



*Berkley Accelerated Middle School*

# Berkley Accelerated Middle School

Charter Renewal Application  
October, 2006

Berkley Accelerated Middle School  
5316 Berkley Rd  
Auburndale, FL 33823

Telephone: 863-984-2400

Fax: 863-984-2411

Website: [www.polk-fl.net/BAMS](http://www.polk-fl.net/BAMS)

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Charter Renewal  
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**Mission Statement:**

The goal of BAMS is to have all students studying Algebra in grade 8 and reading on at least an 8<sup>th</sup> grade reading level thus allowing all students to follow whatever path they choose in higher education. Our motto is: "Accelerated Learning for All; Whatever it Takes".

**Summary Information**

BAMS opened in August 2004 in Auburndale, Florida as a start-up charter middle school. BAMS currently serves 310 students in grades 6, 7, and 8. The school opened in 2004 in response to parent and community requests for a more comprehensive feeder program for Berkley Elementary Charter School, a highly successful Kindergarten through fifth grade school. This provides a seamless K-8 educational experience for the students of the Auburndale/Polk City Area. BAMS has been graded as an "A" school under Florida's A+ Plan for the first two years, and the school met annual yearly progress requirements (AYP) of No Child Left Behind (NCLB) both years. The Annual Report Card and AYP Progress Report for 2004 and 2005 are included as attachments.

**Facility**

The school was temporarily housed in downtown Auburndale at 300 Main Street in the educational building of the First Baptist Church of Auburndale. It was leased while the new site adjacent to the existing Berkley Elementary Charter School was being built. In October 2005, the new site at 5316 Berkley Road, Auburndale, was finished and the school started holding classes there. BAMS currently includes 16 classrooms, administrative offices, clinic, and conference room. Future plans include a 16,000 square foot multipurpose building that will serve as a gymnasium, cafeteria, classrooms, and auditorium. The school and Booster Club continue work on an outdoor beautification project with the addition of trees, plants, and improvements. BAMS recently was awarded over \$31,000 in grant monies towards these enhancements.

BAMS is proud of our state of the art mobile technology lab and video production equipment. There is an outdoor classroom and dining area. BAMS receives foodservice through Berkley Elementary Charter School.

**Community Involvement**

Community support has created strong relationships between BAMS and local business leaders. Since Berkley Accelerated Middle School's existence, business and school volunteers have raised over \$90,000 through fundraising efforts. These fundraising projects have enabled the towns of Auburndale and Polk City to share in the academic

success of our students. Additional community ties include participation in the Great American Teach In which enables BAMS students to enhance their career exploration experiences.

BAMS has a good working relationship with Auburndale High School which provides student volunteers to assist with clerical needs and after school tutoring.

### **Transportation**

Students who attend Berkley Accelerated Middle School live throughout the Auburndale and Polk City areas. BAMS has contracted bus transportation services with Berkley Elementary Charter School for approximately 70% of the students. Others are transported by parents or through day care providers.

### **Educational Support Effort**

An after school tutoring program is available and attended by an average of 30 students. The program is staffed by school employees. Additional intensive math tutoring is provided to targeted students during the school day. Homework and tutoring assistance is provided each day before school begins. BAMS is proud of its before, during and after school efforts to go above and beyond to provide students additional help in order to meet our motto, "Accelerated Learning for All; Whatever it Takes."

### **Diversity**

Approximately 18% of the school's students are Black. Free or reduced lunch counts are 38%. Twenty two percent of students receive ESE services, including gifted. These students have the equal opportunity to receive all of our tutoring services.

### **Social Activities**

BAMS offers a diverse selection of after school activities. These include Drama Club, volleyball, basketball, competitive cheerleading, Yearbook Club, E-Team, Newspaper, Student Government Association, National Honor Society, Guitar Club, Disciples in Action, Art Club, Science Club, Student Executive Board, Career Cruisers, Chess Team, Alpha Beta Mu Sorority, Beta Sigma Mu Fraternity, Video Production and Spanish Club. Future plans are to incorporate even more art and athletic activities.

### **Staff**

Five teachers were hired in the spring of 2004. This allowed time for curriculum planning and organization before the school year began. BAMS hired six more teachers in the spring of 2005. In 2006, eight additional teachers were hired. The staff consists of sixteen classroom teachers, Principal, Assistant Principal, Guidance Counselor, ESE Coordinator, and four support staff. All teachers hold a valid Florida teaching certificate. Twelve percent of classroom teachers are National Board Certified. Thirty percent of

BAMS staff holds a master's degree in education. Teachers have an average of seven years teaching experience.

