Berkshire Elementary School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (52%) 2018-19: B (56%) 2017-18: B (54%)
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	ATSI
* 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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1060 KIRK RD, West Palm Beach, FL 33406

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
PEREZ, DIANA	Principal	The Principal will monitor and work will all staff to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards, provide a safe learning environment, and maintain a positive diverse culture. Furthermore, the principal is responsible for engaging faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning, and involves all stakeholders as an integral part of the school's mission and vision. Finally, as principal, Mrs. Perez must reflect on completing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.
STARLING, DARLENE	Assistant Principal	As an Assistant Principal, Mrs. Starling, supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content and instruction. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student by ensuring that systems are in place to increase student achievement, provide a safe learning environment, and maintains a positive diverse culture. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Mrs. Starling the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction. Additionally, she actively ensures safety procedures are in place and school drills are conducted regularly. The assistant principal involves all stakeholders as an integral part of the school's mission and vision while supporting the principal in building a culture of pride, trust, and respect.
Wooley, Nadine	Administrative Support	The Single School Culture Coordinator (SSCC) will assist administration in overseeing the RTI process at Berkshire. The SSCC and

Name	Position Title	Job Duties and Responsibilities

The SSCC provides teachers with instructional leadership and support for the continuous academic
improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in
behavior/academic intervention determination and student progress monitoring in the Response to
Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within
the instructional practices and the implementation of the school –wide culture. The SSCC uses existing
data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to
meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust
instruction, successful alignment and implementation of school improvement decisions, and
development of the school-wide culture.

The MTSS process begins with determining that effective Core Instruction (Tier 1) is in place. Using the decision tree, the School Based Leadership Team (SBT) or Response to Intervention (RtI) team identifies students who are not meeting Core instructional targets and/or in need of behavioral intervention.

The identified students are provided supplemental intervention (Tier 2) support from an interventionist and monitored throughout the school year. The team meets on a frequent basis to review and discuss universal screening data, diagnostic data, and evidence based intervention data. Based on this information, the team uses the initial baseline data to identify the target area, progress monitoring tool, and evidence-based intervention to develop a student SMART goal. The interventionist uses the progress monitoring tool to collect assessment data every ten days for students receiving supplemental intervention. The team uses the Problem Solving Model to conduct all meetings. The Problem Solving Model is a four step method that begins with identifying the problem, analyzing the problem to find why the problem is occurring, making a plan for implementation, and finally evaluating the plan to see if the plan of action is working. The RtI decision rules are used to dictate graphed progress monitoring data to determine if there was a positive response, a questionable response, or a poor response.

Based on data and discussion, the team identifies whether students are making positive progress, not making adequate progress, or having a poor response to intervention and are in need of additional academic and/ or behavioral intervention support (Tier 3). Tier 2 students that have a positive response to intervention will continue to receive the intervention as-is. Then the team gradually fades intervention if the student continues to receive a positive response. In this case, the student is removed from intervention, but remains in SBT to be monitored. When a student

Name	Position Title	Job Duties and Responsibilities
		receives an inadequate or poor response to intervention, the team returns to the Problem Solving Model. During this intensifying intervention process, the team decides if a student needs to increase intervention (Tier 3). Additionally, student factors and other barriers are considered to ensure the intervention is aligned with the student goal. During the intensifying intervention process, there are a variety of variables the team must consider in order to ensure increased intervention integrity. This includes: session time, session frequency, narrowing the focus, data-based individualization, the interventionist expertise, and the effectiveness of the intervention. A Tier 3 goal is set for sixteen weeks. During Tier 3 intervention, the interventionist continues to provide intervention and will now collect assessment data every five days. At Berkshire Elementary, the School Based Team certifies that the interventionists are receiving the necessary evidence based systems, professional development, and the intervention is implemented with fidelity. To ensure accountability, each case is assigned a case liaison to support the interventionist and the collection of progress monitoring reports for future meetings.
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 School Based Team Meetings. This includes reviewing student referrals, analyzing individual student data, and problem solving. The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teaches in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.
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	Position Title	Job Duties and Responsibilities
		literacy, mathematics, and curriculum and actively participates in School Based Team meetings. The Literacy Coach assists with the coordination and implementation of the District approved ELA curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the Literacy Coach will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA (Reading/Writing). She will also lead standards based planning and follow the FCIM coaching cycle.
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 School Based Team meetings. The Literacy Coach assists with the coordination and implementation of the District approved ELA curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the Literacy Coach will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA (Reading/Writing). She will also lead standards based planning and follow the FCIM coaching cycle.

