

The School District of Palm Beach County

Berkshire Elementary School



2018-19 Schoolwide Improvement Plan

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Berkshire Elementary School

1060 KIRK RD, West Palm Beach, FL 33406

<https://bkes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	B	B*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Berkshire Elementary's mission is to develop young healthy minds in an ever changing global economy with 21st century skills by providing a nurturing, diverse, and inclusive community, where all stakeholders are valued.

Español

La misión de la escuela primaria Berkshire es desarrollar a los jóvenes en una economía global cambiante con las habilidades del siglo 21 proporcionando una comunidad preocupada por el bienestar, diversidad e inclusión donde todos son valorados.

Provide the school's vision statement.

Berkshire Elementary School is committed to providing a healthy, holistic, creative, diverse, supportive educational experience. Empowering each student to reach his/ her highest potential with an innovative staff committed to continual professional and personal growth to ensure maximum student success in knowledge, technology, skills, ethics, and character required for responsible citizenship and productive fulfilled lives.

Español

La escuela primaria Berkshire esta comprometida a proporcionar una experiencia educativa sana, integral, creativa, diversa y solidaria a cada estudiante para alcanzar su máximo potencial con un personal continuo, para garantizar el máximo editor de los estudiantes en sus conocimientos, la tecnología, sus destrezas, la ética y el carácter necesario para ser ciudadanos responsables y productivos en sus vidas plenas.

School Leadership Team

Membership

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

Name	Title
PEREZ, DIANA	Principal
STARLING, DARLENE	Assistant Principal
LUDWIG, PATTY	Administrative Support
NORVELL, LAUREN	Teacher, ESE
SANCHEZ, SUSANA	Instructional Coach
Bellerice, Rachel	Administrative Support
KOZAIN, MATILDE	Instructional Coach
LINDER, KIMBERLY	School Counselor
VIDAL, FATIMA	Instructional Coach
Velasquez, Marisol	Administrative Support
TORRES, MARITZA	Teacher, K-12
REBELO, LUZ	School Counselor
DUPONT, KIMBERLY	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The leadership team is comprised of the following team members: Administration: Principal, Assistant Principal, SBT leader, ESE Contact, Teacher on Special Assignment (TOSA), Certified School Counselors, ESOL

Coordinator, Science Resource, Reading Coaches, and Math Coach. The primary responsibility of this leadership team is to ensure the integration of academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying levels.

Administration: Administration oversees the academic goals, school culture and School-wide Positive Behavior Support System at the school. They guide and supervise the fidelity of the use of resources and allocations.

Instructional Coaches: The Instructional Coaches actively participates in the SBT meetings. The Instructional Coaches will collaborate with general education and special education teachers to support student achievement for all students. The Instructional Coaches will provide guidance and resources in the area of literacy behaviors, mathematics and curriculum.

SBT Leader: The SBT Leader position will assist the principal in overseeing the entire RTI process at the school. The SBT Leader and other members of the team will provide professional development to the staff and parents in reference to the overall MTSS process, effective interventions, using Aimsweb and CBM's to progress monitor the effectiveness of the interventions and graphing and analyzing student data and current instructional practices used at the school. The members of the team will also case manage students receiving interventions.

The ESE Contact: The ESE contact will actively participate in the SBT meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESE contact will also collaborate with general education, special education teachers and parents to develop an Individual Educational Plan (IEP), create and/or modify goals and interventions for individual students. The ESE contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and

analyzed to see if students are responding to the intervention.

