

Polk County Public Schools

BERKLEY ACCELERATED



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

"Believe in BETTER!"

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Jill Bolender

Position Title

Principal

Job Duties and Responsibilities

Creates and implements goals for SIP. Oversees and monitors the entire SIP. Monitoring occurs through lesson plan observations and classroom walkthroughs.

Leadership Team Member #2

Employee's Name

Loren Walker

Position Title

Assistant Principal

Job Duties and Responsibilities

Creates and implements goals for SIP. Assists with monitoring the entire SIP. Monitoring occurs through lesson plan observations and classroom walkthroughs

Leadership Team Member #3

Employee's Name

Brian Sawyer

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists with monitoring the entire SIP. Monitoring occurs through lesson plan observations and classroom walkthroughs

Leadership Team Member #4

Employee's Name

Ashley Wilson

Position Title

Lead Teacher

Job Duties and Responsibilities

Creates and implements goals for SIP. As a team leader, encourages and monitors team progress and data as related to goals.

Leadership Team Member #5

Employee's Name

Crystal Robinson

Position Title

ELA Teacher

Job Duties and Responsibilities

As an ELA leader, encourage and monitor department progress and data as related to goals.

Leadership Team Member #6

Employee's Name

Carrie Tapp

Position Title

School Counselor

Job Duties and Responsibilities

Assists with monitoring and providing strategies for SEL/student well-being to staff.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders are involved in developing the school improvement plan's goals. State assessment data, progress monitoring results, and student, parent, staff, and community surveys determine the needs assessments for SIP goals.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Students will complete a progress monitoring assessment three times a year, which will provide data to determine if missing elements from the previous year, which created the SIP goals, show growth for all types of subgroups of students. Using lesson plan reviews and classroom walkthroughs, the administration will adjust action steps as needed to reach the desired goal.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION 6-11
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	31.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	35.4%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days							28	20	32	80
One or more suspensions							2	4	14	20
Course failure in English Language Arts (ELA)							0	0	0	0
Course failure in Math							0	0	0	0
Level 1 on statewide ELA assessment							8	12	12	32
Level 1 on statewide Math assessment							8	13	12	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							5	9	15	29

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							0	1	2	3
Students retained two or more times							0	0	0	0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							22	27	17	66
One or more suspensions							3	12	10	25
Course failure in ELA							2			2
Course failure in Math							1			1
Level 1 on statewide ELA assessment							27	27	24	78
Level 1 on statewide Math assessment							12	14	6	32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										92

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							6	18	7	31

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	10	12			22
One or more suspensions	2	6			8
Course failure in English Language Arts (ELA)	0	0			0
Course failure in Math	0	0			0
Level 1 on statewide ELA assessment	2	7			9
Level 1 on statewide Algebra assessment	0	0			0

Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	0	5			5

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0			0
Students retained two or more times	0	0			0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	71	52	58	69	48	53	70	51	55
ELA Grade 3 Achievement **		56	59		52	56			
ELA Learning Gains	68	56	59				59		
ELA Learning Gains Lowest 25%	61	51	54				37		
Math Achievement *	71	51	59	71	49	55	78	37	42
Math Learning Gains	62	55	61				68		
Math Learning Gains Lowest 25%	65	50	56				63		
Science Achievement *	66	49	54	76	47	52	76	48	54
Social Studies Achievement *	84	74	72	87	68	68	81	53	59
Graduation Rate		55	71		54	74		46	50
Middle School Acceleration	78	62	71	79	61	70	81	43	51
College and Career Readiness		46	54		39	53		71	70
ELP Progress		54	59		50	55	82	55	70

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	626
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
70%	76%	70%	64%		70%	66%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	46%	No		
English Language Learners	62%	No		
Black/African American Students	65%	No		
Hispanic Students	69%	No		
Multiracial Students	65%	No		
White Students	70%	No		
Economically Disadvantaged Students	64%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	31%	Yes	1	1
English Language Learners	59%	No		
Asian Students	82%	No		
Black/African American Students	69%	No		
Hispanic Students	75%	No		
White Students	76%	No		
Economically Disadvantaged Students	71%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	69%	No		
Native American Students				
Asian Students				
Black/African American Students	73%	No		
Hispanic Students	71%	No		
Multiracial Students				
Pacific Islander Students				
White Students	68%	No		
Economically Disadvantaged Students	65%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	71%		68%	61%	71%	62%	65%	66%	84%	78%			
Students With Disabilities	30%		54%	46%	44%	50%	50%		50%				
English Language Learners	39%		67%	64%	69%	69%	79%	30%	75%				
Black/African American Students	61%		71%	50%	61%	54%		80%	71%	70%			
Hispanic Students	74%		69%	62%	73%	61%	62%	62%	85%	75%			
Multiracial Students	80%		70%		60%	50%							
White Students	71%		67%	63%	71%	64%	68%	65%	84%	78%			
Economically Disadvantaged Students	62%		61%	49%	68%	60%	61%	67%	74%	71%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	69%				71%			76%	87%	79%			59%
Students With Disabilities	17%				46%			29%					
English Language Learners	50%				56%				71%				
Asian Students	82%												
Black/African American Students	63%				53%			67%	92%				
Hispanic Students	72%				71%			73%	87%	71%			
White Students	67%				71%			79%	86%	79%			
Economically Disadvantaged Students	59%				68%			67%	86%	75%			