Name	Position Title	Job Duties and Responsibilities
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 School Based Team 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 School Based Team meetings. The Literacy Coach assists with the coordination and implementation of the District approved ELA curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the Literacy Coach will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA (Reading/Writing). She will also lead standards based planning and follow the FCIM coaching cycle.
NORVELL, LAUREN	Other	The ESE Coordinator will actively participate in School Based Team meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESE Coordinator will also collaborate with general education, special education teachers and parents to develop an Individual Education Plan (IEP), create and/or modify goals and interventions for individual students. The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in

Name	Position Title	Job Duties and Responsibilities
		meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.
DAVIS, MAUREEN	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 conduced regularly. Administration involves all stakeholders as an integral part of the school's mission and vision.
TORRES, MARITZA	Other	The Science Resource teacher will collaborate with general education and special education teachers to support student achievement for all students. The Science Resource Teacher will provide guidance and resources in the area of literacy behaviors and the science curriculum.
REBELO, LUZ	School Counselor	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, grief counseling, divorce self esteem, bullying, conflict resolution, etc. Counselors also support family needs as well connections to community resources., As a 504 coordinator, she provides 504 services to parents that includes the completion of forms and facilitating meetings.
LINDER, KIMBERLY	School Counselor	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, grief counseling, divorce self esteem, bullying, conflict resolution, etc. Counselors also support family needs as well connections to community resources. The CSC also provides Social Emotional Learning (SEL) and Schoolwide Positive Behavior Systems (PBS).

Demographic Information

Principal start date
Wednesday 8/5/2015, Diana Fernandez

Number of teachers with a 2022 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.*
4

Number of teachers with a 2022 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

85

Total number of students enrolled at the school

1,044

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	146	189	198	158	204	195	0	0	0	0	0	0	0	1090
Attendance below 90 percent	63	71	63	46	66	40	0	0	0	0	0	0	0	349
One or more suspensions	2	2	7	4	13	15	0	0	0	0	0	0	0	43
Course failure in ELA	10	51	54	33	27	37	0	0	0	0	0	0	0	212
Course failure in Math	15	32	36	34	30	11	0	0	0	0	0	0	0	158
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	40	48	49	0	0	0	0	0	0	0	137
Level 1 on 2022 statewide FSA Math assessment	0	0	0	35	45	64	0	0	0	0	0	0	0	144
Number of students with a substantial reading deficiency	0	3	13	30	16	16	0	0	0	0	0	0	0	78

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	15	39	41	54	58	55	0	0	0	0	0	0	0	262

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	2	7	7	9	0	0	0	0	0	0	0	27
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

Tuesday 9/6/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	51%	59%	56%				55%	58%	57%
ELA Learning Gains	62%						61%	63%	58%
ELA Lowest 25th Percentile	47%						51%	56%	53%
Math Achievement	55%	53%	50%				67%	68%	63%
Math Learning Gains	59%						66%	68%	62%
Math Lowest 25th Percentile	46%						53%	59%	51%
Science Achievement	45%	59%	59%				38%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	50%	54%	-4%	58%	-8%
Cohort Comparison		0%				
04	2022					
	2019	63%	62%	1%	58%	5%
Cohort Comparison		-50%				
05	2022					
	2019	46%	59%	-13%	56%	-10%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	62%	65%	-3%	62%	0%
Cohort Comparison		0%				
04	2022					
	2019	74%	67%	7%	64%	10%
Cohort Comparison		-62%				
05	2022					
	2019	59%	65%	-6%	60%	-1%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	37%	51%	-14%	53%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	21	45	43	30	58	44	18				
ELL	50	59	42	55	59	46	41				
BLK	43	58	50	37	42	28	20				
HSP	52	62	44	58	63	49	50				
MUL	47	67		53	53		31				
WHT	54	69		54	47	50	57				
FRL	50	61	46	54	59	45	41				

