



# **Accreditation Report**

## **Berkley Accelerated Middle School**

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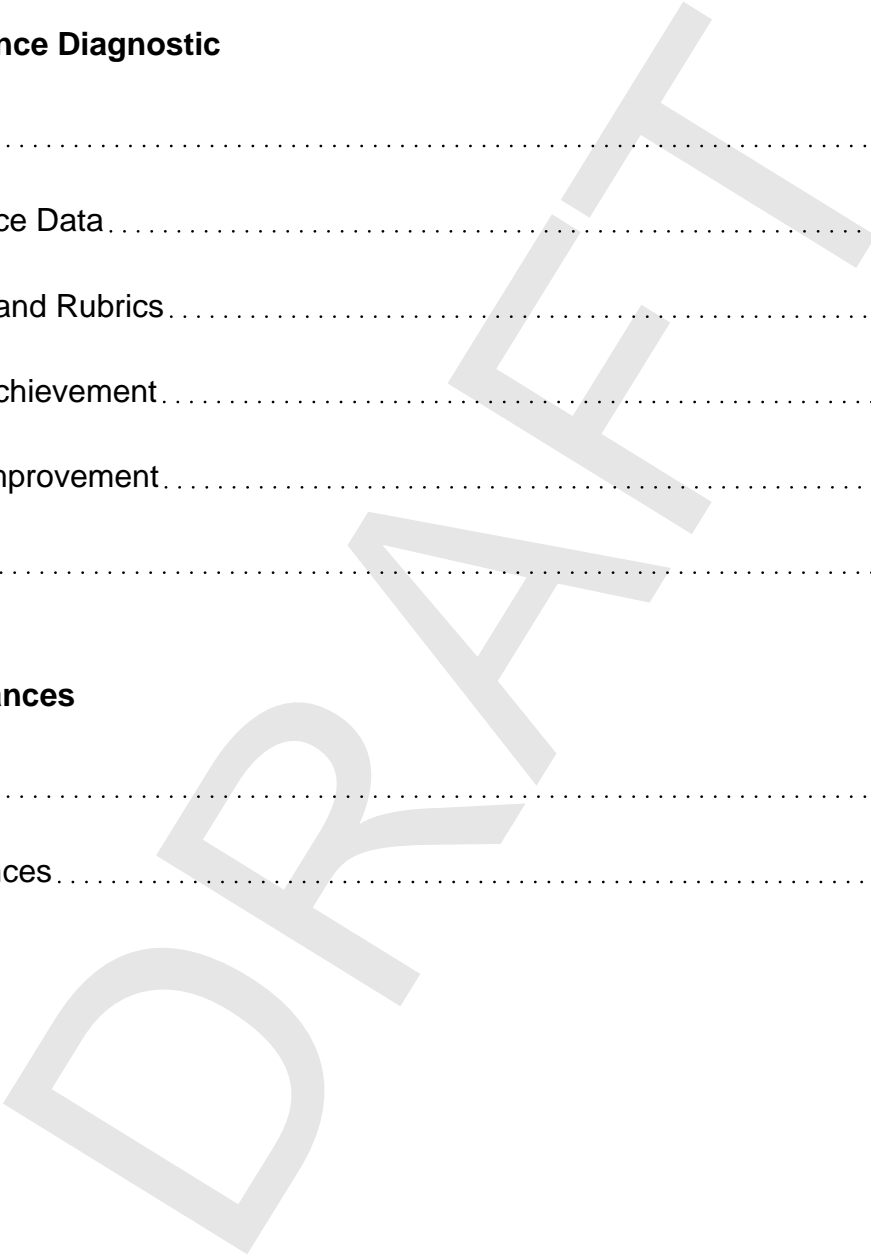
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# Executive Summary

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## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Located in the small communities of Auburndale and Polk City, Florida, Berkley Accelerated Middle School (BAMS) is a comprehensive feeder program for Berkley Elementary Charter, a successful Kindergarten through fifth grade school. BAMS provides a seamless K-8 educational experience for the students of the Auburndale/Polk City area with an emphasis on excellence in education. Since it's opening in August 2004 with 110 sixth graders, BAMS has expanded to meet the needs in an area with a steadily growing population.

- 2004-2005

BAMS opens at First Baptist Church in Auburndale serving 110 sixth grade students with a staff of seven.

- 2005-2006

BAMS moves into its new building beside Berkley Charter School on October 31, serving 200 sixth and seventh grade students with a staff of sixteen.

- 2006-2007

BAMS adds 6 modular classrooms to its campus serving 310 sixth, seventh, and eighth grade students with a staff of twenty-three.

- 2007-2008

BAMS adds 2 more modular classrooms to its campus serving 320 sixth, seventh, and eighth grade students with a staff of twenty-five.

- 2008-2009

BAMS' new 16,000 square foot gymnasium is completed that has a gym, a dining area, four classrooms, and a multi-purpose room. 410 sixth, seventh, and eighth grade students are served by a staff of thirty.

- 2009-2010

BAMS explores future construction possibilities to expand our campus. 420 students are served by a staff of thirty.

- 2010-2011

BAMS prepares to welcome the opening of Polk Pre-Collegiate Academy (PPCA), a ninth- and 10th-grade school that prepares students to enter one of Polk State College's Collegiate High School programs. 419 students are served by a staff of thirty.

- 2011-2012

BAMS expands its campus to welcome PPCA and explores expansion possibilities to house BAMS and PPCA. 419 sixth, seventh and eighth grade students are served by a staff of thirty.

