Berkshire Elementary School

2019-20 Schoolwide Improvement Plan

Table of Contents

Berkshire Elementary School

1060 KIRK RD, West Palm Beach, FL 33406

https://bkes.palmbeachschools.org

Demographics

Principal: Diana Fernandez

Start Date for this Principal: 8/5/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (54%) 2016-17: C (50%) 2015-16: B (57%) 2014-15: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

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)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	B

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

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	Job Duties and Responsibilities
PEREZ, DIANA	Principal	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. Administration actively ensures safety procedures are in place and school drills are conducted regularly. Administration involves all stakeholders as an integral part of the school's mission and vision.
STARLING, DARLENE	Assistant Principal	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. Administration actively ensures safety procedures are in place and school drills are conducted regularly. Administration involves all stakeholders as an integral part of the school's mission and vision.
LUDWIG, PATTY	Administrative Support	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.
NORVELL, LAUREN	Teacher, ESE	The ESE Contact: The ESE contact will actively participate in 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.
Bellerice, Rachel	Administrative Support	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. Administration actively ensures safety procedures are in place and school drills are conducted regularly. Administration involves all stakeholders as an integral part of the school's mission and vision.
KOZAIN, MATILDE	Instructional Coach	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

Name	Title	Job Duties and Responsibilities
		Instructional Coaches will provide guidance and resources in the area of literacy behaviors, mathematics and curriculum.
VIDAL, FATIMA	Instructional Coach	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.
Velasquez, Marisol	Administrative Support	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 CBM's to progress monitor the effectiveness of the interventions and graphing data.
TORRES, MARITZA	Teacher, K-12	Instructional Coaches: 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.
DUPONT, KIMBERLY	Instructional Coach	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.
ARBELO-RAMOS, HECTOR	Instructional Coach	Instructional Coaches: 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.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	166	214	201	195	184	188	0	0	0	0	0	0	0	1148
Attendance below 90 percent	30	29	24	21	20	25	0	0	0	0	0	0	0	149
One or more suspensions	1	2	3	3	5	5	0	0	0	0	0	0	0	19
Course failure in ELA or Math	390	75	76	89	25	27	0	0	0	0	0	0	0	682
Level 1 on statewide assessment	0	0	0	51	43	68	0	0	0	0	0	0	0	162

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	10	18	14	53	24	30	0	0	0	0	0	0	0	149

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	1	2	2	0	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)
96

Date this data was collected or last updated
Friday 8/16/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	58%	57%	55%	53%	55%
ELA Learning Gains	61%	63%	58%	52%	59%	57%
ELA Lowest 25th Percentile	51%	56%	53%	34%	55%	52%
Math Achievement	67%	68%	63%	57%	62%	61%
Math Learning Gains	66%	68%	62%	56%	62%	61%
Math Lowest 25th Percentile	53%	59%	51%	45%	53%	51%
Science Achievement	38%	51%	53%	53%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	166 (0)	214 (0)	201 (0)	195 (0)	184 (0)	188 (0)	1148 (0)
Attendance below 90 percent	30 (41)	29 (30)	24 (24)	21 (30)	20 (27)	25 (30)	149 (182)
One or more suspensions	1 (1)	2 (10)	3 (6)	3 (9)	5 (7)	5 (9)	19 (42)
Course failure in ELA or Math	390 (34)	75 (85)	76 (80)	89 (82)	25 (42)	27 (48)	682 (371)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	51 (68)	43 (65)	68 (86)	162 (219)

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

NOTE: 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.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	50%	54%	-4%	58%	-8%
	2018	47%	56%	-9%	57%	-10%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	63%	62%	1%	58%	5%
	2018	45%	58%	-13%	56%	-11%
Same Grade Comparison		18%				
Cohort Comparison		16%				
05	2019	46%	59%	-13%	56%	-10%
	2018	51%	59%	-8%	55%	-4%
Same Grade Comparison		-5%				
Cohort Comparison		1%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	62%	65%	-3%	62%	0%
	2018	55%	63%	-8%	62%	-7%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	74%	67%	7%	64%	10%
	2018	64%	63%	1%	62%	2%
Same Grade Comparison		10%				
Cohort Comparison		19%				
05	2019	59%	65%	-6%	60%	-1%
	2018	48%	66%	-18%	61%	-13%
Same Grade Comparison		11%				
Cohort Comparison		-5%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	37%	51%	-14%	53%	-16%
	2018	45%	56%	-11%	55%	-10%
Same Grade Comparison		-8%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	25	39	50	45	48	42	13				

				2019 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 2017-18**	**C & C Accel 2017-18**
ELL	54	64	62	72	73	62	38				
BLK	41	57	54	48	49	23	11				
HSP	56	62	56	70	69	66	40				
MUL	57			71							
WHT	63	52	25	63	61	20	47				
FRL	52	59	51	66	65	53	34				

				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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	459
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

When looking at the subgroup data students with disabilities has the lowest ELA achievement performance with an outcome of 25% meeting proficiency. The contributing factor was inconsistent monitoring of SWD student data and ensuring students were worked with daily. In addition, ELA lowest 25% students decreased from FY18 57% to FY19 51%. The contributing factor was inconsistent monitoring of the L25 student data and ensuring students were worked with daily. Lastly, the FY19 Science achievement compared to FY18 decreased 11%. The contributing factor is a lack of hands on experiments and short term tutorial window.