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				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53

ESSA Federal Index	
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	62
Total Points Earned for the Federal Index	427
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	52
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
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	50
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	52
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

FY22 Winter Diagnostics VS. FY22 FSA results shows:
ELA: 52% (Diag FY22) to 51%(FSA FY22) a decrease of 1%
Math: 56% (Diag FY22) to 55%(FSA FY22) a decrease of 1%
Science: 55.6% (Diag FY22) to 43% (FSA FY22) a decrease of 12.6%

According to the end of the year adaptive technology data:
iReady Reading:
Third Grade: 33% (on grade level), 22% (one grade level below), 45% (two+ grade levels below)
Fourth Grade: 28% (on grade level), 52% (one grade level below), 20% (two+ grade levels below)
Fifth Grade: 26% (on grade level), 30% (one grade level below), 43% (two+ grade levels below)

iReady Math:
Third Grade: 9% (on grade level), 50% (one grade level below), 41% (two+ grade levels below)
Fourth Grade: 22% (on grade level), 48% (one grade level below), 31% (two+ grade levels below)
Fifth Grade: 23% (on grade level), 46% (one grade level below), 31% (two+ grade levels below)

Our data trends show that a focus on literacy would include re-teaching of standards, incorporating sound walls, instructional use of the Benchmark ELA program with fidelity. Math will focus on foundational skills and the utilization of iReady with fidelity. Our Science focus will include reviewing fair game standards, spiral reviews, and primary science standards. Scaffolding instruction that meets the full intent and rigor of standards in all content areas. ESSA identified subgroups (BLK/SWD students) will receive targeted support through various modes of instruction (technology, small group, tutorials, data chats and student monitoring).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the data trends, our greatest need for improvement will be to increase Science proficiency and L25 ELA Learning Gains:
*Science proficiency decreased by 12.6%
*L25 ELA Learning Gains decreased by 17%

In addition, we will focus on our L25 Math Learning Gains. Although the decrease was 3%, Math has always been a strength at Berkshire; which is why we feel the need to focus on the L25 Math Learning Gains.

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

Reflecting on Science proficiency over the years at Berkshire, it is evident that Science proficiency tends to fluctuate. Although we have made minimal progress, the 3-year trend shows that Science scores have not been above 50% since 2017 (53%):
2019 - 38%
2021 - 42%
2022 - 45%

A closer look at the L25 ELA Learning Gains trends shows that we are on a downward spiral. We went from a decrease of 9% from 2019 to 2021 and a more significant decrease of 17% from 2021 to 2022:
2019 - 51%
2021 - 42%
2022 - 25%

The new actions needed to address this need for improvement are:
SCIENCE
*In addition to the regular planning days, we have strategically planned four full days of Science planning with 5th grade teachers and the Science Resource teacher.
*Spiral reviews will be administered at the beginning of the Science block.
*Aggressive monitoring will be conducted with fidelity.
*Increase the use of hands on science activities during the Science block and science fine arts rotations.

L25 ELA
*New Resource Teacher and Academic Tutors (Title I funded) will provide additional support to address the needs of our L25 ELA students.
*Aligned the master schedule to ensure increased staff during ELA block.
*Liaisons assigned to check in with teachers for progress monitoring.
*Extended Day Tutorials to begin in October.

L25 MATH
With the transition from MAFS to Math B.E.S.T. standards, teachers are provided intensive training to ensure instructional delivery to address the rigor of the standard.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

A comparison of FSA FY21 and FSA FY22 data, showed a significant increase in Math gains from 32% (FY21) to 59% (FY22) resulting in a 27% increase in Math gains, as well as ELA gains from 53% (FY21) to 62% (FY22), which is a 9% increase in ELA gains.
MATH
*Black Males went from 31% (FY21) to 51% (FY22), an increase of 20%
*ELL Males went from 30% (FY21) TO 48% (FY22), an increase of 18%.
*SWD Females went from 3% (FY21) TO 16% (FY22), an increase of 13%.

