly analysis of MobyMax Benchmark data BAMS identifies MTSS Level 1, 2, and 3's. Once identified, students who show Level 1 and 2 needs will be supported through various strategies depending on grade level. For 6th-grade MTSS Level 1 and 2 students, Subject Area Literacy Support and AVID will be provided for ELA support. Subject Area Literacy Support and IXL.com Reinforcement will be provided for 7th and 8th-grade students who identify as MTSS Level 1 and 2.

In response to the beginning of the year and mid-year MobyMax progress monitoring, the students in all grade levels will receive MobyMax Intervention Lessons from January to June according to their progress monitoring results. This intervention adds support for all students to fill ELA gaps at each learner's own pace. Each of these intervention strategies carries out the BAMS "Believe in Better" mission.



Administrative Monitoring

The administrative team will monitor the implementation of the BAMS Literacy Plan, using a variety of tactics. The routine uses of administrator walkthroughs, formal and informal observations, lesson plans submission and review, and the analysis of PLCs and departmental, grade level, and team meeting minutes will be used to monitor the execution of the BAMS Literacy Plan.

Administrative monitoring strategies of the BAMS Literacy Plan across grade levels will be done routinely. Walkthroughs, lesson plans, PLCs, grade level, and team meetings will be monitored weekly. Formal and informal observations and departmental meetings will be monitored for the effective implementation of the Literacy Plan monthly. Data chats at the grade level, departmental, and Leadership Team levels will be done quarterly to use the MobyMax Benchmark progress monitoring data to drive instruction and determine PLCs and professional development.

The BAMS Instructional Framework will be implemented and used to ensure best practices are being used in the implementation of the Literacy Plan across grade levels and classrooms. As shown in Figure 5, when walkthroughs and observations occur to monitor implementation, administrators will look for evidence of "Always See", "Often See", and "Never See" to further document best practices that are being implemented in the classroom.

Figure 5

ALWAYS SEE	OFTEN SEE	NEVER SEE
Provide and Reference Rigorous Learning Goals within Proficiency Scales	Tracking Student Progress	Humiliation, Sarcasm, Disrespect, or Bullying of Anyone
Celebrate Successes	Previewing New Content	Non-engagement by Students or Teachers
Establishing Routines/ Procedures	Helping Students Elaborate On New Knowledge	Busy Work
Chunking Content in Digestible Bites	Helping Students Record and Represent New Knowledge	Unpreparedness
Helping Students Process	Reviewing Content	Unattended Students
Noticing and Reacting when Students are not Engaged	Helping Students Examine Similarities and Differences	Cell Phones
Monitoring Response Rates	Examine Errors in Reasoning	
Demonstrating "Withitness"	Proper Ratio of Collaboration/Processing to Direct Instruction	
Use Available Technology		
Safe and Clean Learning Environment		
Supportive and Collaborative Relationships		

Note: BAMS Instructional Framework. Reprinted from Berkley Accelerated Charter School Google Share Drive, Berkley Accelerated Middle School, 2020, Retrieved November 13, 2020, from file:///C:/Users/ashley.wilson/Downloads/6th%20ELA%20BAMS%20Scope%20and%20Sequence%20Grade%206%20Curriculum%20Map%20.pdf. Jill Bolender. Reprinted with permission.

Determination of Effectiveness and Needs

Through the above administrative monitoring processes and Effective Educators Observation Walkthroughs, MobyMax progress monitoring data, and FSA Data, the program’s effectiveness will be measured. The BAMS Leadership Team will review the implementation and effectiveness of the Literacy Plan’s policies, procedures, and result data to determine the efficacy and any needed revisions. If revision needs based on data are found, the Leadership Team will respond accordingly either by implementing a change to the Literacy Plan, providing focused PLCs, and providing specific

professional development needs. Weekly PLCs for grade levels and departments will be reviewed, and data found will be used to plan professional development for summer to meet the deficiencies discovered. Revisions will be determined through data and fixed in the Literacy Plan and School Improvement Plan goals.

Stakeholder Input

Opportunities for stakeholder input in developing the literacy plan includes many staff, parent, and student surveys. All staff, parents, and students are sent surveys and climate inventories throughout the year. These surveys and climate inventories guide decisions and policies both throughout the year and in planning for the next year. Within these surveys and climate inventories, stakeholders are asked specific questions to help guide planning, professional development, and driving the growth of programs within the school.

Communication of Literacy Plan

In an effort to make the Literacy Plan available for review to all stakeholders, the plan will be shared through a variety of methods. BAMS will share the plan on the school website for the community, parents, and students to review. The plan is shared through the staff's google drive, staff meetings, team meetings, and department meetings for school personnel.

References

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