### **Parental Support**

The school has been fortunate to have a large number of parent volunteers who help in classrooms, assist with clerical functions, work with after school activities, chaperone field trips, and participate in the Booster Club. This organization sponsors several fundraisers each year which benefit students and teachers. These include an annual Fall Festival for students, the BAMS Gala, Field Day and other activities.

### **Success of the School's Academic Program**

#### **Educational Goals**

Berkley Accelerated Middle School has been a success in its first three years of operation, and the stakeholders of the school look forward to the future and the opportunities for even more success as the program continues to develop. A review of the progress made toward meeting the goals of the school's accountability plan confirms this. There is evidence that the majority of the school's goals have been met. One measure of progress in reading and mathematics academic goals is shown by FCAT scores (both SSS and NRT). Overall FCAT scores for the school have exceeded those of the district.

#### **BAMS FCAT SSS Comparison 2005 & 2006 to District Averages**

| <b>Grade</b>               | <b>Reading% Scoring Level 3 or above 2005</b> | <b>Reading % Scoring Level 3 or above 2006</b> | <b>Math % Scoring Level 3 or above 2005</b> | <b>Math % Scoring Level 3 or above 2006</b> |
|----------------------------|---|--|---|---|
| BAMS 6th                   | 74%   | 66%  | 62%   | 65%   |
| Polk 6th Grade             | 48%   | 56%  | 36%   | 41%   |
| BAMS 7th                   | NA  | 72%  | NA  | 65%   |
| Polk 7 <sup>th</sup> Grade | NA  | 54%  | NA  | 44%   |
| <b>BAMS Average</b>        | 74%   | 69%  | 62%   | 65%   |
| <b>Polk Average</b>        | 48%   | 55%  | 36%   | 43%   |

\* No 7<sup>th</sup> grade scores in the 2005 testing year due to only having 6<sup>th</sup> grade students

\*\* Raw data taken from FCAT results

**BAMS FCAT SSS Comparison 2005 & 2006 to Comparable Schools Averages**

| School                            | School Year | State Grade | %Meeting High Standards in Reading | % Making Learning Gains in Reading | % of Lowest 25% Making Learning Gains in Reading | % Meeting High Standards in Math | % Making Learning Gains in Math |
|-----------------------------------|-------------|-------------|------------------------------------|------------------------------------|--|----------------------------------|---------------------------------|
| Berkley Accelerated Middle School | 2005-2006   | A           | 76%                                | 65%                                | 77%  | 73%                              | 70%                             |
|                                   | 2004-2005   | A           | 79%                                | 73%                                | 77%  | 67%                              | 57%                             |
| Jewett Middle Academy             | 2005-2006   | A           | 79%                                | 68%                                | 76%  | 80%                              | 81%                             |
|                                   | 2004-2005   | A           | 74%                                | 63%                                | 65%  | 74%                              | 75%                             |
| Lakeland Highlands Middle         | 2005-2006   | A           | 73%                                | 70%                                | 76%  | 71%                              | 74%                             |
|                                   | 2004-2005   | A           | 67%                                | 57%                                | 61%  | 67%                              | 68%                             |
| Union Academy                     | 2005-2006   | A           | 86%                                | 70%                                | 84%  | 89%                              | 78%                             |
|                                   | 2004-2005   | A           | 78%                                | 64%                                | 67%  | 84%                              | 78%                             |

- FCAT data taken from school's state report cards

**FCAT NRT DATA of Comparable Schools**

| School Name                       | Mean Scale Score 6th Grade | Mean Scale Score 7th Grade |
|-----------------------------------|----------------------------|----------------------------|
| Berkley Accelerated Middle School | 678                        | 685                        |
| Jewett Academy                    | 693                        | 703                        |
| Lakeland Highlands Middle School  | 682                        | 689                        |
| Union Academy                     | 695                        | 708                        |

There were academic indicators other than FCAT for the academic goals; (Goal 1) Students at BAMS will become proficient in reading. (Goal 2) Students at BAMS will become proficient in mathematics. (Goal 3) Students at BAMS will become proficient in writing. (Goal 4) Students at BAMS will become proficient in science. Several indicators were based on data collected within the school. These include beginning and end of the year assessments in reading, mathematics, and writing. STAR reading is used in all grades. Prentice-Hall beginning and end of the year assessments have been used to demonstrate mathematics progress. The school's writing program has rubrics which teachers use to assess beginning and end of the year progress. Science assessments were conducted at the beginning and end of the year to track student progress. Internally collected data shows goals were met in all areas.