ELA
*ELL Females went from 24% (FY21) TO 37% (FY22), an increase of 13%
*SWD Males went from 10% (FY21) TO 21% (FY22), an increase of 11%. However, our Black Males decreased from 37% (FY21) to 32% (FY22), resulting in a decrease of 5%..
*SWD Females went from 7% (FY21) TO 12% (FY22), an increase of 5%.

A deeper dive into the data shows that SWD Females showed an increase in Math of 13% from FY21 to FY22 and in ELA an increase of 5% in that same year span.

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

At Berkshire, several factors contributed to the above improvements including but not limited to the following:
Academic Tutors, Coaches and Resource teachers provided additional small group instruction targeting bubble students (students that are approaching grade level standards)
Intentional Professional Development:
* Vertical Planning ~ Smart Goals
* Aggressive monitoring ~ Focused on tracking student progress during instruction and providing descriptive student feedback
* Rigorous PLCs to target current student weaknesses and to develop an action plan
*
Afterschool Tutorials:
*Standards based pre and post assessments were administered to target specific students needs
*iReady lessons to guide teacher instruction during tutorials
* Standards Mastery quizzes were created and administered after each lesson via the iReady platform to monitor student's understanding of the content

Additionally, we dedicated time to the following priorities to ensure an equitable and equal opportunity for all our students:
- Starting the day with Morning Meetings
- Development of time management and organizational skills (AVID)
- Deeper focus on students entering AMP
- Increased self-confidence and independence
- Enhanced Social-Emotional Learning opportunities

Lastly, The teachers kept parents abreast of student achievement and underperformance through parent phone calls, Apps ~ Remind, Class Dojo, and parent conferences. In addition, they sent home progress reports that parents had to sign. All teachers held all students to high expectations.

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

1. Science - There is a need to re-focus in science with an emphasis on implementation of content and deeper understanding. We need to provide additional support to help with achievement in this content area including but not limited to:
~ Standards based Tutorials
~ Focused teacher planning/collaboration
~ Spiral Reviews with fidelity
~ Professional development
~ Science Resource Teacher provides Science instruction during Fine Arts rotations
The implementation of these strategies will ensure we meet the needs of all of our students in an equitable and
accessible manner. Science will be a focus in grades K-5.

2. Low 25% Learning Gains - By ensuring standards based instruction and effective use of research-based strategies and resources, we will ensure student learning and improved student achievement. Utilizing the EDW platform, we will identify our Lowest 25%, increase tracking and support to ensure their growth. Our goal will be to assign our Lowest 25% students with a reading endorsed/certified interventionist which will increase closing student achievement gap. Typically at Berkshire, these students were selected based on their critical area
of need and offered priority for afterschool tutorials. This year, we will continue to target this specific group of students for tutoring sessions and additional classroom instruction provided by the classroom teachers, resource teachers, and academic tutors.

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.

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD.
The professional development opportunities that will be provided to support teachers and leaders includes:
~ SBT Process and how to support students
~ Benchmark B.E.S.T. Standards (K-5)
~ Small Group Instruction
~ SEL: Caring Conversations with Parents

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

At Berkshire, we offer a Dual-Language PreK Program; 1 of only 3 PreK programs in the School District of Palm Beach County. Being a 50/50 Dual Language program, students receive instruction in English and Spanish. The teacher provides parent resources during each unit. Conscious Discipline is incorporated to provide specific brain-friendly, research-backed strategies for responding to each child's individual needs with wisdom. To support the transition into kindergarten, we provide in the following:
• Distribution of letters, flyers and/or informational brochure to preschooler families
• Open house for families of incoming kindergarten children
• Scheduling opportunities for preschool children to visit a kindergarten class
• Distribution of community resources (e.g., libraries, locations for immunizations and
physicals) which enables families to access them during the summer before kindergarten
• Provide home learning activities to support parents in preparing children for kindergarten entry

A critical component of student success is to ensure that students attend school regularly and on time.