The ESOL Contact: The ESOL contact will actively participate in the SBT meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESOL contact will also collaborate with general education and ESOL teachers to create goals and interventions for individual students. The ESOL contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

The Certified School Counselors: The Certified School Counselors will review student referrals, analyze individual student data, monitor student attendance and problem solving. The school counselor will also provide social, emotional and behavioral interventions and track and monitor their progress. The school counselor will also provide ongoing professional development in PBS and collaborate with individual teachers and parents to help create appropriate interventions for individual students. The Certified School Counselors will actively participate in the SBT meetings.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	41	30	24	30	27	30	0	0	0	0	0	0	0	182
One or more suspensions	1	10	6	9	7	9	0	0	0	0	0	0	0	42
Course failure in ELA or Math	34	85	80	82	42	48	0	0	0	0	0	0	0	371
Level 1 on statewide assessment	0	0	0	68	65	86	0	0	0	0	0	0	0	219

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	13	18	16	64	41	52	0	0	0	0	0	0	0	204

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	3	6	13	1	0	0	0	0	0	0	0	0	23
Retained Students: Previous Year(s)	0	3	6	11	1	0	0	0	0	0	0	0	0	21

Date this data was collected

Tuesday 9/4/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	34	27	26	33	28	23	0	0	0	0	0	0	0	171
One or more suspensions	0	1	2	6	6	4	0	0	0	0	0	0	0	19
Course failure in ELA or Math	65	111	74	95	64	62	0	0	0	0	0	0	0	471
Level 1 on statewide assessment	0	0	0	67	78	62	0	0	0	0	0	0	0	207

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	16	22	13	61	56	48	0	0	0	0	0	0	0	216

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	34	27	26	33	28	23	0	0	0	0	0	0	0	171
One or more suspensions	0	1	2	6	6	4	0	0	0	0	0	0	0	19
Course failure in ELA or Math	65	111	74	95	64	62	0	0	0	0	0	0	0	471
Level 1 on statewide assessment	0	0	0	67	78	62	0	0	0	0	0	0	0	207

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	16	22	13	61	56	48	0	0	0	0	0	0	0	216

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

- Math low 25% learning gains = Minimally increased from 45% to 46%
- ELA overall achievement = Declined from 55% to 51%
- Fourth Grade ELA achievement = Declined from 47% to 45%

Yes, this is a trend. When comparing the data over time we noted...

- Math is not a trend but did perform the lowest
- ELA overall achievement is a trend because we continue to score in the low to mid 50 range
- Fourth grade ELA is a trend because we continue to score in the mid to high 40 range

Which data component showed the greatest decline from prior year?

Third and fifth grade ELA decreased 3%

- Third grade from 50% to 47%
- Fifth grade from 54% to 51%

ELA and Science achievement decreased 4%

- ELA from 55% to 51%
- Science from 53% to 49%

Subgroups Data

- Whites - Declined in science from 71% to 50% resulting in a 21% decrease. ELA score declined from 69% to 55% resulting in a 14% decrease.
- Blacks - Declined in science from 38% to 20% resulting in a 18% decrease.

Which data component had the biggest gap when compared to the state average?

Science achievement

- Decreased 6% when comparing the school (49%) to the state (55%)

Which data component showed the most improvement? Is this a trend?

ELA lowest 25% learning gains increased from 34% to 57% resulting in a 23% improvement
 ELA learning gains increased from 52% to 58% resulting in a 6% improvement

Describe the actions or changes that led to the improvement in this area.

The 23% improvement of ELA lowest 25% learning gains was a result of the following actions...

- Strategic in targeting the lowest 25% students
- Continuing the double down model
- Monitoring student data compared to non low 25% students
- Coaching model