- 2012-2013

BAMS started construction plans with details for the expansion to include 12 new classrooms to the campus. Along with the classrooms, the construction plans feature a two-story open air multipurpose area. 465 sixth, seventh and eighth grade students are served by a staff of thirty-four.

- 2013-2014

BAMS groundbreaking ceremony takes place in June, 2013 beginning the construction project that will complete the campus that the two schools share. 480 sixth, seventh and eighth grade students are served by a staff of thirty-five. The PPCA program serves 81 students in 9th and 10th grades.

The size of the campus allows for the maximum capacity of 600 students. BAMS has a Free and Reduced Lunch rate of 38%.

The composition of the student population at BAMS is reflective of the surrounding communities of Auburndale and Polk City, Florida. The composition of the student population is 75% White, 16% Hispanic, 5% African American, 4% Multiracial, and 1% Asian.

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BAMS has two administrators, one guidance counselor, a network specialist, a media specialist, and 30 certified teachers. Twenty-three percent of the staff hold advanced degrees and our staff have an average of over 10 years of experience.

Located in a rural community, one major challenge we face is a consequence of agricultural success. Increases in farm productivity through advances in production technology, crop science, and management have led to decreases in farm employment requiring the need for students to boost their scientific and technological knowledge, strengthen their communication skills, creativity, and problem-solving abilities. Our challenge is emphasizing the value of education to generational farmers who have been able to depend on the years of family experience to train their children on the education of successful agriculture. Environmental degradation and the rapid changes in technical knowledge require the need for post-high school training calling for changes in the current systems of education in agriculture generational farmers now need in order to stay competitive in our changing society. Employers today consistently report that they are looking for college and career-training graduates with the ability to innovate, synthesize data, and communicate clearly requiring the need for training in many categories such as science, business, marketing, and communications.

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## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Berkley Accelerated Middle School (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. As a 6th-8th grade comprehensive feeder program for Berkley Elementary Charter School, BAMS purposes to continue and enhance the scholastic momentum already firmly established during the elementary years and documented through state assessment testing means thereby confirming the commitment to high academic standards for ALL students based upon their individual abilities. With a motto, "Accelerated Learning for All, Whatever it Takes", BAMS believes when given the challenge students will meet the expectations presented.

The Mission 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, college and careers.

For the 2013-2014 school year BAMS has adopted the theme of "We're ALL In". This theme focuses on our belief that it takes everyone giving their all to help ALL of our students find their most accelerated level of success while at BAMS.

At BAMS, it is our goal to provide all students the opportunities and supports they need to achieve at world class levels and to provide ALL teachers with the training and support they need to deliver highly effective, standards-based instruction in every lesson, every day. BAMS succeeds at meeting high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. Parents choose an accelerated course of study because BAMS provides a highly effective, standards-based curriculum and supports that help all students perform at high levels.

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 cooperative structures and technology, such as Smartboards, video modeling, flipped classrooms, MathXL, 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 facilitator who consults and plans 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 highly effective reading strategies and to give more one on one contact with each student. Leadership requires reading and writing 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 2.0 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 2.0 level ones and twos take Intensive Math. The intensive  
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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 Earth Space Honors while in 8th grade.

BAMS has high expectations for all students. Students are monitored in a variety of progress monitoring formats to determine if interventions are needed to ensure success. The Leadership Team conducts periodic data reviews with departments to determine specific student needs. Based on progress monitoring results, the staff takes intervention action steps to address areas of concern. Teacher teams meet with parents in team conferences to address and create a plan for success for struggling students. Guidance and administration meet weekly to identify, monitor progress, and adjust interventions for identified students. All students can be referred by teachers to our Rti Team if their work has fallen below expected achievement. Study Hall classes are available to all students who need extra time for studies during the school day. Tutoring is available to students every morning in the computer lab and after school for mathematics.

Berkley Accelerated Middle School is a "High Performing Charter School" in the state of Florida. BAMS continues to plan for the future success of students by providing the most current and relevant technology opportunities in collaborative classrooms. BAMS new twelve classroom building is opening in the Spring of 2014 with enhanced technological features and collaborative classroom design. In the summer of 2014, BAMS will start transforming the existing classroom wing with new collaborative designs to enhance student engagement and learning.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Berkley Accelerated Middle School (BAMS) has been an "A" rated school every year since its opening maintaining the honor of a "High Performing Charter School" in Florida. Both FCAT and EOC assessments are administered displaying notable academic achievement of our students. BAMS consistently maintains a 99%+ promotion rate. The following results for the past three years represent those academic achievements:

- A 24% increase in the percent of the Lowest 25% of students making learning gains on the FCAT 2.0 mathematics assessment in 2013.
- A 5% increase in the 2012-2013 school year for the overall percent of students scoring a 3 or higher on the FCAT 2.0 mathematics assessment.
- A 98% average pass rate on the high school Algebra 1 EOC since inception.
- A 100% pass rate on the high school Geometry 1 EOC since inception.
- 61% of 8th grade students met high standards on the Science FCAT assessment compared to 47% state average and 37% county average in 2013.
- 68% of 7th grade students met high standards on the Reading FCAT assessment compared to 57% state average and 49% county average in 2013.
- 72% of 6th grade students met high standards on the Mathematics FCAT assessment compared to 52% state average and 43% county average in 2013.

In addition to testing achievements, BAMS is very proud of the notable success students have received while participating in several county and statewide events. Examples of achievements earned include over the last 3 years:

- Optimist International State Speech Competition winner earning \$2500 in 2013
- VFW Speech Competition winners placing first, second, and third in 2013 and 2014
- 2 Years in a row of the County Spelling Bee winner who participated in the National Spelling Bee competition in Washington.
- Multiple Polk County History Fair Competition first and second place category winners in group documentaries, individual and group web pages, individual and group exhibits, and individual and group performances. All category winners proceeded onto the State History Fair Competition in Tallahassee, Florida for the last three years.
- Polk County Science Fair Competition winner advancing to the State Science Fair Competition in 2013.
- Multiple County Poetry writing award winners yearly for the past three years.