Our team is working diligently to increase student attendance and decrease tardies. Letters and flyers are sent home regularly to parents reinforcing the importance of attending school. Parents of students that arrive late must sign their child in at the front office. Teachers and Certified School Counselors closely monitors student attendance and tardies. After three absences, teachers contact parents. After ten or more tardies and/or absences, the Certified School Counselor sends a district letter to parents and school administrators meets with parents of students that are chronically absence.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Cumulative school data shows that our 5th grade Science performance as a critical need. From 2019 to 2022, there has been an increase of 7%. However, Science proficiency tends to fluctuate yearly resulting in scores less than 50%. Although we have made minimal progress, the 3-year trend shows that Science scores have not been above 50% since 2017 (53%): 2019 - 38% 2021 - 42% 2022 - 45% Additionally, our demographic data from FSA FY22 indicates the following: ~ Hispanic students performed 30% higher at a level 3 or above than black students. ~ White students out performed all subgroups: - Hispanics by 7% - Blacks by 37% - SWD by 39% ~ Three consecutive years Students With Disabilities (SWD) Subgroup was below 20% in students scoring at a level 3 or above in science proficiency. Based on these trends science proficiency will need to improve especially amongst our SWDs and Blacks. Our focus must be to deepen understanding of science standards, increase hands on experiments, and provide standard-based instruction daily to include fair game content. Spiral reviews will be an integral part of the science lessons. Progress monitoring and reteaching of standards based on spiral reviews and District assessments.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By February 23, we will increase the overall percentage of students performing at or above grade level in Science to 48% resulting in an increase of 3% from FY22 FSA Science score of 45%. By May 2023, Berkshire will attempt to further increase science proficiency by 2% which would be a total year increase from 45% (FY22) to 50% (FY23).
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact by regularly: ~ Conducting student and teacher data chats ~ Reviewing lesson plans ~ Performing targeted classroom walkthroughs ~ Data Analysis ~ Student work samples/AVID binders reviews, ~ Formal Observations ~ Formative/Summative Assessments ~ Technology

The leadership team will support teachers with best practices by modeling, coaching, and planning in PLCs, grade level meetings, and all day teacher planning days.

Person responsible for monitoring outcome:

DIANA PEREZ (diana.perez.1@palmbeachschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

1. District curriculum will be utilized for core instruction during whole group lessons.
2. Spiral reviews, FSQs and USAs will be utilized with fidelity and will focus on standards that requires reteaching based on ongoing data collection
3. Professional Learning Community (PLC)/Professional Development and strategically planned all day Teacher Planning days will ensure teachers collaboratively unite to focus on best practices and create targeted lessons and hands on science experiments.
4. Tutoring programs to ensure learning supplemented with additional resources and teacher support.
5. Fine Arts Science Lab facilitated by the Science Resource Teacher provides students a hands on science experience and an opportunity to delve deeper into the standards

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. District curriculum will be utilized for core instruction during whole group lessons. The curriculum provides a scope and sequence and resources such as videos, projects, and lessons that can be utilized to teach the standards.
2. Spiral reviews, FSQ and USA data will provide teachers critical information to identify areas of weakness for targeted remediation.
3. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.
4. Students who participate in the tutoring program have demonstrated an improved understanding of the science content. Tutorial programs provides reteaching and reinforcement opportunities.
5. Science Lab will provide students experiences throughout the year to delve deeper into the standards with a hands-on approach to learning.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Curriculum
a. PLC teams will review the scope and sequence and standards
b. Teachers will identify the lesson target and data collection
c. Teachers will administer spiral reviews prior to starting the daily lesson
d. Conduct hands-on experiments to increase standards deficits during class instruction and Fine Arts Science classes

Person Responsible

MARITZA TORRES (maritza.torres@palmbeachschools.org)

