Berkshire Elementary School

2020-21 Schoolwide Improvement Plan

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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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	87%

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	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	C

School Board Approval

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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, position title, and job duties/responsibilities 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	The Instructional Coach collaborates with the General Education, English for Speakers of Other Languages, and Exceptional Student Education teachers to support academic achievement for all students. The Instructional Coach will provide guidance and resources in the area of

Name	Title	Job Duties and Responsibilities
		literacy, mathematics, and curriculum and actively participates in SBT meetings.
VIDAL, FATIMA	Instructional Coach	The Instructional Coach collaborates with the General Education, English for Speakers of Other Languages, and Exceptional Student Education teachers to support academic achievement for all students. The Instructional Coach will provide guidance and resources in the area of literacy, mathematics, and curriculum and actively participates in SBT meetings..
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.
ARBELO-RAMOS, HECTOR	Instructional Coach	The Instructional Coach collaborates with the General Education, English for Speakers of Other Languages, and Exceptional Student Education teachers to support academic achievement for all students. The Instructional Coach will provide guidance and resources in the area of literacy, mathematics, and curriculum and actively participates in SBT meetings.
PALEY, CHYLLENE	Instructional Coach	The Instructional Coach collaborates with the General Education, English for Speakers of Other Languages, and Exceptional Student Education teachers to support academic achievement for all students. The Instructional Coach will provide guidance and resources in the area of literacy, mathematics, and curriculum and actively participates in SBT meetings.

Demographic Information

Principal start date

Wednesday 8/5/2015, Diana Fernandez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

Total number of teacher positions allocated to the school

88

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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](#).

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	185	164	207	193	187	173	0	0	0	0	0	0	0	1109
Attendance below 90 percent	52	44	39	30	35	25	0	0	0	0	0	0	0	225
One or more suspensions	4	2	3	1	1	6	0	0	0	0	0	0	0	17
Course failure in ELA	36	50	59	66	26	6	0	0	0	0	0	0	0	243
Course failure in Math	15	36	34	47	23	10	0	0	0	0	0	0	0	165
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	26	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	28	0	0	0	0	0	0	0	28
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	88	82	71	0	0	0	0	0	0	0	241
FY20 Math Winter Diag Levels 1 & 2	0	0	0	59	56	52	0	0	0	0	0	0	0	167

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	22	35	34	40	18	10	0	0	0	0	0	0	0	159

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	7	6	15	11	0	0	0	0	0	0	0	42
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 8/20/2020

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	
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

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	
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

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**	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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.

When looking at iReady data from 2019-2020 that is available before Covid 19 our lowest performance was during our Window 2 Diagnostic in the domain of Vocabulary where 58% of the students scored 1 or more years below grade level. The contributing factor is due to the minimal integration of vocabulary instruction during instruction. Although word walls, dictionaries and cognate walls are used further development in using the vocabulary words is critical in students using different levels of vocabulary in their writing, speaking and reading.

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.

When comparing the iReady Diagnostic 2 from 2019-2020 to the iReady Diagnostic 3 from 2018-2019 students declined the most in Comprehension Literature. On Diagnostic 3 from 2018-2019 67% of students were meeting grade level and during the 2019-2020 Diagnostic 2 49% were on grade level. When analyzing the data we take into consideration that we are comparing the end of the year data from 2019 to the middle of the year data 2020 due to Covid 19.

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.

Although Vocabulary is our lowest domain we do continue to grow year to year. For example, during the 2018-2019 school year during the second diagnostic 36% of students were meeting grade level for the vocabulary domain. During the school year 2019-2020 42% of the students were on grade level for vocabulary domain. We have continued to make vocabulary instruction a focus and the implementation of the curriculum Benchmark continues to increase student learning.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Based on this data trend our focus will be to diminish the number of students who scored a level 1 on the statewide assessment who are currently at our school. and increase learning gains and achievement. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified subgroups; SWD students; who will receive strategic, be targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. If we are unsuccessful in addressing skill deficits and standard acquisition, then students will not pass their graduation required assessments and not graduate from High School in a timely manner.