While we are proud of the notable successes that we have shared over the past three years, academic achievement still remains an area in need of improvement. While scores remain above county and state levels, BAMS is committed to the improvement of writing scores and reducing the achievement gaps of subgroups in reading and mathematics.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Berkley Accelerated Middle School is proud to offer a safe learning environment with a wide variety of opportunities to excel academically and socially. BAMS offers a wide range of extra-curricular activities for students including athletics, drama, foreign language, culinary, and community involvement opportunities. Each year BAMS female students participate in an overnight girls slumber party which emphasizes leadership and excellence with various speakers and activities. Multiple special events are held for students throughout the year to build social skills including school dances, Saturday babysitting classes, and community service involvement outings. BAMS students also participate in the Lakeland Cardboard Boat Race, Chalk Art Festival, and attend many school sponsored field trips.

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## Self Assessment

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## Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

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### Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"><li>•Survey results</li><li>•The school data profile</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li><li>•The school continuous improvement plan</li></ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Berkley Accelerated Middle School (BAMS) engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. For the 2013-2014 school year BAMS has adopted the theme of "We're ALL In". This theme focuses on our belief that it takes everyone giving their all to help all of our students find their most accelerated level of success while at BAMS. Leaders begin each school year with a faculty meeting in which the vision, purpose, and goals are reviewed with staff based on an intensive analysis of student achievement data and reflection of stakeholder surveys. The process for review, revision, and communication of the school's purpose is clear through staff and Board of Director meeting notes with record of the use and results of the process maintained. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success and is communicated during the admission process, and shared through the school website, Facebook, Twitter, Knights Newsletter, student agenda, orientation, open house and email.

The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning. At BAMS, the staff supports challenging, equitable educational programs and learning experiences by delivering highly effective, standards-based instruction in every lesson, every day that include achievement of learning, thinking, and life skills. Reflective of our the schools statement of purpose, it is the goal of BAMS to provide all students the opportunities and supports they need to achieve at world class levels and to provide all teachers with the training and support they need at meeting high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. Parents choose an accelerated course of study because BAMS provides a highly effective, standards-based curriculum and supports that help all students perform at high levels. Commitment to shared values and beliefs about teaching and learning is reflected in communication among leaders and staff as clearly evident and in staff meeting notes, Board of Directors meeting minutes and survey results.

As evident by the School Improvement Plan (SIP), the school's leadership implements a continuous improvement process that provides clear

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direction for improving conditions that support student learning. School leaders reflect upon student achievement data and learning standards in order to implement a documented, systematic continuous improvement process for refining student learning and the conditions that support learning. Leaders analyze surveys and include ensure all stakeholder groups are engaged in the process. The SIP identifies goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets and action plans that identify measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School personnel hold one another accountable and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders through the website, Facebook, Twitter, Knights Newsletter, and newspaper.

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## Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•School handbooks</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> <li>•Governing body minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> <li>•Governing body training plan</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Communications about program regulations</li> <li>•Historical compliance data</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none"> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•Communication plan</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing body policy on supervision and evaluation</li><li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li><li>•Job specific criteria</li><li>•Representative supervision and evaluation reports</li></ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Supported by our charter application, governing body policies and governing body code of conduct, BAMS Board of Directors effectively establishes policies and supports practices that ensure effective administration of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. Staff handbooks and Board of Director meeting notes are reflective of training and support policies and practices requiring and giving direction for professional growth of all staff needed to deliver highly effective, standards-based instruction. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.

In accordance with our charter application, governing body policies on roles and responsibilities, governing code of ethics, conflict of interest, and school governance board training all ensure the governing body operates responsibly and functions effectively. In order to meet training requirements, all BAMS governing body members must satisfy a four-hour charter school governance board training through The Clarion Council for Educational Greatness. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. In support of our school purpose, members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.

Through monthly meetings, the governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. Roles and responsibilities of school leadership are allocated promoting the governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. In order to meet the mission, vision and school improvement goals of BAMS, the governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.

Following the theme of "We're ALL In", leadership and staff together foster a culture consistent with the school's purpose and direction. Leaders and staff communicate through meetings to continuously monitor student achievement in order to align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study by providing all students the opportunities and supports they need to achieve. In accordance with the SIP and parent contract, all stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.

Leadership engages stakeholders effectively in support of the school's purpose and direction. Leaders consistently communicate effectively with the Board of Directors, staff, parent-teacher committee, and student executive board through, Facebook, Twitter, Knights Newsletter and

the school website, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. Evidenced by survey results, school leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.

The primary focus of the criteria and processes of supervision and evaluation through iObservation is improving professional practice and ensuring student success. Leadership and staff supervision and evaluation processes result in improved professional practice and student success evidenced by Berkley Accelerated Middle School earning a "High Performing Charter School" in the state of Florida. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.