2. Assessments ~ Classroom Science Teacher/Science Resource Teacher
a. Students will take FSQs, USAa, and spiral reviews to track student learning
b. Analyze data to determine strength and weaknesses for reteaching and to adjust instruction
c. Create small group rotational cycles to ensure all students are supported at their abilities (SWDs, whites)
d. Provide a hands-on-approach experiments

e. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

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

3. PLC
a. Grade levels met using a rotational model (biweekly)
b. Teachers will collaborate with their team, coaches, resource teachers, and administration
c. Analyze data to identify strengths, weaknesses, and targeted standards
d. Science Resource Teacher will develop and implement the coaching cycle to build teacher capacity using a gradual release model

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

4. Tutoring
a. Review data to determine the student list
b. Identify science teachers that will provide tutorial
c. Intentionally target standards to be taught utilizing researched based science instructional materials
d. Incorporate hands-on activities to increase deficient standards
e. Monitor the implementation and effectiveness of the tutorial program

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

5. Science Lab ~ Science Resource Teacher
a. The Science Resource Teacher will collaborate with science teachers on standards currently being taught in class.
b. Lessons will be rigorous based on the standards and include hands on experiences
c. Classes will visit the Science Lab during Fine Arts classes on a rotational basis
d. Science Resource Teacher pushes into the 5th grade science block to support science instruction throughout the day

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

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	If we focus on standards-based instruction to increase learning gains in school-wide ELA specifically targeting our Lowest 25% (L25), then we will be on track towards increasing student achievement and ensuring alignment to the District's Strategic Plan. Our first instructional priority is to deliver standards based instructional lessons that are aligned to benchmark and intended outcomes. The results of our ELA L25 learning gains demonstrated an increase of 5%. However, our ELL subgroup remained the same at 42% when comparing FY22 to FY21 FSA data. Our other ESSA identified subgroups results included; ~ SWD 43% (FY22) to 17% (FY21) an increase of 26% ~ Hispanic 44% (FY22) to 39% (FY21) an increase of 5% ~ FRL 46% (FY22) to 41% (FY21) an increase of 5% Although ELA L25 learning gains demonstrated a slight increase in the majority of subgroups, they were still the lowest performing categories when comparing the FY22 FSA scores with FY21 FSA scores. It is worth noting that our L25 black students learning gains of 50% out performed all other subgroups: Blacks outperformed SWD (43%) by 7%, Hispanic (44%) by 6%, and FRL (46%) by 4%. 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 the District Strategic Plan.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By February 23, we will increase the overall percentage of students performing at or above grade level in ELA L25 to 49% resulting in an increase of 2% from FY22 FSA ELA L25 score of 47%. By May 2023, Berkshire will attempt to further increase ELA L25 proficiency by 1% which would be a total year increase from 47% (FY22) to 50% (FY23).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact by regularly: ~ Conducting student and teacher data chats ~ Reviewing lesson plans ~ Performing targeted classroom walkthroughs ~ Data Analysis ~ Student work samples/AVID binders reviews ~ Formal Observations ~ Formative/Summative Assessments ~ Technology The leadership team will support teachers with best practices by modeling, coaching, and planning in PLCs, grade level meetings, and all day teacher planning days.

Person responsible for monitoring outcome:	DIANA PEREZ (diana.perez.1@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. District ELA curriculum (Benchmark) will be utilized for core instruction in Reading. Mini-lessons are focused on phonics, vocabulary, and reading comprehension. The curriculum provides multiple opportunities to practice the rigor of standards. 2. Small group instruction is fluid and focused on standards that need reteaching. Interventions are provided for targeted L25 students as well as students needing supplemental or intensive instruction on the foundational skills needed for students' growth. The SBT Leader will monitor student progress toward their goal. 3. Professional Learning Community (PLC)/Professional Development provide teachers the opportunity to delve deeper into lessons, standards, and share best practices. The Learning Team Facilitator will support with data and facilitation of PLC meetings. 4. Afterschool tutorials will be provided to ensure learning is supplemented with additional resources and teacher support. 5. The Media program provides proven, effective reading strategies and technology school-wide that supports increasing student achievement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	1. District ELA curriculum (Benchmark) is at grade level and the lessons provide students with multiple opportunities to practice their grade level standards. 2. Small group instruction can provide students an opportunity to work with their teacher on their individual needs. Data from assessments will drive the focus for small group instruction. Interventions offer additional support outside of the core instruction to support in closing achievement gaps in reading with a focus on the L25 subgroup. 3. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress while planning for rigorous instruction. 4. Tutoring will focus on the reporting categories in which the students are not meeting mastery. Tutorial programs provides reteaching and reinforcement opportunities. 5. Media program provides opportunities to extend learning in reading. Media Specialist incorporates motivational reading programs.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. CURRICULUM ~ Coaches
a. PLC teams review the scope and sequence as well as grade level 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 on going Benchmark Professional Development