### August 2005- May 2006 STAR Results

|               | Grade Placement | SS  | GE  | IRL |
|---------------|-----------------|-----|-----|-----|
| Pretest Mean  | 6.55            | 702 | 6.4 | 5.9 |
| Posttest Mean | 7.19            | 831 | 7.5 | 7.1 |
| Change        | 0.64            | 129 | 1.1 | 1.2 |

**Chart below shows disaggregated data of sub groups used to determine Adequate Yearly Progress (AYP).**

| Group                       | % Reading at or above grade level (FCAT level 3)<br>State goal 37% 2005 | % Reading at or above grade level (FCAT level 3)<br>State goal 44% 2006 | % Scoring at or above grade level (FCAT level 3 in Math)<br>State Goal 44% 2005 | % Scoring at or above grade level (FCAT level 3 in Math)<br>State Goal 50% 2006 |
|-----------------------------|---|---|---|---|
| Total                       | 75%   | 70%   | 63%   | 66%   |
| White                       | 78%   | 73%   | 64%   | 71%   |
| Black                       | NA  | NA  | NA  | NA  |
| Hispanic                    | NA  | NA  | NA  | NA  |
| Asian                       | NA  | NA  | NA  | NA  |
| American Indian             | NA  | NA  | NA  | NA  |
| Economically Disadvantaged  | 79%   | 65%   | 63%   | 51%   |
| Limited English Proficiency | NA  | NA  | NA  | NA  |
| Students with Disabilities  | NA  | NA  | NA  | NA  |
| Male                        | 71%   | 73%   | 60%   | 67%   |
| Female                      | 77%   | 67%   | 64%   | 65%   |

\* Due to size these categories are not counted on the Florida DOE school report card.

One indicator of success is BAMS attaining AYP status in both years of operation in all subgroups. Early in each year, these sub groups are identified and weaknesses assessed. Students who show a weakness in an academic area are encouraged to participate in BAMS tutoring programs. This early detection has proven effective and will remain in place to help ensure continued success in meeting AYP as our population continues to diversify.

BAMS accelerated mathematics curriculum has ensured high achievement in mathematics. Seventy-three percent of BAMS students meet high standards in Math as identified on BAMS 2006 state school grade. The addition of Algebra in seventh grade and vigorous mathematics tutoring for Level 1 and Level 2 students helped facilitate this increase from 67% in 2005. BAMS scores have consistently been at least 20% higher than district averages. One area where the indicator of progress for an accountability

goal was not met was comparing BAMS with three comparable schools (Union Academy, Jewett Academy, Lakeland Highlands Middle) on FCAT SSS and NRT Mathematics. The score for the FCAT Mathematics was slightly below that of these highest ranking comparable schools. BAMS has added more advanced and intensive math classes to help challenge students and attain the same level as the comparable schools. Being comparable to these schools after only two years in existence is evidence of BAMS commitment to excellence to ensure rigorous, relevant learning experiences that result in high achievement for our students.

### FCAT Mathematics Scores of Comparable Schools

| School                            | School Year | State Grade | % Meeting High Standards in Math | % Making Learning Gains in Math | % Free and Reduced Lunch |
|-----------------------------------|-------------|-------------|----------------------------------|---------------------------------|--------------------------|
| BERKLEY ACCELERATED MIDDLE SCHOOL | 2005-2006   | A           | 73%                              | 70%                             | 30%                      |
|                                   | 2004-2005   | A           | 67%                              | 57%                             | 37%                      |
| JEWETT MIDDLE ACADEMY MAGNET      | 2005-2006   | A           | 80%                              | 81%                             | 22%                      |
|                                   | 2004-2005   | A           | 74%                              | 75%                             | 23%                      |
| LAKELAND HIGHLANDS MIDDLE SCHOOL  | 2005-2006   | A           | 71%                              | 74%                             | 28%                      |
|                                   | 2004-2005   | A           | 67%                              | 68%                             | 29%                      |
| UNION ACADEMY                     | 2005-2006   | A           | 89%                              | 78%                             | 27%                      |
|                                   | 2004-2005   | A           | 84%                              | 78%                             | 23%                      |