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### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Course schedules</li> <li>•Enrollment patterns for various courses</li> <li>•Course descriptions</li> <li>•Descriptions of instructional techniques</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•A description of the systematic review process for curriculum, instruction, and assessment</li> <li>•Common assessments</li> <li>•Surveys results</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Surveys results</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> <li>•Peer coaching guidelines and procedures</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Survey results</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Survey results</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•List of students matched to adult advocate</li> <li>•Survey results</li> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•Master schedule with time for formal adult advocate structure</li> <li>•Description of formal adult advocate structures</li> </ul>	Level 4



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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	<ul style="list-style-type: none"><li>•Evaluation process for grading and reporting practices</li><li>•Survey results</li><li>•Sample report cards for each grade level and for all courses</li><li>•Sample communications to stakeholders about grading and reporting</li><li>•Policies, processes, and procedures on grading and reporting</li></ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"><li>•Results of evaluation of professional learning program.</li><li>•Evaluation tools for professional learning</li><li>•Survey results</li><li>•Crosswalk between professional learning and school purpose and direction</li></ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	<ul style="list-style-type: none"><li>•Survey results</li><li>•List of learning support services and student population served by such services</li><li>•Training and professional learning related to research on unique characteristics of learning</li><li>•Data used to identify unique learning needs of students</li></ul>	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Berkley Accelerated Middle School (BAMS) provides an accelerated core curriculum and supports that help all students perform at high levels. The program of study was planned in accordance with the requirements of the Florida and Common Core Standards stipulated by the Florida Department of Education and in compliance with Florida Statutes. The standards-based curriculum conforms to the course content and numbering specified in the State of Florida Course Code Directory. BAMS enhances the scholastic momentum already firmly established

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during the elementary years and documented through state assessment testing means thereby confirming the commitment to high academic standards for ALL students based upon their individual abilities. The courses offered allow all students the opportunity to work toward meeting high school diploma general requirements with a curriculum that provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. As evidence through lesson plans and posted learning objectives, curriculum and learning experiences align with the school's purpose.

In alignment with the mission and vision of BAMS, it is our goal to provide all students the opportunities and supports they need to achieve at world class levels and to provide all teachers with the training and support they need to deliver highly effective, standards-based instruction in every lesson. In response to data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. Following the School Improvement Plan (SIP), leader and staff collaborate to ensure lesson plan alignment with curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.

At BAMS, teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools. Teachers ensure achievement of learning expectations by engaging students using cooperative structures and technology, such as Smartboards, kindles, video modeling, flipped classrooms, and online help through the textbook adoption with abundant learning tools, practice quizzes, and tests. To address the individual learning needs of each student and meet our goal to provide all students the opportunities and supports they need to achieve, teachers personalize instructional strategies and interventions that require student collaboration, self-reflection, and development of critical thinking skills. Teachers provide a clear set of specific student learning outcome objectives and provide equal opportunity for success, positive interdependence, face-to-face interaction, and group reflection and/or summarization.

In addition to peer or mentoring opportunities and interactions, school leaders monitor and support the improvement of instructional practices of teachers through iObservation and the Marzano Professional Development Suites to ensure student success. School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice. Curriculum maps are followed and documented in lesson plans and grade books.

Teachers participate in collaborative learning communities to improve instruction and student learning. All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance. At BAMS, the whole staff meet monthly as a group to work on the goals for effective instruction identified yearly. Weekly Grade Level Teacher Teams meet to discuss issues and strategies based on the grade level students they have. Meeting minutes are taken and then emailed to the whole staff for review, thus keeping all staff involved in strategies and activities being taken on by each grade level group. Each semester the Subject Area Teams meet with administration to go over needs, assess goals, review data, and plan for the upcoming semester.

Teachers participate in collaborative learning communities to improve instruction and student learning. To promote common language protocols and reporting tools, frequent collaboration occurs across grade levels and content areas. During staff meetings, members promote productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. In addition to academic achievements, school personnel can clearly link collaboration to improvement results in instructional practice and student performance to County and State History and Science Fair winners.

In support of our mission, vision and goals, teachers implement the school's instructional process in support of student learning. All teachers

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systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform student learning goals. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.

BAMS mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. Based on our belief that it takes everyone giving their all to help ALL of our students find their most accelerated level of success while at BAMS, our program focuses on engaging all school personnel in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance. Instructional support is offered daily by school personnel as well as through team and staff meetings. Leaders provide walk thrus/feedback sessions.

The school engages families in their children's education and keeps them informed of their children's learning progress through the school website, Facebook, Twitter, Knights Newsletter, student agenda, orientation, open house, email and telephone communication. Parents have the opportunity to volunteer at BAMS that engage families in meaningful ways in their children's education and have multiple ways of staying informed of their children's learning progress through the parent portal and interim reports.

BAMS ensures each student is well known by at least one adult advocate in the school who supports that student's educational experience. Students feel comfortable to address any educational concerns, school wide ideas, and/or club interests with homeroom teachers who have developed a rapport with the students presenting a place of comfort for students to address their needs and concerns. Students also have developed a good rapport with our school leaders, guidance counselor and several support staff who act as advocates for our students. All staff gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.

BAMS grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills that are consistent across grade levels and courses. All teachers have been trained on Pinnacle and consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies include common weighting and scoring of assessments, projects, homework, and classwork across all grade levels and curriculums. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. Data from Pinnacle streams into the county program, Genesis, which serves to collect and generate demographic listings, grade reporting, scheduling and other administrative functions. Genesis data is compiled and used to systematically update student permanent records. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.

Through the Marzano Professional Development Suites, all staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual for example Florida Education Technology Conference (FETC), McKeel Academy IBIS Workshops, Charter Leadership Team Professional Development and National/State Charter School Conferences. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning. Reflection of professional development is shared during staff meetings through discussion and/or presentation and evaluated by peers indicated by implementation into the classroom/lesson plans.