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	51%	57%	56%	58%	52%	52%
ELA Learning Gains	58%	61%	55%	65%	56%	52%
ELA Lowest 25th Percentile	57%	56%	48%	53%	51%	46%
Math Achievement	58%	65%	62%	63%	61%	58%
Math Learning Gains	61%	63%	59%	65%	61%	58%
Math Lowest 25th Percentile	46%	53%	47%	56%	51%	46%
Science Achievement	49%	56%	55%	41%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	41 (34)	30 (27)	24 (26)	30 (33)	27 (28)	30 (23)	182 (171)
One or more suspensions	1 (0)	10 (1)	6 (2)	9 (6)	7 (6)	9 (4)	42 (19)
Course failure in ELA or Math	34 (65)	85 (111)	80 (74)	82 (95)	42 (64)	48 (62)	371 (471)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	68 (67)	65 (78)	86 (62)	219 (207)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	47%	56%	-9%	57%	-10%
	2017	50%	54%	-4%	58%	-8%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	45%	58%	-13%	56%	-11%
	2017	47%	57%	-10%	56%	-9%
Same Grade Comparison		-2%				
Cohort Comparison		-5%				
05	2018	51%	59%	-8%	55%	-4%
	2017	54%	52%	2%	53%	1%
Same Grade Comparison		-3%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	55%	63%	-8%	62%	-7%
	2017	50%	62%	-12%	62%	-12%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	64%	63%	1%	62%	2%
	2017	55%	64%	-9%	64%	-9%
Same Grade Comparison		9%				
Cohort Comparison		14%				
05	2018	48%	66%	-18%	61%	-13%
	2017	58%	61%	-3%	57%	1%
Same Grade Comparison		-10%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	45%	56%	-11%	55%	-10%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	42	39	32	36	32	15				
ELL	43	57	58	58	63	52	28				
BLK	36	37	35	42	46	25	20				
HSP	53	60	58	60	62	49	51				
MUL	36			45							
WHT	55	69	67	57	67	50	50				
FRL	50	57	55	56	59	45	48				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	33	31	17	27	23	13				
ELL	45	46	37	53	54	40	33				
BLK	45	48		38	39		38				
HSP	54	51	35	58	58	44	53				
WHT	69	65		67	52		71				
FRL	51	51	36	55	55	43	53				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To ensure student achievement within ELA, Math and Science in alignment with the District's Strategic Plan; LTO # 1 Increase reading by third grade and LTO #2, High school readiness.
Rationale	ELA overall achievement declined from 55% to 51% Math low 25% learning gains minimally increased from 45% to 46% Science achievement decreased from 53% to 49%
Intended Outcome	- Improve ELA achievement by 11% to achieve 62% ELA proficiency in order to meet the LTO of the Strategic Plan by 2021 targeted goal of 75% - Improve Math low 25% learning gains by 10% to achieve 56% Math improvement - Improve Science proficiency by 5% to achieve 54% Science proficiency i
Point Person	DIANA PEREZ (diana.perez.1@palmbeachschools.org)
Action Step	
	Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by the Florida State Statue 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity.
	Literacy Coaches will use the coaching model to build the capacity of K-5 teachers by providing data-driven professional development. Through PLC and grade level meetings we are ensuring data is analyzed resulting in standards-based planning in both English and Spanish. Support is provided during the literacy block via Double down model. (Kimberly Dupont, Matilde Kozain, Fatima Vidal, Marisol Velasquez, Darlene Starling, Rachel Bellerice)
Description	Math Coach will use the coaching model to build the capacity of K-5 teachers by providing data-driven professional development. Through PLC and grade level meetings we are ensuring data is analyzed resulting in standards-based planning in both English and Spanish. Support is provided during the math block via Double down model. Additionally, a supplemental math resource will be utilized in 3rd, 4th, and 5th grade. Teachers will participate in ongoing growth opportunities to effectively teach the supplemental math. (Susana Sanchez, Rachel Bellerice, Darlene Starling)
	Science Resource teacher is part of the fine arts rotation. Through PLC and grade level meetings we are ensuring data is analyzed resulting in standards based planning in both English and Spanish. (Maritza Torres, Rachel Bellerice, Darlene Starling)
Person Responsible	DIANA PEREZ (diana.perez.1@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	The effectiveness of the plan will be monitored during classroom walkthroughs, student data including FSQs, USAs, Diagnostics, RRR, PBPA, iReady, iStation, Imagine Learning and FSA, and teacher data chats.
Person Responsible	DIANA PEREZ (diana.perez.1@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Berkshire's 2018-2019 Title I Parent Family Engagement Plan

PFEP Link

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

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

Our school implements a single school culture of School-wide Positive Behavior Support System where students are encouraged to follow positive routines and procedures. Our students are taught and re-taught the expectations of being positive, responsible students who are safe and willing to learn within an equitable and accessible environment.