### 2006 Norm-Referenced Test Mathematics

| School Name                       | Mean Scale Score 6th Grade | Mean Scale Score 7th Grade |
|-----------------------------------|----------------------------|----------------------------|
| Berkley Accelerated Middle School | 676                        | 694                        |
| Jewett Academy                    | 695                        | 708                        |
| Lakeland Highlands Middle School  | 681                        | 694                        |
| Union Academy                     | 697                        | 729                        |

## The School as a Viable Organization

### **Financial Solvency and Stability**

The school is financially sound and has effectively managed its finances. Financial records are on file with the Office of School Choice. The yearly audits as completed by an outside auditing firm have found the school to be operating with a positive fund balance. This is one of the indicators of progress for Goal 6: BAMS will operate with sound financial principles and an active and supportive board of directors. The first indicator of BAMS' financial stability of maintaining a reserve of at least 4% of generated funds each year of operation was evidenced in the independent annual June audit which reflected a 5.33% fund balance. In the first two months of the 2006-2007 school year, BAMS received over \$31,000 in grant funds which will be used to equip our science department with lab necessities and to implement a drought-tolerant, cost effective natural landscape. Future major expenditures include completing the next construction phase of a multi-functional student cafeteria/gymnasium/classroom(s) facility. The additional facility will enable BAMS to increase student enrollment by approximately 90 students.

The second indicator of BAMS' financial stability is BAMS board of directors will hold a minimum of four meetings per year with a quorum of at least 51% of board members in attendance. According to 2006 baseline data, 10 board meetings were held with a 90% present quorum and average attendance of 78%. In September the board acquired a new minority board member. This addition gives our board a 20% minority which reflects our student population.

### **Enrollment**

Enrollment levels at BAMS have continued to grow as grade levels have been added each year. The school had 104 students the first year, 200 students in year two, and 311 students this year.

| Year      | Grade | White | Percentage | Black | Percentage | Total |
|-----------|-------|-------|------------|-------|------------|-------|
| 2004-2005 | 6     | 84    | 81%        | 20    | 19%        | 104   |
| 2005-2006 | 6     | 87    | 85%        | 15    | 15%        | 102   |
| 2006-2007 | 6     | 95    | 82%        | 20    | 17%        | 115   |
| Year      | Grade | White | Percentage | Black | Percentage | Total |
| 2005-2006 | 7     | 78    | 80%        | 20    | 20%        | 98    |
| 2006-2007 | 7     | 83    | 86%        | 14    | 14%        | 97    |
| Year      | Grade | White | Percentage | Black | Percentage | Total |
| 2006-2007 | 8     | 76    | 77%        | 23    | 23%        | 99    |
| Totals    |       |       |            |       |            |       |
| 2004-2005 |       | 84    | 81%        | 20    | 19%        | 104   |
| 2005-2006 |       | 165   | 82%        | 35    | 18%        | 200   |
| 2006-2007 |       | 254   | 82%        | 57    | 18%        | 311   |

The school has successfully maintained a waiting list since the school opened. Currently 124 students are on the list. Much interest in the school has been through “word of mouth” advertising. The school is a feeder from Berkley Elementary Charter School. With the growth in the Auburndale/Polk City area many new families come to BAMS. Tours of the school are provided by request to interested parents before they submit applications.

The school has maintained an overall minority population of approximately 18% at all times during its existence.

BAMS has experienced very low turnover and absentee rates. In 2004-2005, six students left BAMS. Five moved out of the area and one to another area middle school. In 2005-2006, twelve students left BAMS. Ten moved out of the area and two to other area middle schools. The charts below indicate the most recent stability percentages as reported by the Polk County Assessment, Accountability, and Evaluation Department and our turnover rates by year.

**Students Leaving BAMS**

| Year      | Black | White |
|-----------|-------|-------|
| 2004-2005 | 0     | 6     |
| 2005-2006 | 3     | 9     |

**Stability and Absence Rates**

|                        | Absences:<br>Students<br>Absent 21+<br>Days (%) | Stability (%) |
|------------------------|---|---------------|
| 2004-2005              |   |               |
| Berkley Middle         | 7.5%  | 98.1%         |
| Polk Middle<br>Schools | 24.1%   | 91.9%         |

**School Governance**

The Berkley Accelerated Middle School Board of Directors has fulfilled its roles and responsibilities as set forth in the original application. This group of dedicated and supportive stakeholders has effectively performed its duties. The board has only had one turnover and that was due to the end of a term. Teachers are evaluated through the use of a yearly performance observation along with a review of the completion of required training and follow-up activities throughout the year. There have been no complaints brought to the board by staff.