BAMS uses multiple data sources including PMRN, FCAT, CELLA, and common assessments detailed in BAMS Progress Monitoring/Assessment schedule in order to provide and coordinate learning support services to meet the unique learning needs of students. School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs. With the ESE Facilitator, the school provides and coordinates learning support services to meet the unique learning needs of students including speech, vision, health, occupational, and other services to serve ESOL, ESE, and 504 students. Teachers meet with the ESE Facilitator to plan, implement, and monitor instructional methods designed to ensure success for students with disabilities. Accommodations to curriculum and state mandated standardized testing are developed and behavior supports are determined. Through professional development, school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students. Every effort is made to ensure that each exceptional student receives the accommodations that are needed in the classroom.

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### Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Survey results</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"><li>•Records of depreciation of equipment</li><li>•Survey results</li><li>•Documentation of compliance with local and state inspections requirements</li><li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li><li>•Maintenance schedules</li><li>•Safety committee responsibilities, meeting schedules, and minutes</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"><li>•Budget related to media and information resource acquisition</li><li>•Survey results</li><li>•Data on media and information resources available to students and staff</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	<ul style="list-style-type: none"><li>•Technology plan and budget to improve technology services and infrastructure</li><li>•Assessments to inform development of technology plan</li><li>•Survey results</li><li>•Policies relative to technology use</li></ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"><li>•Student assessment system for identifying student needs</li><li>•Survey results</li><li>•Social classes and services, e.g., bullying, character education</li><li>•List of support services available to students</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"><li>•List of services available related to counseling, assessment, referral, educational, and career planning</li><li>•Survey results</li><li>•Budget for counseling, assessment, referral, educational and career planning</li><li>•Description of IEP process</li><li>•Description of referral process</li></ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Berkley Accelerated Middle School (BAMS) leaders follow the Florida's Class Size Reduction Amendment to determine qualified professional and support staff are sufficient in number to fulfill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Following our charter contract clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. As outlined in our school operating budget, available funds are allocated for all positions necessary to achieve the purpose and direction of the school.

BAMS school schedule and budget allocation clearly reflect Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Following the Polk County School Board (PCSB) traditional school calendar with students attending 180 days as required by law, BAMS instructional time is fiercely protected in policy and practice. Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school with leaders exhausting every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.

BAMS maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. School leaders have adopted clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students, as indicated in the Code of Student Conduct, are

accountable for maintaining these expectations. The results of improvement efforts are systematically evaluated regularly with the safety committee.

All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. The operating budget allocates sufficient funds for students and school personnel to use a range of media and information resources to support the school's educational programs. Qualified personnel and training are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information. As shown in our current inventory, BAMS has a technology infrastructure that is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. The school technology committee develops and administers a needs assessment and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.

BAMS' Board of Directors support a budget to ensure the technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel work collaboratively with the technology committee to develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure. School leaders have adopted policies related to technology use and they have shared these definitions and expectations with all stakeholders through the Student Handbook, Code of Conduct and the school website. All school personnel and students are accountable for maintaining these expectations.

BAMS provides support services including vision, occupational, hearing testing, speech language pathology, assistive technologies, bmi screening, scoliosis screening, and family information supports to meet the physical, social, and emotional needs of the student population being served. Services support the counseling, assessment, referral, educational, and career planning needs of all students. The guidance counselor provides or coordinates social classes and services surrounding bullying and character education. Measures to program effectiveness include student, parent and staff survey results and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs including providing resources and tutoring are designed and implemented to more effectively meet the needs of all students.

BAMS allocates funds to provide services that support the counseling, assessment, referral, educational, and career planning needs of all students. The ESE Facilitator and guidance counselor provides or coordinates programs necessary to meet the IEP needs of students and the referral process is clearly defined in the Problem Solving/Response to Intervention Model (Rti) notebook. The referral process includes formal and informal counseling services through the guidance department as well as outside agencies including: Peace River Center, Winter Haven Behavioral Center, Hospice, Bethany Center. Also, BAMS works with Department of Children and Families and follows all reporting guidelines. Assessment services include: CELLA, Brigance, and psychological evaluations. Career planning services are completed for all students through the Florida CHOICES curriculum which includes career clusters and interests inventories. Students are also engaged in career exploratory courses and they participate in the Polk Electronic Academic Planning program to help them identify courses of study in their possible career interests. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs.



## Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Written protocols and procedures for data collection and analysis</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	Level 3

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<b>Indicator</b>	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"><li>•Policies specific to data training</li><li>•Professional learning schedule specific to the use of data</li><li>•Documentation of attendance and training related to data use</li><li>•Survey results</li><li>•Training materials specific to the evaluation, interpretation, and use of data</li></ul>	Level 4

<b>Indicator</b>	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"><li>•Student surveys</li><li>•Agendas, minutes of meetings related to analysis of data</li><li>•Description of process for analyzing data to determine verifiable improvement in student learning</li><li>•Examples of use of results to evaluate continuous improvement action plans</li><li>•Evidence of student readiness for the next level</li><li>•Evidence of student growth</li><li>•Evidence of student success at the next level</li></ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"> <li>•Minutes of board meetings regarding achievement of student learning goals</li> <li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li> <li>•Survey results</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li> <li>•Executive summaries of student learning reports to stakeholder groups</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Berkley Accelerated Middle School (BAMS) personnel use the FCAT 2.0 and End of Course Exams, prior year scores in reading, mathematics, science and writing as an academic baseline measurement tool to produces data about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. BAMS uses the School Improvement Plan (SIP) process to regularly and systematically evaluate the reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.

Professional and support staffs continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. Comparable Schools Report is used as a valuable evaluation tool of schools selected within the school area. Race, socioeconomics, and exceptional education are components of the report used to direct instruction. Professional and support staffs collect and analyze trend data from surrounding schools to gain insight to area norms pertaining to student learning, instruction, program evaluation, and organizational conditions. Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff and drives the development of the School Improvement Plan (SIP). Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.