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

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. Our in-school, during the school day tutorial program ensured student participation and success. All teachers, including elective teachers collaborated to ensure program success. Schedules were adjusted to ensure tutorial days were honored and student participation was guaranteed. Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance in order to positively ensure:
Increasing students ELA L25 learning gains in Literacy allows for our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future. Increasing students learning gains in Math helps us think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world around us. Analytical and reasoning skills are essential because they help us solve problems and look for solutions, thus allowing our students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary for day to day.
Students with Disabilities (SWD) will Increase ELA achievement from 25% to 30%. Ensuring learning gains & progress for ESSA categorized sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students.
Increase Science achievement from 38% to 59%. Science education equips students with fundamental skills to navigate the subject throughout school and beyond. Skills in measurement and comparison not only contribute to science literacy, but they also build capacity across the curriculum. Process skills like observing, investigating, describing, predicting and experimenting aren't just vital to scientific thinking, but contribute academic achievement across all content areas. Science also lends itself to new forms of investigation in the classroom. Project-based learning gives students opportunities to solve problems, work cooperatively, experiment and explore. Hands-on learning connects theory and practice while reinforcing practical applications. These are skills elementary

students will hone, refine and add to as they continue their education and topics and methods become increasingly sophisticated. The curiosity and creativity they develop will help sustain attention, grit and perseverance to attend to problems and work out solutions.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	To ensure progress towards student achievement in ELA, Math, and Science to align with the District's Strategic Plan; LTO #1; Increase reading proficiency and LTO #2; Ensure High School Readiness. The subgroup data for FY19 SWD had the lowest ELA achievement performance with 25% meeting proficiency. The ESSA data shows SWDs at 40% for FY19, didn't meet the required federal threshold of 41%. The contributing factor was inconsistent monitoring of SWD student data and daily reinforcement. ELA lowest 25% students decreased from FY18 57% to FY19 51%. FY19 Science achievement compared to FY18 decreased 11%. The contributing factor is a lack of hands on experiments and short term tutorial window. FY20 Winter Diagnostic data demonstrated the following: 3rd grade increasing their ELA achievement by 2.6% when comparing FSA FY19 to Diagnostics FY20, 4th grade had a decrease of 7.6% when comparing FY19 FSA to FY20 Diagnostics, lastly, 5th grade ELA demonstrated an increase of 12.3% when comparing FY19 FSA to FY20 Diagnostics. The Winter Diagnostic results show that we were working towards meeting our overall goal of increasing Reading proficiency. Before the Winter Diagnostics students were involved in rigorous ELA lessons. 3rd grade students were experiencing a new curriculum called Benchmark which we acknowledge on having a positive impact on our students. Students were accountable for fiction and nonfiction standards by documenting text evidence. 4th grade students promoted by good cause received reading interventions and small group support, however the Winter Diagnostics proved to be difficult. 5th grade students demonstrated an overall ELA achievement increase due to planning cycles in PLCs focusing on complex texts and tasks. FY20 state assessments were cancelled due to mandated school closure (COVID19). We will continue with our FY20 goals for FY21. iReady data shows our students are making progressive improvements.
Measurable Outcome:	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. Utilize instructional tutors during ELA, Math, and Science to support teachers implement a coherent curriculum that focuses on academic standards to ensure student learning and success. 2. Incorporate morning and/or afternoon tutorials to support standards-based instruction for remediation, enrichment and support of data selected students to close the achievement gap. 3. Establish Professional Learning Communities cycles within all grade levels focusing on the "how" of instruction. Ensure teachers are focused on best practices that support

equitable & equal access to learning for all students all the time.
4. Differentiated small group instruction will be utilized in all ELA, Math, and Science classrooms. Through differentiation we are ensuring we support all learners at their ability.
5. Students engage in adaptive technology to offer personalized learning solutions that provide support/reteach/enrichment at their level (iReady, Istation, RAZ plus, Successmaker).
6. Due to Covid19, support will be provided virtually and in- person.

Rationale for Evidence-based Strategy:	1. Utilize instructional tutors to support the implementation of the Benchmark curriculum. The materials and resources are designed to provide a coherent sequence of instruction. 2. Tutorials will provide students with the additional supports for remediation/enrichment as needed and will ensure students receive the additional support for success. 3. Professional Learning Communities teachers engaging in analysis of standards based teaching and learning provides a high degree of accountability; provides teachers and teams with the opportunity to progress monitor the achievement of all students and make decisions on next steps. 4. Small group instruction provides an opportunity for teachers to personalize the learning and provide direct instruction to students at varying levels. 5. iReady, RAZ Plus, Istation and Savvas Successmaker will offer an opportunity for students to receive enrichment and remediation on a variety of skills. The ability to personalize instruction to meet individual needs will result in increased scores.

Action Steps to Implement

. Academic Tutors will assist virtually via Google Classroom 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.
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	DARLENE STARLING (darlene.starling@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In alignment with the District's Strategic Plan and with the goal to increase academic instruction of all students- Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction the History of the Holocaust, History of African Americans, study of the contributions of Hispanics and Women to he United States, and the Sacrifices of Veterans in serving our country.