Any parent wishing to address the board is welcome to do so during a regularly scheduled board meeting. Board meeting dates and times are sent home with each student at the beginning of the year and our posted on our school website. There have been no complaints brought to the board. The board is committed to holding at least four

meetings a year. However, the board has held at least eight meetings each year since existence. The agendas and minutes from those meetings are on file.

### **Professional Staff**

Berkley Accelerated Middle school's staff is very energetic and committed to the success of the student body. Since the schools inception the expectations of the teachers and staff have been very high. BAMS' teachers continue to learn new techniques of teaching to increase student learning. All teachers strive to exceed our school goals of proficiency for our students in reading, writing and mathematics. As measures of success BAMS has received a grade of "A" under Florida's A+ Plan and has met AYP for both years of operation.

Each summer BAMS' staff participates in training conferences in teaching strategies. Many of our teachers are trained in CRISS reading strategies and Kagan learning structures and other teaching strategies. The summer training has provided an opportunity for staff development in areas of instructional methodology as well as involvement in planning for the future.

Goal 4: BAMS staff will use Kagan Cooperative Learning strategies at a higher level than that of other schools in the county. This goal has been met at an extremely high rate. Each month the staff participates in additional training in reading strategies and Kagan learning structures. Different members of the staff master and then teach a reading strategy and Kagan structure to the rest of the staff. The teachers are then observed using the strategies and structures in the classroom. The effort to increase the ability of the staff makes for a more exciting and interesting class and produces higher student achievement.

Additional staff training is provided by the district through the ESOL (English as a Second Language) , ESE, Gifted and FLIGHT (New teachers) programs.

BAMS has 16 teachers: 12 regular education teachers, 1 Spanish teacher, 1 Technology teacher, and 1 Physical Education teacher. Other staff members are the Principal, Assistant Principal, Guidance Counselor, ESE Coordinator, and four support staff. All teachers hold a valid Florida teaching certificate. Two teachers are considered out of field. Both are well on their way to fulfilling the requirements to be highly qualified in their areas. Twelve percent of eligible teachers are National Board certified. Thirty percent of our staff holds a master's degree in education. Two teachers did not return after the 2004-2005 school year. Both teachers moved out of state. Two teachers did not return after the 2005-2006 school year. Both teachers moved to other schools. BAMS has had a large number of highly qualified applicants for each open position and been able to fill all openings without difficulty.

Future plans include continuing the monthly reading strategies and Kagan learning structures development. Plans also include adding additional electives including art, chorus, band, and additional physical education electives.

## The School and Its Charter

### **Program and Operation**

BAMS has followed the terms of its charter with its educational program and day to day operations. The school's progress in meeting the academic goals of the accountability plan (attached) has been discussed in the first section, Educational Goals. (Goal 7) BAMS will operate with sound financial principles and an active and supportive board of directors is discussed in the sections on Financial Solvency and Stability and Governance above.

Additional goals include (Goal 5) BAMS staff will use Kagan Cooperative Learning strategies at a higher level than that of other schools in the county, and (Goal 6) BAMS parents will approve of their child's educational experience and the school will be seen as an attractive educational alternative.

The indicators of progress towards these goals have been met. Goal 5 indicators deal with teachers participating in Kagan "Structure a Month" clubs and observations by administrators. 100% of teachers participated in Kagan "Structure a Month" clubs as indicated by sign in sheets. Also, 100% of teachers were observed by administration five times using Kagan Structures as indicated in the Kagan Cooperative Learning Observation notebook and through in-service records reported to the district each year.