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

When looking at our FY18 to FY19 we decreased from 49% to 38% for Science achievement proficiency. Additionally, our school demonstrated a -13% gap in comparison to the district. The contributing factor is a lack of providing hands on experiments with fidelity and short term tutorial window.

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.

Our Science achievement had the greatest gap when compared to the state average. Our school demonstrated a -15% gap in comparison to the state. This was due to teachers continuing to need a deeper understanding of the standards and incorporating hands on science based experiments.

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

Math achievement went up 9% from FY18 to FY19 and this was attributed to our redesign in curriculum materials in grades 3-5. All math teachers used a combination of daily targeted problem of the day questions, standards-based targeted whole group lessons and integrated iReady math toolbox lessons.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

When looking at the Early Warning Systems, one potential area of concern are the number of students who scored a level 1 on the statewide assessment who are currently at our school.

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

1. Increase ELA proficiency to 69%
2. Increase Science achievement
3. Increase ELA lowest 25% learning gains

.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure effective and relevant instruction towards student achievement in alignment with LTO #1 increase reading on grade level and LTO#2 to ensure high school readiness.
Rationale	Our Students With Disabilities have the lowest subgroup ELA achievement, historically this subgroup has the lowest performing achievement. Our ELA low 25% learning gains had a 6% decrease from FY18 to FY19. When looking at Science achievement, it had the greatest gap of -11% from FY18 to FY19 and greatest gap compared to the state -15% and district -13%.

State the measurable outcome the school plans to achieve	By the end of FY20, Students With Disabilities at Berkshire will increase ELA achievement from 25% to 30%. By the end of FY20, 5th grade students at Berkshire will increase Science achievement from 38% to 59% By the end of FY20, ELA lowest 25% learning gains at Berkshire will increase from 51% to 67%.
Person responsible for monitoring outcome	DIANA PEREZ (diana.perez.1@palmbeachschools.org)
Evidence-based Strategy	1. Use Academic Tutors to support closing the achievement gap and increasing student proficiency (Mrs. Starling) 2. After-school tutorial to build on class instruction and students needs based on data (Mrs. Bellerice and Mrs. Dupont) 3. Differentiated small group instruction (Instructional Leadership Team)
Rationale for Evidence-based Strategy	1. Academic tutors provide students an opportunity to master standards being taught in the classroom, help students learn, reviewing content with them, explaining how to solve problems and checking completed work. 2. After-school tutorial offers students extended support for remediation, enrichment, and development of standards -based skills and organization techniques to help improve academic achievement. 3. Differentiated small group instruction is effective because teaching is targeted on what students need to learn next. Differentiated instruction is a framework for effective teaching that involves providing all students within their diverse classroom communities to reach academic achievement in all areas.

Action Step	
Description	1. Academic Tutors will push in and pull out from the ELA classrooms to facilitate differentiated small group. Academic tutors will; ~ Work with identified students ~ Implement lessons based on student needs ~ Work collaboratively with assigned teacher to report student progress and areas of concern ~ Follow assigned daily schedule with fidelity 2. Teachers will identify students based on academic weaknesses and enrichment needs. Tutorial staff will; ~ Work with students on the standards needing further development ~ Plan lessons that are targeted and engaging 3. Teachers will review student data to determine areas of need. Design lessons based on student learning styles and standards. Assess student learning using formative assessments and meet with students weekly. Continually reflecting and adjusting lesson content to meet students' needs.

| **Person Responsible** | DIANA PEREZ (diana.perez.1@palmbeachschools.org) |

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture of excellence in Academics, Behavior, and Climate and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas.

Berkshire Elementary integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of:
The History of the Holocaust
The History of Black and African Americans
The Contributions of Latino and Hispanics
The Contributions of Women
The Sacrifices of Veterans and Medal of Honor recipients within US History.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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 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 to be utilized at the school's discretion. Berkshire has a partnership with the Norton Museum which provide opportunities for our students to advance culturally. Team Work USA supports our violin program and provides scholarships to select 4th and 5th grade students.

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.

The Certified School Counselors and Behavior Health Professional will work with students and families on providing guidance and support for social- emotional needs.
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.
School Counselors are using the Sanford Harmony Social-Emotional Learning curriculum in grades Pre-K-3rd grade
- Both long and short term positive reinforcer/incentive programs have been implemented school-wide
Support may include but is not limited to:
1. Classroom guidance, Individual and group counseling provided by certified school counselors.
2. 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 23, 2019. 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.

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 or intensive assistance and an intervention plan is created through the Response to Intervention (RTI). 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, tutoring, etc. The leadership team meets to review the data at which time professional development is determined.

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 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.

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

Berkshire Elementary is implementing AVID this school year. AVID strategies promote student readiness for college and career awareness. The program places special emphasis on growing writing, critical thinking, teamwork, organization, and reading skills. During the first year of implementation, our focus will be K-5th grade note-taking strategies, 3rd-5th grade organizational binders and establishing an AVID culture by displaying college spirit with college pathway experiences.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To ensure effective and relevant instruction towards student achievement in alignment with LTO #1 increase reading on grade level and LTO#2 to ensure high school readiness.				$4,044.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0601 - Berkshire Elementary School	School Improvement Funds		$4,044.00
			Notes: The School Advisory Council will make a recommendation, vote, and decide how this budget will be used during a future SAC meeting this school year.			
					Total:	$4,044.00