Berkshire Elementary School

2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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)	**2020-21 Title I School**	**2020-21 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	89%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
PEREZ, DIANA	Principal	The Principal oversees the academic goals, school culture, and School Wide Positive Behavior Support System at the school. The Principal guides and supervises the fidelity of the use of resources and allocations. The Principal actively ensures safety procedures are in place and school drills are conducted regularly. The Principal involves all stakeholder's as an integral part of the the school's mission and vision.
STARLING, DARLENE	Assistant Principal	The Assistant Principal oversees the academic goals, school culture, and School Wide Positive Behavior Support System at the school. The Assistant Principal guides and supervises the fidelity of the use of resources and allocations. The Assistant Principal actively ensures safety procedures are in place and school drills are conducted regularly. The Assistant Principal involves all stakeholder's as an integral part of the the school's mission and vision.
Velasquez, Marisol		The SBT/Single School Culture Coordinator position will assist the principal in overseeing the entire RTI process at the school. The SBT/ Single School Culture Coordinator and other members of the team will provide Support 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. Other responsibilites as the SBT/Single School Culture Coordinator include monitoring academic goals for all subject areas for all grade levels.
Wise, Susan	Administrative Support	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.
CRUZ, YELITZA	Other	The ESOL Coordinator is responsible for monitoring the ESOL program with fidelity. The ESOL Coordinator will collaborate with the general education and ESOL teachers to create goals and interventions for individual students. The ESOL Coordinator 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. Other responsibilities include actively participating in the SBT meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving.
NORVELL, LAUREN	Other	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

Name	Position Title	Job Duties and Responsibilities
		education, special education teachers and parents to develop an Individual Educational Plan (IEP), create and/or modify goals and interventions for individual students.
EDGE, REJANE	Behavior Specialist	
LINDER, KIMBERLY	Other	
REBELO, LUZ	Other	
PALEY, CHYLLENE	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.
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 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.
ARBELO-RAMOS, HECTOR	Math 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.
TORRES, MARITZA	Science Coach	The Science Coach will collaborate with general education and special education teachers to support student achievement for all students. The Science Coach will provide guidance and resources in the area of literacy behaviors, and the science curriculum.

Name	Position Title	Job Duties and Responsibilities
DAVIS, MAUREEN	Other	Professional Learning Community (PLC) Facilitator will guide the implementation of PLC Meetings at Berkshire, utilize data to monitor growth proficiency of students, and ensure that all teachers understand the identified standards being taught and the processes around delivery of instruction around the specific standards.

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.*
8

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.*
20

Total number of teacher positions allocated to the school
82

Total number of students enrolled at the school
1,016

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
1

Demographic Data

Early Warning Systems

2021-22

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	141	175	177	150	190	184	0	0	0	0	0	0	0	1017
Attendance below 90 percent	0	29	32	16	29	31	0	0	0	0	0	0	0	137
One or more suspensions	0	1	1	0	4	2	0	0	0	0	0	0	0	8
Course failure in ELA	0	43	84	33	65	60	0	0	0	0	0	0	0	285
Course failure in Math	0	23	47	35	64	42	0	0	0	0	0	0	0	211
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	36	27	44	0	0	0	0	0	0	0	107
Level 1 on 2019 statewide FSA Math assessment	0	0	0	35	28	37	0	0	0	0	0	0	0	100
Number of students with a substantial reading deficiency	38	44	63	56	55	75	0	0	0	0	0	0	0	331
FY21 ELA Winter Diag Level 1 & 2	0	0	0	100	95	100	0	0	0	0	0	0	0	295
FY21 Math Winter Diag Level 1 & 2	0	0	0	82	77	81	0	0	0	0	0	0	0	240

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	0	24	49	27	56	52	0	0	0	0	0	0	0	208

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	2	0	5	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/23/2021

2020-21 - 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	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

2020-21 - 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	185	164	207	193	187	173	0	0	0	0	0	0	0	1109
Attendance below 90 percent	0	29	32	16	29	31	0	0	0	0	0	0	0	137
One or more suspensions	0	1	1	0	4	2	0	0	0	0	0	0	0	8
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	0	24	49	27	56	52	0	0	0	0	0	0	0	208