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

2. SMALL GROUP/INTERVENTIONS ~ COACHES/SSCC/ESE
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 and instructional materials to meet the needs of all students.
e. Identify students using decision tree
f. Create a plan including goal
g. Implement interventions
h. Review data and determine next steps

Person Responsible	Nadine Wooley (nadine.wooley@palmbeachschools.org)

3. PLC/PD ~ LTF
a. Bi-Weekly schedule is provided during preschool
b. Teachers 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 teacher capacity with the gradual release model.

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

4. TUTORIAL ~ AP/TOSA
a. Review data to determine tutorial students
b. Hire tutorial staff and select materials for instruction
c. Internally targeted standards to be taught utilizing iReady scaffolding lessons, and standards mastery

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

5. MEDIA PROGRAM ~ MEDIA SPECIALIST
a. Provides reading support via media classes incorporating research and book reports
b. Facilitates myON
c. Collaborates with stakeholders to ensure student achievement in Reading
d. Integrates technology to facilitate student engagement
e. Vet books to ensure Berkshire is in compliance with state requirements

Person Responsible	Margarita Maria Visbal Gomez (margaritamaria.visbalgomez@palmbeachschools.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

If we focus on Standards-based instruction to increase overall K-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended outcomes.

According to the data our students are not entering third grade prepared for the rigors of the standards and state
assessment. According to iReady FY 22 data 33% of our incoming third grade students are reading at an on-grade level data.

iReady also shows that our overall primary grades proficiency is low:
~ Kindergarten- 23% Proficient
~ First Grade- 13% Proficient
~ Second Grade- 24% Proficient

It also gives us data to support a lack of proficiency in foundational skills for k-2:
~ Phonological awareness- 21% Proficient
~ Phonics- 29% Proficient
~ High-Frequency Words- 30% Proficient
~ Vocabulary- 21% Proficient

Due to a lack of foundational skills, students over all reading comprehension proficiency is 31% for Literature text and 28% for Nonfiction text.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

If we focus on standards-based instruction to increase learning gains in school-wide ELA specifically targeting our Lowest 25% (L25), then we will be on track towards increasing student achievement and ensuring alignment to the District's Strategic Plan. Our first instructional priority is to deliver standards based instructional lessons that are aligned to benchmark and intended outcomes.
The results of our ELA L25 learning gains demonstrated an increase of 5%. However, our ELL subgroup remained the same at 42% when comparing FY22 to FY21 FSA data. Our other ESSA identified subgroups results included;
~ SWD 43% (FY22) to 17% (FY21) an increase of 26%

~ Hispanic 44% (FY22) to 39% (FY21) an increase of 5%
~ FRL 46% (FY22) to 41% (FY21) an increase of 5%

Although ELA L25 learning gains demonstrated a slight increase in the majority of subgroups, they were still the lowest performing categories when comparing the FY22 FSA scores with FY21 FSA scores. It is worth noting that our L25 black students learning gains of 50% out performed all other subgroups: Blacks outperformed SWD (43%) by 7%, Hispanic (44%) by 6%, and FRL (46%) by 4%.