Goal 6 indicators deal with Annual School Surveys of Attitude. Overwhelmingly, our parent and student surveys show satisfaction with our school. Survey results are especially high in the areas of "High Expectations", "Instructional Leadership", and "Clear School Mission".

| <b>PCSB Successful Schools Survey Results</b> | <b>2004-2005 Weighted Average</b> | <b>2005-2006 Weighted Average</b> |
|---|-----------------------------------|-----------------------------------|
| <b>BAMS Parent Survey</b>                     | 1.69                              | 1.87                              |
| <b>Polk Parent Survey</b>                     | 1.36                              | 1.34                              |
|   |                                   |                                   |
| <b>BAMS Student Survey</b>                    | 1.62                              | 1.77                              |
| <b>Polk Student Survey</b>                    | 0.85                              | 0.86                              |

Another indicator of Goal 6 is Teacher Attitude surveys. Successful Schools Staff Survey results show that 94% of staff gave an overall school rating of excellent. Areas of highest satisfaction are: "Teachers stress achievement priority", "Teachers believe students can achieve", and "many students rewarded for achievement".

## Regulatory Requirements

- **Special Education**

A review is conducted for new students currently receiving special education services, and if needed, a staffing is held to rewrite the Individual Education Plan (IEP) to reflect the needs of the students and our program. The school contracts with a speech therapist to provide those services. Students at BAMS are served in an inclusion model. There are no full time ESE programs. BAMS has a half time ESE Coordinator who works with all teachers to make sure accommodations and modifications are being met.

IEPs and re-evaluations are done according to the district plan. Through the regular use of Genesis printouts and a review of student information, the school seeks to stay in compliance. Records are on file with the Office of School Choice and are discussed at regular site visits. A student recommended by a teacher for possible ESE services is first screened by the guidance counselor, and then a referral is begun with the ESE Coordinator who follows the guidelines of the district. The assigned school psychologist and staffing specialist meet with the ESE Coordinator throughout the referral process to ensure accurate referrals are made.

We have not had any compliance complaints from parents during our charter. The chart below documents the numbers of students being served including gifted students. This is based on current data (October 2006).

| Exceptionality                | # of Students |
|-------------------------------|---------------|
| Educable Mentally Handicapped | 1             |
| Orthopedically Impaired       | 4             |
| Speech Impaired               | 1             |
| Language Impaired             | 1             |
| Emotionally Handicapped       | 2             |
| Specific Learning Disabled    | 19            |
| Gifted                        | 33            |
| Other Health Impaired         | 4             |

- **Limited English Proficiency**

Copies of home language surveys are kept in student cumulative files. Teachers regularly document ESOL strategies in their plan books. Students who meet requirements are given the CELLA test. All ESOL testing mandates are met.

- **Student Learning Time**

Berkley Accelerated Middle School follows the same calendar as the traditional Polk County School System schools. Student hours are 8:00am – 3:00pm. This time coincides with Berkley Charter Elementary bell schedule in order for siblings in grades K-8 to be on the same schedule. Students are instructed in a

rigorous curriculum from “bell to bell”. Students are heterogeneously grouped in all classes except math and science. Students are ability grouped in these subject areas. This allows the school to offer a very high level for students in those areas. In addition to the extra help given to students by teachers throughout the day, volunteers are used in classrooms to assist with some remediation and extra practice. After school tutoring is provided by the school from 3:00pm-5:30pm to students who need additional help in reading and/or math. Algebra and geometry Teachers stay after school to help students in these accelerated classes on a regular basis.

- **State Testing Requirements**

BAMS has participated in all aspects of the required Florida testing program. Students in grades 6-7 have taken all FCAT SSS and NRT tests. With this year being our first year with 8<sup>th</sup> grade students this year will be our first students to take FCAT Writes and FCAT Science. BAMS has tested almost 100% of students at each testing date. According to NCLB School Public Accountability Report 100% of students were tested during 2005 and 99% during 2006 FCAT. One student received an alternative assessment due to their IEP. Accommodations are provided to ESE students with an IEP or 504 plan stating the need for the accommodation.

- **Student Discipline**

We use the Polk County School District Code of Conduct book and this is given to parents at the beginning of each school year. Student discipline rates are very low at BAMS. Teachers make great efforts to work with parents before sending students to the office. During the 2005-2006 school year there were 31 minor incidents needing office intervention. All incidents were minor in nature. The chart below indicates the actions taken for the incidents.

| <b>Incident Action Descriptin</b>   | <b># of Times</b> |
|-------------------------------------|-------------------|
| Detention                           | 3                 |
| In School Suspension                | 16                |
| Out-of-School Suspension Short Term | 5                 |
| Phoned Parents                      | 1                 |
| Parent/Guardian Pickup              | 1                 |
| Time Out                            | 5                 |

- **Health and Safety**

Copies of our fire and health inspections are on file with the Office of School Choice along with our Certificate of Occupancy. There have been no violations.