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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				55%	58%	57%	51%	57%	56%
ELA Learning Gains				61%	63%	58%	58%	61%	55%
ELA Lowest 25th Percentile				51%	56%	53%	57%	56%	48%
Math Achievement				67%	68%	63%	58%	65%	62%
Math Learning Gains				66%	68%	62%	61%	63%	59%
Math Lowest 25th Percentile				53%	59%	51%	46%	53%	47%
Science Achievement				38%	51%	53%	49%	56%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	50%	54%	-4%	58%	-8%
Cohort Comparison						
04	2021					
	2019	63%	62%	1%	58%	5%
Cohort Comparison		-50%				
05	2021					
	2019	46%	59%	-13%	56%	-10%
Cohort Comparison		-63%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	62%	65%	-3%	62%	0%
Cohort Comparison						
04	2021					
	2019	74%	67%	7%	64%	10%
Cohort Comparison		-62%				
05	2021					
	2019	59%	65%	-6%	60%	-1%
Cohort Comparison		-74%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	37%	51%	-14%	53%	-16%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:
Kindergarten ~ ELA Benchmark Unit Assessments
Grades 1-5 ~ ELA Benchmark Weekly and Unit Assessments
Grades 2-5 ~ ELA, USA
Grades K-5 ~ Math FSQ, USA
Grade 5 ~ Science NGSQ, USA
Grade 3,4,5 ~ District Winter Diagnostics
Grades K-5 ~ iReady, iStation
Grades K-5 ~ SuccessMaker

-iReady: Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.
-Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.
-SuccessMaker is an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.

Grade 1				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	27.2	29.6	47.2
	Economically Disadvantaged	26.5	30.6	45.2
	Students With Disabilities	7.7	7.7	30.8
	English Language Learners	13.2	24.0	36.5
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students		77.4	82.2
	Economically Disadvantaged		76.3	81.6
	Students With Disabilities		66.7	66.7
	English Language Learners		77.3	78.9

Grade 2				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students		62.6	57.1
	Economically Disadvantaged		62.2	56.0
	Students With Disabilities		44.4	42.1
	English Language Learners		65.5	53.3
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students		72.1	75.2
	Economically Disadvantaged		70.01	74.0
	Students With Disabilities		61.1	52.6
	English Language Learners		72.4	77.0

Grade 3				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students		61.1	55.7
	Economically Disadvantaged		60.8	54.9
	Students With Disabilities		27.8	26.3
	English Language Learners		37.2	29.8
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	67.2	63.9	53.0
	Economically Disadvantaged	67.8	63.8	52.2
	Students With Disabilities	66.7	50.0	20.0
	English Language Learners	57.7	50.6	36.6

Grade 4				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students		59.8	52.7
	Economically Disadvantaged		56.8	48.5
	Students With Disabilities		28.0	18.2
	English Language Learners		38.6	29.2
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	54.1	62.8	54.2
	Economically Disadvantaged	51.7	59.2	50.9
	Students With Disabilities	38.5	46.4	21.2
	English Language Learners	46.7	50.8	35.3

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		60.6	68.0
	Economically Disadvantaged		57.0	64.3
	Students With Disabilities		17.4	28.0
	English Language Learners		37.5	36.2
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	71.3	62.7	48.2
	Economically Disadvantaged	68.3	59.9	44.9
	Students With Disabilities	41.7	30.8	23.2
	English Language Learners	59.6	50.8	31.7
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	75.9	73.7	74.1
	Economically Disadvantaged	73.9	71.4	72.4
	Students With Disabilities	45.0	44.0	40.0
	English Language Learners	59.6	53.4	51.7

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	14	17	17	14	9	10	13				
ELL	48	48	42	47	39	33	39				
BLK	43	50		26	7		21				
HSP	52	48	39	49	36	31	40				
MUL	58			50							
WHT	70	87		64	20		67				
FRL	51	52	41	47	31	29	40				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	345
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
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	43
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	43
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	54
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	62
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

FY19 FSA vs FY21 FSA results shows:
ELA: 55% (FY19) to 53% (FY21) a decrease of 2%
Math: 67% (FY19) to 48% (FY21) a decrease of 19%
Science: 38% (FY19) to 42% (FY21) an increase of 4%

FY21 Winter Diag vs. FSA21 results shows:
ELA: +3 pts in Gr 3, +2 Pts in Gr 4, +4 pts in Gr 5.
Math: -13 pts in Gr 3, -6 pts in Gr 4, -4.13 pts in Gr 5.
Science: - 5 pts

According to the end of the year adaptive technology data, we have seen the following grade level percentages:
i-Ready:
Third Grade: 69%
Fourth Grade: 52%
Fifth Grade: 41%

SuccessMaker:
Third Grade: 65.1%
Fourth Grade: 75.8%
Fifth Grade: 60.2%

Based on this data trend our focus will be to increase learning gains and student achievement. Our data trends show that a focus on literacy would include reteaching of standards, incorporating sound walls, instructional use of the Florida focused Benchmark ELA program with fidelity. Math will focus on foundational skills, the utilization of SucessMaker with fidelity, and the "Why" behind the math processes. Our Science focus will be on reviewing fair game standards while progressing with our primary science standards. Scaffolding instruction that meets the full intent and rigor of standards is a focus in all content areas. Additionally, our ESSA identified subgroups; ELL and SWD students; who will receive strategically targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on this data trend the greatest need for improvement will be to increase Math proficiency, Math learning gains, and L25 Math learning gains:
*Math proficiency decreased by 19% (FY19 67%, FY21 48%)