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 the District Strategic Plan.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Grade K-2
The iReady measurable outcomes for 2023 are:
February 2023 May 2023
Kindergarten- 27% Proficient May 2023 55% Proficient
First Grade- 25% Proficient May 2023 55% Proficient
Second Grade- 30% Proficient May 2023 55% Proficient
Phonological awareness- 40% Proficient May 2023 55% Proficient
Phonics- 50% Proficient May 2023 55% Proficient
High-Frequency Words- 50% Proficient May 2023 55% Proficient
Vocabulary- 40% Proficient May 2023 55% Proficient

Grades 3-5: Measureable Outcome(s)

By February 23, we will increase the overall percentage of students performing at or above grade level in ELA L25 to 49% resulting in an increase of 2% from FY22 FSA ELA L25 score of 47%.
By May 2023, Berkshire will attempt to further increase ELA L25 proficiency by 1% which would be a total year increase from 47% (FY22) to 50% (FY23).

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact by regularly:

~ Conducting student and teacher data chats
~ Reviewing lesson plans
~ Performing targeted classroom walkthroughs
~ Data Analysis
~ Student work samples/AVID binders reviews
~ Formal Observations
~ Formative/Summative Assessments
~ Technology
The leadership team will support teachers with best practices by modeling, coaching, and planning in PLCs, grade level meetings, and all day teacher planning days.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

PEREZ, DIANA, diana.perez.1@palmbeachschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. District ELA curriculum (Benchmark) will be utilized for core instruction in Reading. Mini-lessons are focused on phonics, vocabulary, and reading comprehension. The curriculum provides multiple opportunities to practice the rigor of standards.
2. Small group instruction is fluid and focused on standards that need reteaching. Interventions are provided for targeted L25 students as well as students needing supplemental or intensive instruction on the foundational skills needed for students' growth. The SBT Leader will monitor student progress toward their goal.
3. Professional Learning Community (PLC)/Professional Development provide teachers the opportunity to delve deeper into lessons, standards, and share best practices. The Learning Team Facilitator will support with data and facilitation of PLC meetings.
4. Afterschool tutorials will be provided to ensure learning is supplemented with additional resources and teacher support.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

1. District ELA curriculum (Benchmark) is at grade level and the lessons provide students with multiple opportunities to practice their grade level standards.
2. Small group instruction can provide students an opportunity to work with their teacher on their individual needs. Data from assessments will drive the focus for small group instruction. Interventions offer additional support outside of the core instruction to support in closing achievement gaps in reading with a focus on the L25 subgroup.
3. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make

decisions to improve student achievement and progress while planning for rigorous instruction.
4. Tutoring will focus on the reporting categories in which the students are not meeting mastery. Tutorial programs provides reteaching and reinforcement opportunities.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
1. SMALL GROUP/INTERVENTIONS ~ COACHES/SSCC/ESE 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 and instructional materials to meet the needs of all students. e. Identify students using decision tree f. Create a plan including goal g. Implement interventions h. Review data and determine next steps	Wooley, Nadine, nadine.wooley@palmbeachschools.org
2. PLC/PD ~ LTF a. Bi-Weekly schedule is provided during preschool b. Teachers 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 teacher capacity with the gradual release model.	DAVIS, MAUREEN, maureen.davis@palmbeachschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Our school implements School-wide Positive Behavior Support integrated with Social Emotional Learning using a positive and proactive approach to support all students . Our students learn positive routines and expectations. These skills are continually reviewed and reinforced throughout the year in a safe learning environment. Our students become positive, responsible, safe students who are willing to learn. Additionally, the Social Emotional Learning initiative has been integrated school-wide consistently utilizing Florida's Social & Emotional Health competencies/skills. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SWPBS/SEL 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 supports families during the holidays by providing 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 prevention specialist provide a curriculum to the entire school on Child Trafficking Prevention and Substance Abuse.

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

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 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.

CERTIFIED SCHOOL COUNSELORS: Supports 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 counselors ensure students feel safe, welcome, and included.

SCHOOL BEHAVIORAL HEALTH PROFESSIONAL (SBHP): The SBHP provides mental health, education, interventions, and supports students, families, and school staff. The SBHP focuses on the 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 incorporates SWPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. The 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.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan 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:
(g) 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.
(h) 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.
(p) Study of Hispanics contributions standards prioritize listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.
(q) Study of Women's Contributions 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.

(t) 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.