Professional and support staffs are trained in the evaluation, interpretation, and use of data during a scheduled Staff Development Day (Data Day). During staff meetings all professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data to ensure resources to improve instruction that support learning are shared and remain on target. Data is used as a bases for the School Improvement Plan and drives

## Accreditation Report

Berkley Accelerated Middle School

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instruction. This data collected and input received is communicated through the Student Performance Data memo that is located on the school website for all stakeholders.

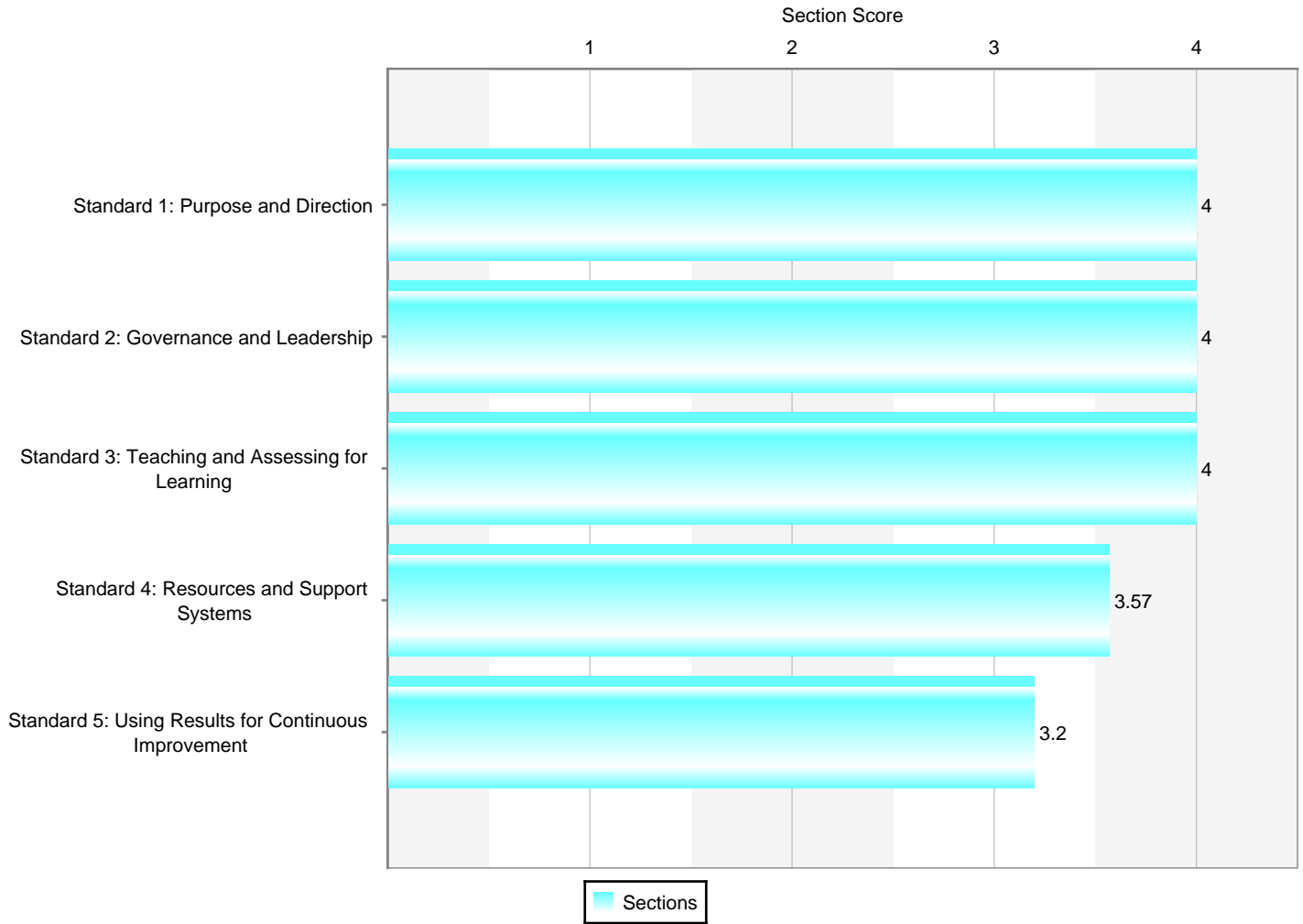
BAMS engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. Student achievement data is used as a determinate for verifiable improvement in student learning and growth including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and are used evaluate the results of our School Improvement Plan related to student learning, including readiness for and success at the next level.

Through the school website, Facebook, Twitter, email and monthly board and staff meetings, leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. Leadership regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.

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## Report Summary

### Scores By Section



# Stakeholder Feedback Diagnostic

DRAFT

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		BAMS Stakeholder Data Document

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## Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

## Areas of Notable Achievement

### Which area(s) indicate the overall highest level of satisfaction or approval?

Across all surveys there were several areas indicating a high degree of stakeholder satisfaction. The following were strengths representative of each stakeholder group:

#### Staff

Indicator 1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Indicator 2.1 The governing body establishes policies and supports practices that ensure effective administration of the school.

#### Parent

Indicator 4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Indicator 4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.

#### Student

Indicator 4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.

Indicator 5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

In all, none of our scores from any stakeholders were lower than 4.06 on any single indicator and no lower than 4.29 on any standard.

### Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Since AdvancEd surveys have not been administered multiple times, BAMS turned to its past Successful Schools Survey results for trends. The trends tend to have stayed consistent from the Successful Schools Surveys to the AdvacEd ones administered this year. Traditionally all stakeholders have shown high levels of satisfaction across the board.

### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The findings about satisfaction were consistent among stakeholder feedback from AdvancEd and the Successful School Surveys administered in past years.

## **Areas in Need of Improvement**

### **Which area(s) indicate the overall lowest level of satisfaction or approval?**

There was not one area that was consistently low among all stakeholders. That said, on AdvancEd Surveys, staff indicated its lowest score in engaging families in meaningful ways in their children's education. Students rated lower those questions pertaining to the maintenance of facilities, services, and equipment. Parents indicated a lower rate for questions surrounding the school offering and coordination of learning support services.

### **Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?**

An average analysis of the response of all stakeholder groups on AdvancEd surveys indicate no decreasing trends, however based on getting the lowest average score a need for the school to engage families in meaningful ways in their children's education and keep them informed of their children's learning progress will remain a focus.

### **What are the implications for these stakeholder perceptions?**

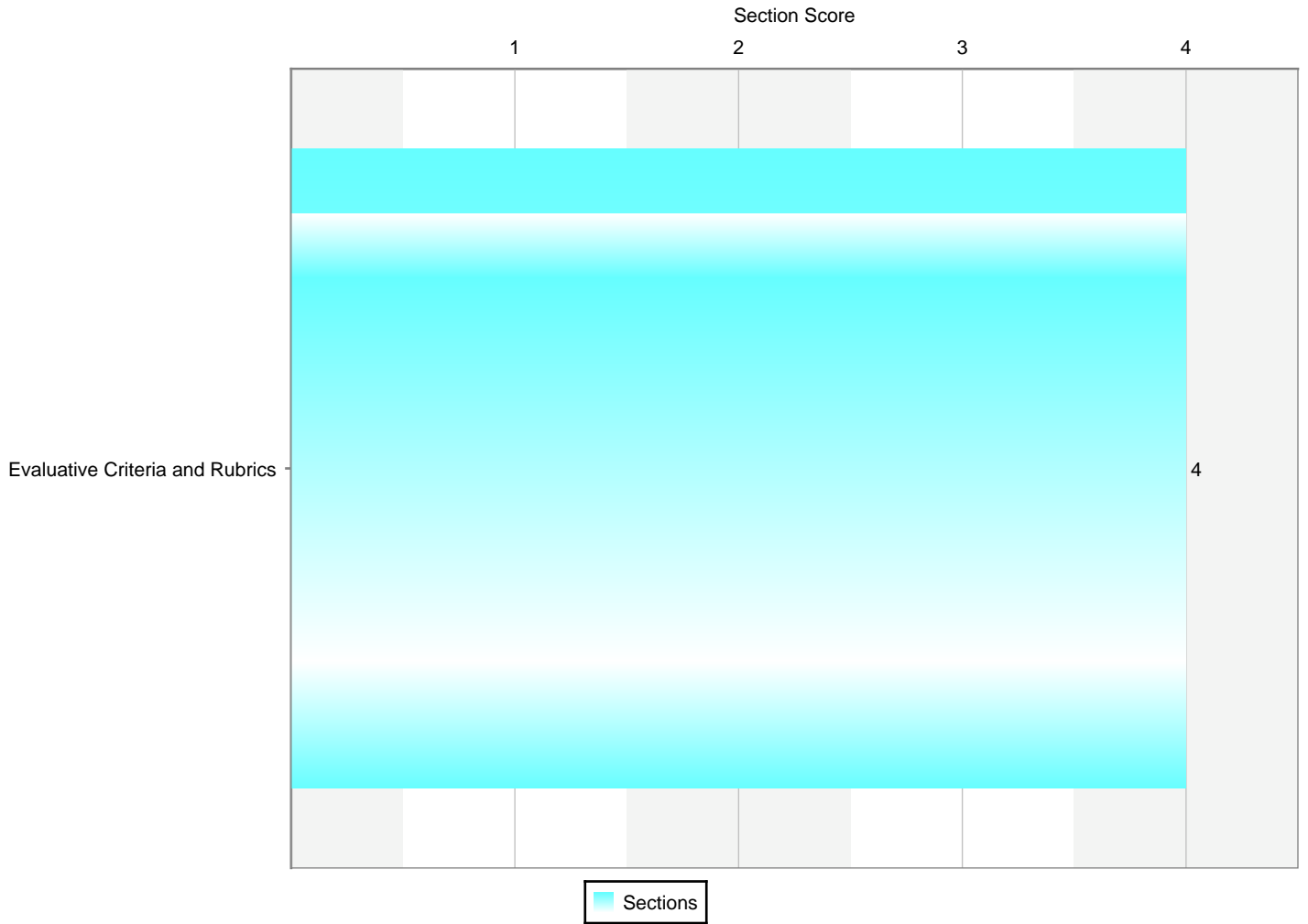
Engagement of families and informing parents of progress need to be more explicitly communicated.

### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

The reported findings are consistent with past stakeholder feedback surveys and show a high level of satisfaction across stakeholder groups and the standards. Communication and information will continue to be our focus to ensure continued positive satisfaction.

## Report Summary

### Scores By Section



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# Student Performance Diagnostic

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## Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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### Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data

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## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3



## Areas of Notable Achievement

### Which area(s) are above the expected levels of performance?

The areas of math and science are above the expected levels of performance.

### Describe the area(s) that show a positive trend in performance.

The areas that show a positive trend in performance are math, reading, and science. Math scores increased from 67%-72% with the strongest area being in the lowest 25% of learners. There was a 24% increase in gains for the lowest 25% of math students. Reading scores increased from 64%-66% with a 3% gain in the lowest 25% of readers.