*Math learning gains decreased by 34% (FY19 66%, FY21 32%)
*L25 Math learning gains decreased by 25% (FY19 53%, FY21 28%)

ELA is an additional area of concern based on the following:
*ELA proficiency decreased by 2% (FY19 55%, FY21 53%)
*ELA learning gains decreased by 8% (FY19 61%, FY21 53%)
*L25 ELA learning gains decreased by 9% (FY19 51%, FY21 42%)

In order to make improvement in these areas, we will maintain a strong focus on delivering standard-based instruction to the full intent and rigor of the Florida State Standards and Florida B.E.S.T. Standards. Data will be monitored regularly and adjustments will be made as needed. With the addition of a Learning Team Facilitator (LTF), teachers will receive ongoing support with identifying research-based resources, planning engaging lessons, and using data to drive instruction during Professional Learning Communities (PLC).

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Being that Math proficiency has always been a strength at Berkshire, the significant decrease in math proficiency, math learning gains, and L25 math learning gains were impactful to our school performance. In reflecting on the FY21 school year data, it was determined that the following were contributing factors to this need for improvement:
*More than fifty percent of our students were virtual learners which meant lessons were delivered via a hybrid model.
*Academic instruction and support services were impacted as a result of continuous absences of teachers and staff during the pandemic.
*Due to the hands-on nature of elementary mathematics and science, students struggled with these concepts during virtual learning
*A significant increase in social and emotional issues in students due to the pandemic.

The new actions needed to address this need for improvement are:
*New instructional platforms were introduced such as: Peardeck, Smart Suite, Google Slides, Nearpod, Kami, Google Classroom, and Google Meets to ensure all students had an equal opportunity to learn and be supported.
*Morning meetings were established during hybrid instruction to address social and emotional issues that developed.
*Virtual PLCs, grade level meetings, and parent meetings were established to support the alternative platforms.
*We have increased staff by adding a Resource Teacher and Academic Tutors that pull small groups for Reading and Math.
*Schedule adjustments allowed the Science Resource Teacher to give additional support to fifth grade teachers.
*Afterschool tutorials will begin earlier this school year.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

When comparing FSA and NGSSS assessment data, Science increased from 38% (FY19) to 42% (FY21) resulting in a 4% increase in Science. Although improvement was not shown for ELA, 55% (FY19) to 53% (FY21), the 2% decrease was not as significant as decreases in Math 67% (FY19) to 48% (FY21).

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to the improvement of Science assessment data was providing hands on science activities and experiments, continuous spiral reviews, and monitoring NGSQ and USA data with fidelity.

The new action being implemented this school year is the adjustment of the Science Resource Teacher's schedule which allowed the Science Resource Teacher to give additional support to classroom teachers during the school day. In addition, teachers have unified vocabulary content and anchor charts to support instruction. Teachers will conduct student data chats during spiral reviews and after Science assessments. Furthermore, administration will conduct teacher data chats throughout the year.

What strategies will need to be implemented in order to accelerate learning?

There is a need to continue AVID organization and strategies in the classrooms across all subject areas.

There is a need for emphasis on implementation of content and deeper understanding. To ensure we meet the needs of all of our students in an equitable and accessible manner, we need to provide additional support to help with achievement including but not limited to:
*focused teacher planning/collaboration and professional development,
*continuous spiral reviews,
*monitoring Benchmark, FSQ, NGSQ, USA, i-Ready, SuccessMaker, I-station and Winter Diagnostic data.
*standard based tutorial instruction in Reading, Math, and Science.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that will be provided this school year to support teachers and leaders are:
*vertical planning within grade levels,
*SEL (Social Emotional Learning, Zones of Regulation),
*The Science of Reading,
*Sound Walls,
*Benchmark B.E.S.T. Standards for K-2

Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standard-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, Science, particularly within the ESSA subgroups achieving below the Federal Index. This year funds have been allocated to hire a full time Learning Team Facilitator (LTF) to facilitate grade level PLCs. PLCs continue to be an active part of our school schedule.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Based on pre-pandemic FY18-FY19 FSA data, Berkshire was on an upward trend in the following areas:
*ELA 51% (FY18) to 55% (FY19) increase of 4%
*Math 58% (FY18) to 67% (FY19) increase of 9%
*ELA Learning Gains 58% (FY18) to 61% (FY19) increase of 3%
*Math Learning Gains 61% (FY18) to 66% (FY19) increase of 5%
*L25 Math Learning Gains 46% (FY18) to 53% (FY19) increase of 7%

With that being said, we will utilize known strategies and proven actions that were implemented in the FY18 and FY19 school years, such as:

*immerse students in rigorous tasks in encompassing the full intent of the Florida State Standards (Grades 3-5) and Florida B.E.S.T. Standards (Grades K-2).