We complete monthly fire drills and other safety drills on a regular basis. Staff members are trained annually on medication policies, blood borne pathogens and contagious diseases.

There have been no suspensions in regard to the use of tobacco on school property, violence, or bringing weapons on campus. One student was sent to the Mark Wilcox Center drug program and returned after completion of program. There have been no complaints received regarding allegations of harassment or discrimination.

- **Legal**

Berkley Accelerated Middle School has not had, nor do we currently have any legal actions against us.

- **Miscellaneous**

BAMS has utilized funds towards emphasis of technology in the classroom. There are at least two computers in every classroom. Each teacher has a wireless laptop and we have 30 wireless laptops in our technology lab. Each classroom has a computer enabled TV, DVD/VCR player, and printer. Digital cameras are available for each grade level. The TV Production class has a state of the art computer system for all editing and publishing programs. They also have cameras and video equipment. Software titles have been added to meet teacher requests and the needs of students. All Clerical and administrative staff have computers with all required programs.

BAMS has confidentiality policies in place covering what can be released from student records and to whom it can be released.

The school shares information annually with teachers regarding the use of copyrighted material. Software is purchased and used according to licensing requirements.

BAMS is in compliance with all civil rights legislation and our non discrimination policies are included in our enrollment packet and personnel handbook.

School records are kept in locked filing cabinets in the office, and access is available through the guidance councilor. Staff members are frequently reminded of the confidentiality of all student records.

BAMS follows the Polk County Code of Conduct in injunction with our school wide Knight in Training Behavior Plan. The management plan addresses expectations for student behavior and dress. The plan has consequences for non compliance and big incentives "KIT Card Parties" for compliance each grading period.

BAMS Employee Handbook is given to all employees and acknowledgement is required each year. The handbook addresses the policies and procedures of the school.

## Plans for the Future

### **Founding Charter and Experiences During Initial Charter**

The goals set forth in our founding charter have served us well during our initial contract term. BAMS has experienced a great deal of success during its first two and a half years as indicated by a state "A" grade for the first two years, meeting AYP both years in operation, a growing waiting list, constructing a new building, and maintaining a strongly committed staff and governing board. BAMS has successfully served a growing population with a strong emphasis on academics and behavior.

While the goals set forth in our founding charter have given us an excellent starting point, BAMS has grown and applied even higher standards and methodologies in our school since its inception. There are a few components of the academic piece of BAMS original application that are either outdated and have been improved or have taken a different direction.

The following are components from the original charter application that have been updated or changed to better meet the needs of our students.

| <b>Academic goal or practice stated in school's original application</b> | <b>Specific Reference in Application</b> | <b>Change and Rationale</b>   |
|--|--|---|
| Implementation of Talent Development Middle School model                 | P.4, Part C                              | In response to the Reading Next Initiative and meetings with representatives from John's Hopkins University's Success for All Foundation, BAMS has implemented <b><i>The Reading Edge; A Comprehensive Reading Program for Young Adolescents</i></b> . This program is the newest reading program from the Success for All Foundation. <b>The Reading Edge</b> is a research-based and research-proven program designed to meet the unique needs of young adolescent readers. <b>The Reading Edge</b> is designed to accommodate students of diverse backgrounds and achievement levels, including English language learners, special education students, students reading below grade level, students reading at or above grade level, and gifted students. The curriculum includes extensive teacher training, both in the use of the materials and in effective classroom management, and helps give all students the support they need to meet the state's performance standards. |