Addressing the Areas of Focus will contribute to the continuous monitoring of proven successful actions and processes as well as the development of new actions and processes to benefit student achievement. These deliberately designed action steps and processes are research-based with a history of success. They share a common theme of impacting student achievement, and the predicted outcomes would not be exclusive to only the Areas of Focus. It is anticipated Science Achievement and Math Achievement of the Lowest 25th Percentile of Students will demonstrate positive data gains as a result from the action steps developed for both Areas of Focus as well.

Students are continuously engaged in rigorous standards-based activities which highlight multicultural diversity within the arts. Throughout the school year, the school hosts and students participate in art expos and music programs of different cultures, countries, and eras. Students have access to books about cultures and contributions of Black and African Americans, Latino and Hispanics, and women in US History. Fifth grade studies the Holocaust and patrols visit the Holocaust Memorial Museum in Washington, DC. (School Board Policy 2.09 and Florida State 1003.42) This access to ongoing multi cultural studies enriches our students' educational experience and demonstrates our commitment to connect meaningfully with all facets of our school community.

Berkshire Elementary School integrates and continuously develops a Single School Culture by sharing our universal guidelines for success, teaching expected behaviors, communicating with parents, and monitoring PBS. Best practices for inclusive education are addressed through our anti-bullying campaign, mentoring and implementation of PBS programs. These actions influence student achievement and create an environment conducive to learning.

Berkshire Elementary School implements a School-Wide Positive Behavior Program by recognizing students exhibiting positive behaviors on campus. A student will be recognized every week for demonstrating an act of kindness or support for their fellow classmate(s). Additional programs include National Honor Society tutoring in any subject area and math tutoring every week after school. FSA tutorials will begin in February/March 2021 and end in April 2021.

Berkshire Elementary School integrates Single School Culture by sharing our Universal Guidelines for Success, Single School Culture scripts, Grade Level Google Meets, Family Nights, and SAC meetings. The effectiveness of these efforts are monitored using SwPBS data from online data warehouses (EDW and Performance Matters). In addition, we utilize a behavior matrix, and teaching expected behaviors, communicating with parents, and monitoring SwPBS.

Special funds are allocated for teachers and instructional coaches. Funds are also utilized for tutorials, supplies, remediation, and the MSCR program. A migrant liaison provides services, and support for students and their parents. The liaison coordinates with Title I and programs to ensure that qualifying students' needs are met. Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and ELL students.

Violence Prevention Programs: Safe and Drug Free Schools - District receives funds for Red Ribbon Week and programs that support prevention of violence in and around the school. These programs help to prevent the use of alcohol, tobacco, drugs, and foster a safe, drug free learning environment supporting student achievement and promoting an appreciation of multicultural diversity through planned activities.

Single School Culture (SSC) for Academics: Teachers attend weekly learning team and common planning meetings where teachers collaborate and student work and assessments are analyzed to determine areas of strengths and weaknesses to drive instruction.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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:
Distance Learning
Creation of school-wide expectations for Distance Learning
Pre-school staff training for school-wide implementation of Morning Meetings as part of the Social
Emotional Learning initiative
Implementation of Morning Meetings to support school-wide Social Emotional Learning
Created virtual staff reinforcer to support community and culture
Certified School Counselors and BHP provide emotional support to students and families, consistent
communication and individual counseling (virtually)

"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.

Berkshire will have a Career Day and presenters will provide students with deep and meaningful
educational experiences that stimulate learning and motivate them to continue their education. Career Day
is possible thanks to the support and collaboration of parents, guardians, and community members.

Berkshire has a partnership with the Norton Museum which provide opportunities for our students to advance culturally. Team Work USA supports our violin program

AVID implementation continues for the second 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. Our focus will be K-5th grade note-taking strategies, 3rd-5th grade organizational binders. We established an AVID culture by displaying college spirit with college pathway experiences, and vision boards.

Student support
• Mentoring programs
• Data chats
• Counseling/Behavior Health Professional
• Suite 360
• SEL
• AVID
Engaging Families/Community:
- Home Visits
• Parent Education supports; Parent Universities, Parent training
• Parent communication plans; website, email, social media, parent link, Google Classrooms, Google Meets
• Parent Nights- virtual multicultural events, dual language night, state assessment nights.
- SAC

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: Standards-aligned Instruction**				**$1,191.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	0601 - Berkshire Elementary School	School Improvement Funds	1083.0	$1,191.00
			Notes: The School Advisory Council will make recommendations, vote, and decide how this budget will be used for FY2021.			
					Total:	**$1,191.00**