*Math and Literacy Coaches will use the coaching model to build capacity for K-5 teachers by providing data driven professional developments.

*Academic tutors will provide additional support in Reading and Math.

*Science Resource teacher, in addition to being a part of the Fine Arts Rotation, supports 5th grade teachers during the daily Science block.

*Ongoing data analysis and progress monitoring with fidelity in English and Spanish.

*AVID organization and strategies will remain a focus across all subject areas.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Improving our ELA instruction K-5 is a focus. After reviewing the State of School data and the iReady Diagnostic 1 data, focusing on improving instructional practices to include increasing student talk and work rigor will help us achieve identified goals. The State of School data shows that our FSA 5 year trend has had a slight increase over the 5 year period from 48.8% 2015 to 53% 2021. Third graders have shown a steady increase from 2018 to 2021 5.8%, 4th grade has had inconsistent ELA data trending from 44.7% in 2015 up to 62.5% in 2019 and down to 52.2% in 2021. Furthermore, 5th grade ELA data had downward trending data but had a slight increase from 2019 to 2021 2.5%. In addition to FSA data, the iReady Diagnostic 1 indicates a need to improve instructional practices. For example, when comparing iReady Diagnostic 1 data to last year Diagnostic 1, 4% more students were placed 2 or more years below grade level, 5% more students placed 1 year below grade level and 9% less students placed at or above grade level. iReady data shows students that are below grade level in the following areas: HFW: *K- 83% VOCABULARY: *1st- 77% *2nd- 80% *3rd- 65% *4th- 70% INFORMATIONAL TEXT COMPREHENSION *5th- 76% FY21 FSA Demographic data indicates a need to improve instructional practices. When comparing ethnicity groups Blacks performed 25.4% below Whites and ESE performed 45% below Non-ESE students. By focusing on clear instructional practice to meet the needs of all students, we will ensure students will have positive learning outcomes, increase student achievement and ensure alignment to district strategic plan. This area of focus aligns directly with our district strategic plan to increase reading levels by 3rd grade.
Measurable Outcome:	By improving our instructional practice we plan to achieve our wildly important goal of increasing ELA proficiency in grades 3rd-5th from 53% to 58% by May 2022. Our second goal is to have 70% of K-2nd grade students place at or above grade level on Diagnostic by May 2022.
Monitoring:	All grade levels K-5 are implementing the Benchmark Curriculum for ELA. The curriculum provides students with opportunities for accountable talk, rigorous practice, standards-based assessments and core instruction that is aligned to the LAFS and B.E.S.T. Standards. Each unit provides the teacher multiple opportunities to gather data in order to make instructional decisions. For example, teachers will administer weekly assessments and a unit assessment. The results will be analyzed by grade level, teacher and student to determine what needs to be retaught and what instructional practices can be modified or implemented. Instructional walkthroughs will be completed for implementation of lessons planned at PLC, as well as data chats with teachers and students. In addition, iReady diagnostics will be administered 3 times a year to determine growth, and monitoring personalized instruction weekly. The leadership team will support teachers with best practices by modeling, coaching and planning in PLC.

Person responsible for monitoring outcome: DIANA PEREZ (diana.perez.1@palmbeachschools.org)

Evidence-based Strategy:

1. Small groups standards based instruction is fluid and focused on standards that need reteaching.
2. Afterschool Tutorial targets grades 3rd-5th. Focus ~ Craft and Structure standards and Integration of Knowledge standards.
3. Benchmark curriculum will be utilized for core instruction in reading and writing. Minilessons are focused on phonics, vocabulary and reading comprehension. The curriculum provides multiple opportunities to practice the rigor of the standards.
4. Professional Learning Communities (PLC) provide teachers an opportunity to delve deeper into lessons, standards, and share best practices. The Language Team Facilitator will support with data and facilitation of PLC meetings.
5. Interventions provide targeted students with supplemental or intensive instruction on the foundational skills needed for student's growth. The SBT leader will monitor student progress towards their goal.
6. Media Program is on the fine arts wheel. It provides proven, effective reading strategies and technology school-wide that supports increasing student achievement. .

Rationale for Evidence-based Strategy:

1. Small group instruction can provide students an opportunity to work with the teacher on their individual needs that are standards based. Data from assessments will drive the focus for small group instruction.
2. Tutoring this year will focus on the reporting categories that are most rigorous and that data shows students are struggling on.
3. Benchmark curriculum is at grade level and the lessons provide students with spiral review and multiple opportunities to practice their grade level standards.
4. Professional Learning Communities (PLC) are held bi-weekly for each grade level. Stakeholders analyze data, research best practices and plan for rigorous instruction.
5. Interventions offers additional support outside of the core instruction to support in closing achievement gaps in reading.
6. Media program provides opportunities to extend learning in reading. Additionally, the Media Specialist incorporates motivational reading programs during school-wide events such as character parade, storybook lunch with characters, etc.