|   |                               |  |
|---|-------------------------------|--|
| <p>Edu-test assessments will be used to identify student's strengths and weaknesses</p>   | <p>p.4, Part D #1</p>         | <p>BAMS implemented the <b>4Sight Predictive Benchmark Assessments for FCAT</b> designed by the Success for All Foundation to more closely align with our reading program. <b>4Sights</b> assessments are one-hour tests that have exactly the same formats, coverage, look and feel as the state reading assessments. They produce overall scores that predict student's scores on state assessments. Further, <b>4Sight</b> produces scores on, key sub skills designed around state standards- for example, interpreting text, drawing conclusions, purpose of text and so on. These scores tell you where to focus professional development efforts to ensure student success. Given 5 times a year, <b>4Sight</b> benchmark assessments predict how each class and student will perform on state assessments.</p> |
| <p>BAMS will serve approximately:<br/> a) 100 6th graders in 2004-05<br/> b) 200 6th and 7th graders in 2005-06<br/> c) 400 students 6-8 in 2006-07<br/> d) 600 students in grades 6-8 in 2007-08</p> | <p>p.5, Part E</p>            | <p>BAMS has reached a student enrollment of 311 6-8 grade students in the 2006-2007 school year. BAMS anticipates a population of approximately 370 students in the 2007-2008 school year. When we applied for a charter, schools received capital outlay funding. When the statute changed to only include charter schools in existence 3+ years BAMS had to curtail our original anticipated population. The new anticipated population stated above will hold until BAMS starts receiving capital outlay dollars to build more facilities.</p>  |
| <p>Talent Development Middle School Model:<br/> a) Student Team Literature<br/> b) Research and standards-based mathematics curriculum (University of Chicago School Mathematics Project)</p>         | <p>p.5-6, Sect. 2, Part A</p> | <p>Portions of The Talent Development Middle School Model has been replaced with:<br/> a) <b>The Reading Edge</b> curriculum<br/> b) BAMS uses Prentice Hall Series 1, 2, and 3 for basic 6-8 math classes. We have also implemented Prentice Hall Pre-Algebra, Algebra 1, Algebra 1 Honors and Glencoe Geometry 1 Honors programs to accelerate our mathematics program.</p>  |

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| Reading/English/Language Arts (RELA curriculum): | p. 6, Sect. 2, Part A | BAMS uses The Reading Edge curriculum which incorporates: Oral Language and Vocabulary, Word-Recognition Skills, Fluency, Reading Comprehension- Narrative and Expository Text, Writing, Cooperative Learning, Partner Reading, Team Discussion, and Reflection. BAMS has also implemented Research/Speech/Debate classes as electives. These courses offers students the opportunity to practice and refine the skills of communication while developing the self-confidence needed to speak in front of an audience. Participation in speech and debate produces articulate, interesting individuals who know how to defend what they believe, students who possess the confidence and precision of language necessary to make a significant impact on their work. These skills, build confidence in our young people ensuring that they posses the ability to make a powerful impact on the society in which they live. |
| The Talent Development Science Curriculum        | p. 6, Sect. 2, Part A | BAMS implemented the Polk County new science program incorporating Earth Science in 6th grade, Life Science in 7th grade and Physical Science in 8th grade. Each grade offers advanced science classes in each of these areas. BAMS is also excited to have incorporated Biology I Honors into our 8th grade science program keeping with our accelerated program  |
| Career Exploration                               | p. 7, Sect. 2, Part A | BAMS is proud to have expanded on the career exploration area of our school's original application. One course of technology that we are especially proud of focuses on the <b>MoneySKILL</b> program of study. <b>MoneySKILL</b> is a complete curriculum in personal finance, built upon the standards developed by the Jump\$tart Coalition for Personal Finance. It consists of 34 modules covering all areas of personal finance that young adults need to know. <b>MoneySKILL</b> is built around the friendship of Andrew, Maria and Jamie who come from Anglo, African-American and Hispanic-American backgrounds, respectively. This computer based program centers around the areas of income, expenses, assets, liabilities, and risk management. This program helps students decide on future careers they may want to pursue in order to create the lives they hope for.                                      |

### **Accountability Plan**

An accountability plan to begin with the 2007-2008 school year has been presented to the Office of School Choice. Goals address student performance expectations in the areas of reading, mathematics, writing, and science which are all areas of FCAT assessment. BAMS is very proud of our attainment of high expectations to date and expects to see continued growth in all of these areas. Additional goals include continued application of Kagan Cooperative Learning Structures, parental and staff satisfaction, governing board and financial solvency.

### **Evaluation of Program**

BAMS accountability plan states indicators of progress which will be used for evaluation of the program. BAMS annual report as required by the state will also provide yearly data about the school's performance.

### **Facilities**

Our plans are to remain at our current location for the duration of our renewal charter. An outdoor beautification is underway with the assistance of a Florida Wildflower Grant of over \$24,000 awarded this year. All documentation that the school is in compliance with building, health, safety, and insurance requirements is on file with the Office of School Choice. The school will continue to provide a safe environment for students and staff. One of our future goals is to construct more classrooms and a multi-purpose Gymnasium that will include a new gymnasium, cafeteria, media center and classrooms. If we are renewed for 15 years, we would have an enhanced chance of securing funding for this enhancement expansion.