### Which area(s) indicate the overall highest performance?

Mathematics indicated the highest performance with especially high performance in gains.

### Which subgroup(s) show a trend toward increasing performance?

At BAMS the subgroups showing a trend toward increasing performance are Black/African American, White, and Hispanic students in reading.

Hispanic, White, and Economically Disadvantaged students all showed an increasing trend in mathematics.

### Between which subgroups is the achievement gap closing?

The achievement gap is closing among Hispanic, Black, and White students in reading and between Hispanic, White, and economically disadvantaged students in mathematics.

### Which of the above reported findings are consistent with findings from other data sources?

Reading and math findings are consistent among other data sources such as PMRN and common progress monitoring results.

## Areas in Need of Improvement

### Which area(s) are below the expected levels of performance?

Writing is below the expected level of performance.

### Describe the area(s) that show a negative trend in performance.

Writing showed a negative trend in performance from 2012-2013.

### Which area(s) indicate the overall lowest performance?

Writing is the area of lowest performance.

### Which subgroup(s) show a trend toward decreasing performance?

Students with disabilities showed a decreasing trend in performance in reading and black students showed a decreasing trend in performance in math.

### Between which subgroups is the achievement gap becoming greater?

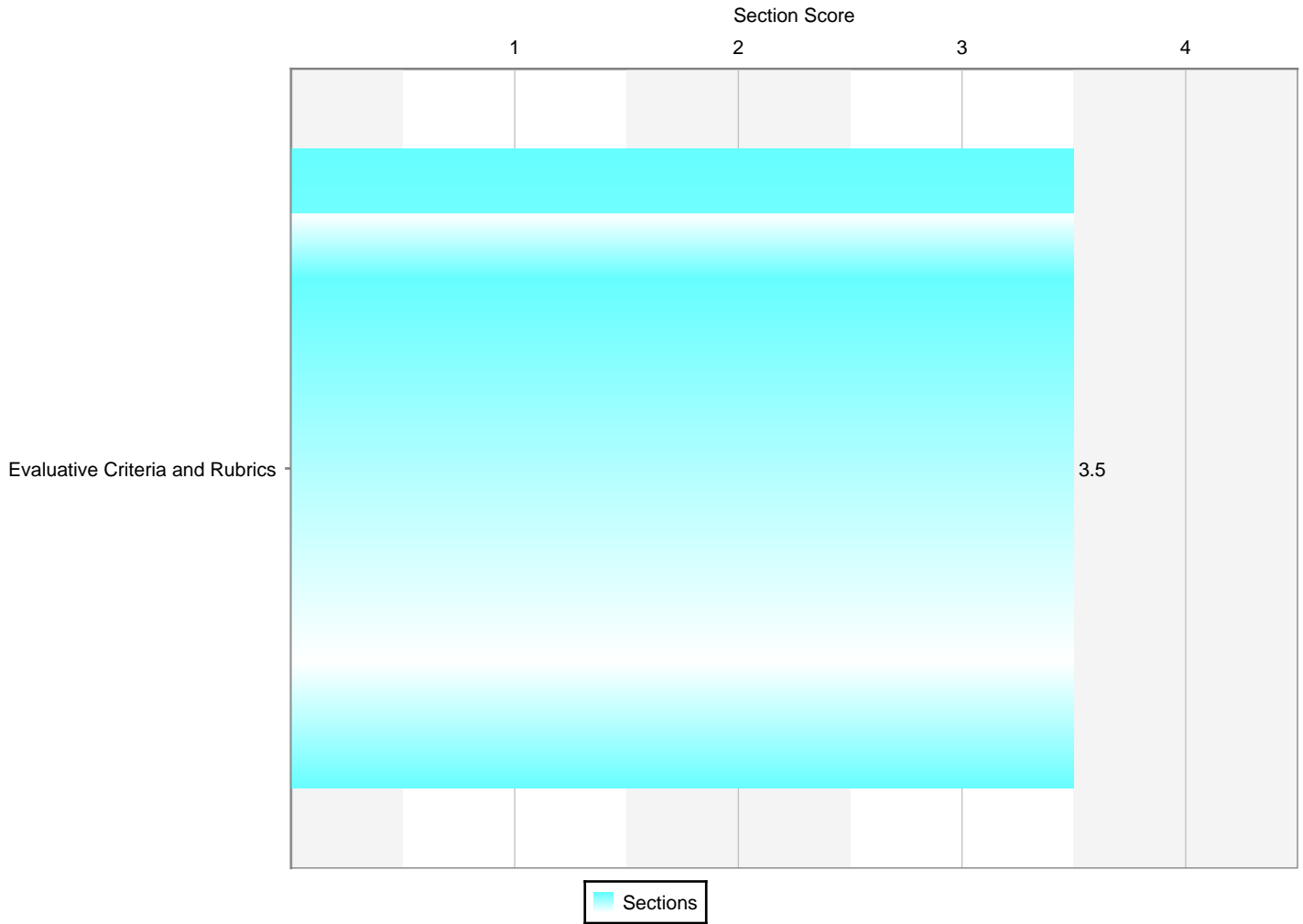
The gap between students with disabilities and other subgroups is becoming greater in reading and the gap between black students and other subgroups is becoming greater in mathematics.

### Which of the above reported findings are consistent with findings from other data sources?

Students with disabilities continue to maintain an achievement gap on other data sources.

## Report Summary

### Scores By Section



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## AdvancED Assurances

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## Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

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AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		BAMS School Improvement Plan