Action Steps to Implement

1. SMALL GROUP ~ COACHES
a. Administer weekly and unit assessments
b. Analyze data to determine reteaching.
c. Create flexible groups
d. Teachers will create lesson plans utilizing a variety of resources, instructional materials to meet the needs of all students.

Person Responsible   CHYLLENE PALEY (chyllene.paley@palmbeachschools.org)

2. TUTORIAL ~ AP/TOSA
a. Review data to determine tutorial students
b. Hire tutorial staff and select materials for instruction.
c. ELA tutoring is 7 weeks
d. Intentionally targeting standards to be taught utilizing i-Ready Scaffolding Comprehension lessons and Standards Mastery.

Person Responsible DARLENE STARLING (darlene.starling@palmbeachschools.org)

3. BENCHMARK ~ COACHES
a. PLC teams review the scope/sequence and standards
b. Teachers identify the lesson target and data collection.
c. K-5 will use the reading, phonics, vocabulary and small group resources for core instruction.
d. Provide ongoing Benchmark Professional Development

Person Responsible Marisol Velasquez (marisol.velasquez@palmbeachschools.org)

4. PLC ~ LTF
a. Bi-weekly schedule is provided during preschool.
b. Teachers will collaborate with all stakeholders.
c. Analyze data to identify strengths, weaknesses and targeted standard areas.
d. Dual Language Coaches, Literacy Coach, and SSCC will develop and implement the coaching cycle to build teachers capacity with the gradual release model.

Person Responsible MAUREEN DAVIS (maureen.davis@palmbeachschools.org)

5. INTERVENTIONS ~ SSCC/ESE
a. Identify students using decision tree
b. Create a plan including goal
c. Implement intervention
d. Review data, determine next steps

Person Responsible Marisol Velasquez (marisol.velasquez@palmbeachschools.org)

6. MEDIA PROGRAM ~ MEDIA SPECIALIST
a. Provides reading support via media classes incorporating research and book reports
b. Facilitates myON and Reading Counts
c. Collaborates with stakeholders to ensure student achievement in Reading.
d. Integrates technology to facilitate student engagement.

Person Responsible MILAGROS BLANCO (milagros.blanco@palmbeachschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Improving our Math instruction K-5 will be an additional focus this school year. After reviewing the State of School data, it will be crucial to focus on improving our instructional practice in Math. The State of School data shows that our FSA 5 year trend has substantially decreased over the 5 year period from 59.9% 2015 to 46.2% 2021 (-13.7%). Our 3rd grade trend line is moving downward from 54.3% 2015 to 45.5% 2021, 4th grade has inconsistent trends from 63.9% 2015 to 74.4% 2019 and down to 48.8% 2021. In addition, 5th grade 5 FSA results shows an overall decline from 61.5% 2015 to 41% 2021. Furthermore, our low 25% students dropped in learning gains -34% from 2019 to 2021. Additionally, our demographic data from FSA FY21 also indicates a need in improving our instructional practice, for instance, when comparing our Ethnicity groups Blacks performed 33.7% below Whites, ESE performed 37.3% below Non ESE students, and ELL performed 27% below Non ELL students.. A further review of the data shows additional decreases in math. According to the FY21 Winter Diagnostics, math has decreased across the board when compared to FY21 FSA results; 3rd Grade ~ 58% to 45% (-13) 4th ~ 55% to 49% (-6) 5th Grade ~ 54% to 41% (-13) By focusing on clear instructional practice to meet the needs of all students, we will ensure students will have positive learning outcomes, increase student achievement and ensure alignment to district strategic plan. This area of focus aligns directly with our district strategic plan to ensure high school readiness in Math.
Measurable Outcome:	By improving our instructional practice we plan to achieve our Wildly Important Goal (WIG) of increasing Math proficiency in grades 3rd-5th from 48% to 53% by May 2022.
Monitoring:	Math teachers in grades K-5 follows the district scope and sequence and assessment administration calendar. Teachers will collaborate and plan for rigorous instruction at PLC, execute standard based instruction as a result of PLC via whole group and small group lessons, administer assessments both FSQs and USAs to determine reteaching standards. Once the standards are identified, teachers will plan for small group instruction which will provide students additional practice. Data is reviewed at PLC to determine the progress towards our wildly important goal of 53% proficiency on the FSA. The leadership team will support teachers with best practices by modeling, coaching and planning in PLC.
Person responsible for monitoring outcome:	DIANA PEREZ (diana.perez.1@palmbeachschools.org)
Evidence-based Strategy:	1. Small group standards based instruction is incorporated daily. Small groups are fluid and focused on standards that need reteaching. 2. Afterschool Tutorial will target grades 3rd-5th on standards that require reteaching based on year long data collection. 3. District curriculum will be utilized for core instruction during whole group and small group. 4. Professional Learning Communities (PLC) provide teachers an opportunity to delve deeper into lessons, standards, and share best practices. The Language Team Facilitator will support with data and facilitation of PLC meetings.