Our school-wide behavior system consists of:

"First two weeks of school" calendar where students are taught the expectations in the classroom and in all common areas through PowerPoint presentations, as well as, video and teacher/student role-play. These expectations are retaught and reinforced throughout the school year

- Staff receives training during pre-school and throughout the year.
- Teachers who need additional support implementing PBS are supported by PBS Team members, SBT interventions, behavior support cohort, Teacher on Special Assignment (TOSA) and administration.
- Both long and short term positive reinforcer/incentive programs have been implemented school-wide

Describe how the school ensures emotional needs.....

- Support may include but is not limited to:

1. Mentoring program
2. Two night Parent Involvement Fair connecting families to agencies such as Center for Child Counseling, 211, Boys Town, HEART etc.
3. Classroom guidance, Individual and group counseling provided by certified school counselors.
4. Coordination of services with community agencies.

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

Berkshire offers a school year Voluntary Prekindergarten (VPK) program. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later in life.

At Berkshire Elementary School, a staggered start will be utilized for kindergarten. During the first week of school, only a third of the kindergarten students will report to school on a given day according to his/her last name. This will help to provide students with a smooth transition into kindergarten. All students are assessed with a Broad Screen/Progress Monitoring Tool. The Florida Kindergarten Readiness Screener is administered to assess the readiness of kindergartners.

Screening data will be collected and aggregated prior to September 26, 2018. Data will be used to plan daily academic instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains. A Kindergarten Round-up is held in the spring of each school year at Berkshire. The school sends parent letters home with the students inviting parents with incoming Kindergarten students to attend. All information is provided in English, Creole and Spanish. Berkshire also offers one Pre-K unit and instruction is delivered by a certified teacher on a full time basis.

Fifth grade students have the opportunity to attend feeder and Choice School presentations. The ESE Contact organizes transition meetings for ESE students and school counselors work closely with parents to complete applications.

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

The leadership team is comprised of the following team members: Principal, Assistant Principal, Teacher on Special Assignment, SBT Leader, ESE Contact, General Education Teacher, Certified School Counselors, ESOL Coordinator, Science Resource Teacher and Instructional Coaches. The primary responsibility of this leadership team is to ensure the integration of academic and behavior supports. Berkshire Elementary follows the tiered model delivery of instruction. Within this tiered delivery of instruction, the following steps are taken:

Step 1- The Core Curriculum is evaluated and academic targets are set

Step 2-The team identifies students who need supplemental assistance and an intervention plan is created through the Response to Intervention (RTI) program. The plan identifies deficiencies and interventions

Step 3-Three tiers are used to describe the level and intensity of the instruction/interventions provided across a continuum. This is done through small groups, individual instruction, intensive classes, tutoring, or additional support structures. The leadership team meets to review data and SIP structures. Professional development opportunities are created to reflect the data driven decisions.

The application of the problem solving cycle across three tiers is an essential component of the RTI process. Classroom walkthroughs by administration are conducted daily to monitor the fidelity of MTSS and the SIP. The SBT team also monitors the MTSS process. Data is collected on a regular basis. When the team meets this data is used to make adjustments to the SIP or professional development components.

Title 1 Part A funds parent involvement activities and training, professional development and materials, tutorial program, a literacy and math coach, and a resource position.

Title 1, Part C Migrant: Migrant liaison provides services and support to parents. She coordinates with Title 1 and other programs to ensure student needs are met.

Title 1, Part D: District receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Drop-Out Prevention programs.

Title II: District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.

Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources for students identified as homeless under the McKinney-Vento Act.

Supplemental Academic Instruction: Funds will be used to remediate Level 1 and Level 2 students in grades 3-4.

Violence Prevention Programs: The school offers a non-violence and anti-drug program through school counselors.

The school integrates Single School Culture by sharing our Universal Guidelines for success. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SWPBS programs.

Nutrition Program: School Food Service provides free breakfast for all students and supper for students participating in after-school programs.

Berkshire Elementary has a partnership with The Rotary Club of W,P,B., FL. The Rotary club provides third grade students with dictionaries and a donation of \$1000.00. Berkshire has a partnership with the Norton Museum which provide opportunities for our students to advance culturally.

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

N/A

Part V: Budget

Total:	\$2,281.00
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