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	70%		59%	37%	78%	68%	63%	76%	81%	81%			82%
Students With Disabilities	19%		39%	40%	48%	68%	63%	20%	38%				
English Language Learners	48%		72%	71%	64%	80%	69%						82%
Native American Students													
Asian Students													
Black/African American Students	73%		50%		77%	65%			82%				90%
Hispanic Students	72%		67%	46%	76%	72%	53%	76%	80%				90%
Multiracial Students													
Pacific Islander Students													
White Students	68%		56%	34%	79%	66%	68%	75%	81%				82%
Economically Disadvantaged Students	63%		59%	33%	73%	71%	62%	67%	75%				79%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	81%	45%	36%	53%	28%
Ela	6	69%	43%	26%	54%	15%
Ela	7	69%	39%	30%	50%	19%
Ela	8	70%	42%	28%	51%	19%
Ela	9	72%	44%	28%	53%	19%
Math	6	82%	41%	41%	56%	26%
Math	7	61%	29%	32%	47%	14%
Math	8	47%	42%	5%	54%	-7%
Science	8	48%	35%	13%	45%	3%
Civics		82%	65%	17%	67%	15%
Biology		81%	57%	24%	67%	14%
Algebra		76%	36%	40%	50%	26%
Geometry		59%	40%	19%	52%	7%
History		88%	59%	29%	67%	21%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		33%	14%	19%	16%	17%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		26%	15%	11%	17%	9%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Based on Progress monitoring and State Assessment data, most grade levels (6,7,8,10) showed an ELA increase of at least 3%. The Progress Monitoring Spring data shows that we had an overall achievement level of three or higher at 71%. The ELA Learning gains across grades 6-10 were at 68%. The two lowest areas were 7th grade and 9th grade, with gains of 63% and 64%, respectively. For ELA, this area was the focus for the current school year, and many gains were achieved. The subgroup of lowest 25% for ELA had the fewest gains in 7th and 9th, with 51% and 50%, respectively. As a school in grades 6-10, we increased at least 3% in each of the three subsections of the ELA assessment. Prose and poetry increased the most at 5%, with the other two subsections, informational text and reading across genres/vocabulary, at a 3% increase each. Attendance and behavior data have improved from the previous school year. We have decreased referrals and increased attendance percentages from the previous year, which is a positive. For those two areas, we can always show improvement. Improving our engagement strategies and SEL component will continue encouraging these numbers to improve.

Lowest Performance

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

Math Acceleration (Geometry and Algebra) was an area of weakness for the 23-24 school year. Geometry had 59% of students achieve a level 3 or higher, a significant decrease from previous years. The learning gains in Geometry were 38%. For algebra, there was a decrease pattern as well from previous years. 80% of students reached a level 3 or higher, and only 41% showed gains. These two sections must be focus areas for the 2024-2025 school year. Looking at staff evaluations, all averages are effective to highly effective ratings. The lowest average was in the lesson plan domain.

Greatest Decline

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

Math Acceleration (Geometry and Algebra) was an area of weakness for the 23-24 school year. Geometry had 59% of students achieve a level 3 or higher, a significant decrease from previous

years. The learning gains in Geometry were 38%. For algebra, there was a decrease pattern as well from previous years. 80% of students reached a level 3 or higher, and only 41% showed gains. These two sections must be focus areas for the 2024-2025 school year.

Greatest Gap

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

No Answer Entered

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern are Math Acceleration Classes (Geometry and Algebra) and Attendance.

Highest Priorities

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

Math Acceleration Classes

ELA Morphology and Vocabulary Subsections

Attendance & Discipline

Engagement

Staff Evaluation-Lesson Plan Domain

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our data from last year shows that this area of focus is improving, but we can still strive for growth across the board. Outcomes from state assessments identify a further need for improvement in ELA in the subarea of reading across genres, more specifically morphology, context, and connotation.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Each grade level should increase by at least 3% on progress monitoring 3 in the areas of morphology and context and connotation.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress Monitoring data offered by F.A.S.T. assessments will be used to ensure students are mastering benchmarks, being taught after planning is properly implemented. Administration will see at least ten morphology lessons evident in walkthroughs and lesson plans. Teachers will provide evidence of this focus area using interactive notebooks in all subjects.

Person responsible for monitoring outcome

Jill Bolender

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Monitor students engaging in equivalent reading experiences aligned to state expectations using iObservations. Engage teachers in standards-based planning protocol using the Marzano Lesson Framework and engagement strategies. Provide training and lesson plan examples for teachers in the areas of morphology and context and connotation.