Rationale for Evidence-based Strategy:	1. Small group standards based instruction provides teachers and students an opportunity to work on reteaching and reinforcing skills previously taught. 2. Afterschool Tutorial will provide additional opportunities to focus on specific standards that support what is being taught during core instruction. 3. District curriculum will be utilized for core instruction during whole group and small group. 4. Professional Learning Communities (PLC) provide teachers an opportunity to delve deeper into lessons, standards, and share best practices. The Language Team Facilitator will support with data and facilitation of PLC meetings.

Action Steps to Implement

1. SMALL GROUP ~ MATH COACH/TCH. ELEM. RESOURCE
a. Students will take FSQs and USAs
b. Analyze the report to determine which standards need further instruction.
c. Create groups, implement standards based reteaching lessons and rotate groups.
d. Teachers will create lesson plans utilizing a variety of resources, instructional materials to meet the needs of all students.

Person Responsible	HECTOR ARBELO-RAMOS (hector.arbelo-ramos@palmbeachschools.org)

2. TUTORIAL ~ AP/TOSA
a. Review data to determine the student list
b. Identify teachers that will provide tutorial, and select materials to use for instruction.
c. Math tutoring provided for 7 weeks
d. Intentionally targeting standards to be taught utilizing SuccessMaker and the Florida Coach instructional materials.

Person Responsible	DARLENE STARLING (darlene.starling@palmbeachschools.org)

3. Curriculum ~ MATH COACH/TCH. ELEM. RESOURCE
a. PLC teams review the scope and sequence and standards
b. Teachers identify the lesson target, and data collection.
c. K-5 will use the Saavas Realize and additional resources for core instruction
d. Provide ongoing Math Professional Development to include K-5 District Math Cadres.

Person Responsible	HECTOR ARBELO-RAMOS (hector.arbelo-ramos@palmbeachschools.org)

4. PLC ~ LTF
a. Bi-weekly schedule is provided to grade levels.
b. Teachers will work with their grade level, administration and coaches to plan.
c. Analyze data to identify strengths, weaknesses and targeted standard areas.
d. Math Coach and Resource Teacher will develop and implement the coaching cycle to build teachers capacity with the gradual release model.

Person Responsible	MAUREEN DAVIS (maureen.davis@palmbeachschools.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	The State of School data shows that our 5th grade Science performance requires additional focus in order to meet our Wildly Important Goal. From 2016 school year we were at 41% and showed growth to 53% during the 2017 school year. From 2018 to 2021 there has been a decrease of 7% from 49% to 42%. Additionally, our demographic data from FSA FY21 also indicates the following: - Whites had 41.1% more students than Blacks perform at a level 3 or above. - ELL students performed -39.6% compared to Non-ELL students. - Non-ESE students performed 32.3% more than ESE students. - Males outperformed females by 10.8% By focusing on clear instructional practice to meet the needs of all students, we will ensure students will have positive learning outcomes, increase student achievement and ensure alignment to district strategic plan. This area of focus aligns directly with our district strategic plan to ensure high school readiness in Science.
Measurable Outcome:	By improving our instructional practice we plan to achieve our Wildly Important Goal of increasing Science proficiency in 5th grade from 42% to 47% by May 2022.
Monitoring:	5th grade teachers are following the district scope and sequence and assessment administration calendar. Teachers will plan for instruction at PLC, provide instruction to students via whole group lessons, administer assessments both FSQs and USAs to determine reteaching standards. Once the standards are identified, teachers will plan for small group instruction which will provide students additional practice. Data is reviewed at PLC to determine the progress towards our Wildly Important Goal of 47% proficiency on the NGSSS. The leadership team will support teachers with best practices by modeling, coaching and planning in PLC.
Person responsible for monitoring outcome:	DIANA PEREZ (diana.perez.1@palmbeachschools.org)
Evidence-based Strategy:	1. District curriculum will be utilized for core instruction during whole group lessons 2. Spiral reviews will be implemented with fidelity and will focus on standards that data shows are areas of concern. 3.Afterschool Tutorial will target 5th grade students on standards that require reteaching based on ongoing data collection. 4. Professional Learning Communities (PLC) provide teachers an opportunity to delve deeper into lessons, standards, and share best practices. The Language Team Facilitator will support with data and facilitation of PLC meetings. 5. Fine arts Science Lab will provide students with opportunities throughout the year to delve deeper into the standards by participating in hands-on lab experiences.
Rationale for Evidence-based Strategy:	1. Small group standards based instruction is incorporated daily. Using data from spiral reviews, FSQs and USAs will provide teachers data to determine which standards and students to work with. 2. Afterschool Tutorial will allow for additional practice for 7 weeks on standards that need reteaching and reinforcement. 3. District curriculum will be utilized for core instruction during whole group and small group. The curriculum provides a scope and sequence and resources such as videos, projects and lessons that can be used to teach the standards. 4. Professional Learning Communities (PLC) provide teachers an opportunity to delve

deeper into lessons, standards, and share best practices. The Language Team Facilitator will support with data and facilitation of PLC meetings.

5. Science Lab will provide students with opportunities throughout the year to delve deeper into the standards by participating on hands-on lab experiences.

Action Steps to Implement

1. Small Group Instruction ~ SCIENCE RESOURCE TEACHER/TOSA
a. Students will take NGSQs and USAs
b. Analyze data to determine reteaching.
c. Create groups, implement standards based reteaching lessons and rotate groups.
d. Provide hands on standards based activities and experiments.

Person Responsible MARITZA TORRES (maritza.torres@palmbeachschools.org)

2. Tutoring
a. Review data to determine the student list
b. Identify teachers that will provide tutorial, and select materials to use for instruction.
c. Science tutoring provided for 7 weeks.
d. Intentionally targeting standards to be taught utilizing research-based Science instructional materials.

Person Responsible DARLENE STARLING (darlene.starling@palmbeachschools.org)

3. Curriculum
a. PLC teams review the scope and sequence and standards
b. K-5 will use the whole group lessons for core instruction
c. Teachers identify the lesson target, and data collection
d. Conduct hands-on activities to increase deficient standards during Fine Arts Science classes
e. Collaborate with teachers on content to be taught

Person Responsible MARITZA TORRES (maritza.torres@palmbeachschools.org)

4. PLC
a. Bi-weekly schedule is provided to grade levels.
b. Teachers will work with their grade level, administration and coaches to plan.
c. Analyze data to identify strengths, weaknesses and targeted standard areas.
d. Science Resource Teacher and TOSA will develop and implement the coaching cycle to build teachers capacity with the gradual release model.

Person Responsible MAUREEN DAVIS (maureen.davis@palmbeachschools.org)

Science Lab - Resource Teacher
a. The Science Resource Teacher will plan with teachers on the standards currently being taught in class.
b. The lessons will be planned to include hands on experiences.
c. The classes will visit the lab during Fine Arts on a rotational basis.
d. Science Resource Teacher pushes into 5th grade Science block daily to support with Science instruction.

Person Responsible MARITZA TORRES (maritza.torres@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The SafeSchoolsAlex.org, website shows no discipline data for Berkshire. We contribute this to our determination, resiliency, and implementation with fidelity our Schoolwide Positive Behavior Intervention Support Program (PBIS). Our students are encouraged to follow positive routines and expectations in a safe learning environment. They are taught and re-taught the Universal Guidelines and expectations to become positive, responsible, safe students who are willing to learn. Additionally, the Social Emotional Learning initiative has been integrated school-wide. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SWPBS programs. During preschool and monthly faculty meetings, teachers are provided with specific practices that will be incorporated via Berkshire SWPBS Universal Guidelines. Teachers and staff are expected to continue to model and teach specific expectations as outlined in Berkshire SWPBS Universal Guidelines. Students demonstrating these expectations will be recognized with a variety of positive long and short term reinforcements including PAWSome tickets, Berkie bucks, student and staff recognition and tangible and intangible rewards. Teachers will utilize teaching videos to encourage and support positive behaviors. Involve non-instructional staff including office staff, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instructions for reporting violations to appropriate supervisors. Social Emotional Learning has been integrated with SwPBS through Morning Meetings, Welcoming Rituals and or Optimistic Closures at all staff meetings and providing Adult Social Emotional Learning support for staff and students. Our Certified School Counselors (CSC) provide various models of counseling support, which include: individual, small group, and classroom guidance. Counselors focus on students needs including:
anxiety, divorce, grief counseling, self-esteem, bullying, decision making, conflict resolution, etc. Our counselors also support family needs as well through home visits and connections to community resources.

- Certified School Counselors Support may include but is not limited to:
● Utilizing the Sanford Harmony Curriculum for classroom guidance to support Social Emotional Learning
● Providing support for our McKinney Vento and Foster students
● The school-based Holiday Hope program to support families during the holidays provide clothes and gifts for students
● Partner with Back to Basics to provide uniforms for students in need
● Monitoring attendance school-wide to communicate regularly with parents and provide support to families to reduce chronic absenteeism and late arrivals
● Mentoring programs such as Big Brothers Big Sisters
● Classroom guidance, Individual and group counseling provided by certified school counselors
● Coordination of services with community agencies
● Parent University classes designed to help parents learn how to improve their skills in areas such as the use of technology and positive parenting to help their children succeed in their education.