Rationale:

Deficiencies in the areas of morphology and context and connotation will be addressed by engaging teachers in standard-based planning using research-based strategies such as the Marzano lesson framework and Kagan Collaborative strategies using graphic organizers, close reading strategies, and cross-curricular texts.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Morphology and Vocabulary Monitoring

Person Monitoring:

Jill Bolender

By When/Frequency:

By the end of the 2024-2025 school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Create a calendar of progress monitoring dates to enhance the importance of student growth. 2. Monitor items discussed during grade-level team meetings weekly. 3. Conduct walkthroughs using iObservation to ensure close reading strategies and cross-curriculum reading occur. 4. Review and collaborate post-progress monitoring benchmark results from F.A.S.T. and iObservation walkthrough data. 5. Establish a protocol to review the effective use of Reading engagement strategies through the Lesson plan folder. 6. Monitor the impact between data review from F.A.S.T and iObservation and planning for highly effective engagement strategies using the Marzano framework. 7. Teacher professional development in the areas of morphology and context and connotation. 8. Teacher professional development on Interactive Notebooks.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Math Acceleration (Geometry and Algebra) was an area of weakness for the 23-24 school year. Geometry had 59% of students achieve a level 3 or higher, a significant decrease from previous years. The learning gains in Geometry were 38%. For algebra, there was a decrease pattern as well

from previous years. 80% of students reached a level 3 or higher, and only 41% showed gains. These two sections must be focus areas for the 2024-2025 school year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

School-wide Math Acceleration Geometry and Algebra scores will increase by at least 3% using engagement strategies and in-class practice.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Engage teachers in standards-based planning protocol using the Marzano Lesson Framework and engagement strategies. Provide training and lesson plan examples for teachers in Geometry and Algebra. Progress Monitoring data offered by F.A.S.T. assessments will be used to ensure students master benchmarks, which are taught after planning is properly implemented. Teachers will provide evidence of this focus area using interactive notebooks.

Person responsible for monitoring outcome

Jill Bolender

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Monitor students engaging in equivalent Algebra and Geometry experiences aligned to state expectations using iObservations. Engage teachers in standards-based planning protocol using the Marzano Lesson Framework and engagement strategies. Provide professional development, training, and lesson plan examples for teachers in the areas of Algebra and Geometry.

Rationale:

Deficiencies in the areas of Algebra and Geometry will be addressed by engaging teachers in standard-based planning using research-based strategies such as the Marzano lesson framework and Kagan Collaborative strategies using interactive notebooks.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Math Acceleration Geometry and Algebra Monitoring

Person Monitoring:

Jill Bolender

By When/Frequency:

By the end of the 2024-2025 school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Create a calendar of progress monitoring dates to enhance the importance of student growth. 2. Monitor items discussed during grade-level team meetings weekly. 3. Conduct walkthroughs using iObservation to ensure Interactive Notebook and Kagan Strategies occur daily. 4. Review and collaborate post-progress monitoring benchmark results from F.A.S.T. and iObservation walkthrough data. 5. Establish a protocol to review the effective use of Math engagement strategies through the Lesson plan folder. 6. Monitor the impact between data review from F.A.S.T and iObservation and planning for highly effective engagement strategies using the Marzano framework. 7. Provide content-specific professional development opportunities for Algebra and Geometry teachers.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our early warning system indicators are higher than expected in suspension numbers and attendance issues in grades 6-10.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Berkley will implement school-wide SEL (social-emotional learning) strategies such as enforcing school-wide procedure implementation and conducting relationship-building activities daily.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This measurable outcome will be monitored through classroom observations and lesson plans. At the end of the school year, suspension and attendance data will be reviewed with the desired outcome of

decreased suspension and attendance issues.

Person responsible for monitoring outcome

Loren Walker

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

1. Monitor students engaging in equivalent rigorous and engaging experiences aligned to state expectations using iObservations. 2. Engage teachers in social-emotional learning and relationship building using the Marzano Lesson Framework and engagement strategies.

Rationale:

Marzano Lesson Framework is research-based highly effective teaching strategies that encompasses a lot of collaborative, rigorous, and engaging lessons. Kagan collaborative learning is a proven method of successful collaboration as well.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Engagement and SEL Monitoring

Person Monitoring:

Jill Bolender

By When/Frequency:

By the end of the 2024-2025 school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Monitor engagement strategies and activities discussed during grade-level team meetings weekly. 2. Conduct walkthroughs using observation until the team demonstrates 100% highly effective use of Marzano/Kagan engagement strategies. 3. Review and collaborate post-progress monitoring benchmark results from F.A.S.T. and observation walkthrough data. 4. Establish a protocol to review the effective use of Kagan/Marzano Reading engagement strategies through the Lesson Plan folder. 5. Monitor the impact between data review from F.A.S.T. and observation and planning for highly effective engagement strategies using the Marzano Framework and Kagan Collaborative strategies. 6. Monitor school-wide relationship-building strategies through lesson plans and student and parent surveys. 7. Share social-emotional learning strategies school-wide and within grade-level team meetings weekly. 8. Professional development for teachers for Marzano and Kagan. 9. Tiered support and strategy intervention for parent support forms to help students correct behaviors before suspension status.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00