The school counselors and the Behavioral Health Professional provide a curriculum to the entire school on Child Trafficking Prevention and Substance Abuse.

Additionally, the Behavioral Health Professional supports students and families via SEL support. Services includes but is not limited to:
* Small group coaching sessions that promote self-awareness, self-management, relationship skills,and responsible decision making
* Conducts restorative practices or peer mediation
* Short term individual counseling and referrals to outside mental health agencies
* Assist in identifying students who are "under the radar" presenting with behavioral and mental health challenges

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.

Our school implements School-Wide Positive Behavior Support (SWPBS) System using a positive and proactive approach to support students school-wide. Our students are encouraged to follow positive routines and expectations in a safe learning environment. They are taught and re-taught the Universal Guidelines and expectations to become positive, responsible, and safe students who are willing to learn. Additionally, the Social Emotional Learning initiative has been integrated school-wide. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SWPBS programs. During preschool and monthly faculty meetings, teachers are provided with specific practices that will be incorporated via Berkshire SWPBS Universal Guidelines. Teachers and staff are expected to continue to model and teach specific expectations as outlined in Berkshire SWPBS Universal Guidelines. Students demonstrating these expectations will be recognized with a variety of positive long and short term reinforcements including PAWSome tickets, Berkie bucks, Doggie dimes, student and staff recognition and tangible and intangible rewards. Teachers will utilize teaching videos to encourage and support positive behaviors. Involve non-instructional staff including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instructions for reporting violations to appropriate supervisors. Social Emotional Learning has been integrated with SWPBS through Morning Meetings, Welcoming Rituals and/or Optimistic Closures at all staff meetings and providing Adult Social Emotional Learning support for staff and students. Our Certified School Counselors (CSC) provide various models of counseling support, which include: individual, small group, and classroom guidance. Counselors focus on students needs including:
anxiety, divorce, grief counseling, self-esteem, bullying, decision making, conflict resolution, etc. Our counselors also support family needs as well through home visits and connections to community resources.
- Certified School Counselors Support may include but is not limited to:
● Utilizing the Sanford Harmony Curriculum for classroom guidance to support Social Emotional Learning
● Providing support for our McKinney Vento and Foster students
● The school-based Holiday Hope program to support families during the holidays provide clothes and gifts for students
● Partner with Back to Basics to provide uniforms for students in need
● Monitoring attendance school-wide to communicate regularly with parents and provide support to families to reduce chronic absenteeism and late arrivals
● Mentoring programs such as Big Brothers Big Sisters
● Classroom guidance, Individual and group counseling provided by certified school counselors
● Coordination of services with community agencies
● Parent University classes designed to help parents learn how to improve their skills in areas such as the

use of technology and positive parenting to help their children succeed in their education.

The Certified School Counselors and the School Behavioral Health Professional provide a curriculum to the entire school Suite 360, on Child Trafficking Prevention and Substance Abuse.

Advancement Via Individual Determination's (AVID) mission is to close the achievement gap by preparing all students for college readiness and success in a global society. It is designed to ensure all students, especially the least served students who are approaching academic proficiency to succeed in a rigorous curriculum, complete a rigorous college preparatory path, enter mainstream activities of the school, enroll in four-year colleges, and become educated and responsible participants and leaders in their communities and our society.

In FY22, we will incorporate a Calming Room operated by our Behavior Team where students will have the opportunity to relieve stress and learn strategies to support social/emotional concerns. All students participate in SEL strategies during the fine arts rotation from a specially trained teacher in SEL.

Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music and dance. Our students study music and dance of different eras and countries and in media our library selection is filled with books related to the variety of cultures through in class learning and through the various clubs offered at our school.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Berkshire stakeholders strive to provide the most conducive educational environment for our students. We truly believe in a team approach "One School, One Team, Making a Difference" is our motto. Stakeholders and their roles include but are not limited to;

PRINCIPAL: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.

SCHOOL COUNSELORS: Support a positive culture and environment through lessons they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselor ensures students feel safe, welcome, and included.

SCHOOL BEHAVIOR HEALTH PROFESSIONAL (SBHP): The SBHP provides mental health, education, interventions, and supports students, families, and school staff. The SBHP focuses on a continuum of services-Core/Universal, supplemental and intensive services. The majority of the SBHP work is dedicated to Core/universal activities to support mental wellness. Additionally, she is an integral part of the School-based Team and Mental Health team at Berkshire.

STAFF: The staff incorporate SWPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks 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 and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and

stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
		Total:	$0.00