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# Berkshire Elementary School

1060 KIRK RD, West Palm Beach, FL 33406

<https://bkes.palmbeachschools.org>

## School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

#### **School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Fernandez, Diana	Principal	<p>The principal will monitor and work with 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. Fernandez must reflect on completing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
STARLING, DARLENE	Assistant Principal	<p>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 monitors 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 monito 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 cuylture of pride, trust, and respect.</p>
DAVIS, MAUREEN	Administrative Support	<p>The Teacher on Special Assignment (TOSA) will assist administration in overseeing the RTI process at Berkshire. The TOSA provides teachers with instructional leadership and support for the continuous academic improvement of all students. The TOSA 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. 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 RTI team identifies students who are not meeting Core Instructional targets and/or in need of behavioral intervention. The identified</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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 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. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The TOSA 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 schoolwide culture.</p>



Name	Position Title	Job Duties and Responsibilities
Wusterhausen, Kelli	Other	<p>The LTF provides teachers with instructional leadership and support for the continuous academic improvement of all students. She will guide the implementation of Professional Learning Community (PLC) Meetings at Berkshire, use 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.</p>
CRUZ, YELITZA	Other	<p>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 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 with the general education teachers to implement effective interventions for Tier 2 and Tier 3 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 teachers 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, and assists school staff in ensuring ESOL program compliance.</p>
KOZAIN, MATILDE	Instructional Coach	<p>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 weekly PLCs and provides support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA( Reading/</p>

Name	Position Title	Job Duties and Responsibilities
		Writing). She will also lead standards based planning 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 fellows 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 weekly PLCs and provides 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 follow the FCIM coaching cycle.
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 fellows 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 weekly PLCs and provides support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA( Reading/

Name	Position Title	Job Duties and Responsibilities
		Writing). She will also lead standards based planning 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 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.
TORRES, MARITZA	Other	The Science Resource teacher will collaborate with general education and special education teachers to support student achievement for all students. She 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 as 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 as connections to community resources. The CSC also provides Social Emotional Learning (SEL) and Schoolwide Positive Behavior Systems (PBS).

### **Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our school ensures that all stakeholders are involved in the decision making process and their input is utilized in the development of the SIP. Utilizing the Comprehensive Needs Assessment (CNA) process, all stakeholders share ways the school can maintain, progress, and/or improve academic and behavioral outcomes. When reflecting on the process for involving stakeholders, the following contributions are noted:

-Based on parent survey input, the school will provide three parent trainings throughout the school year that will build capacity to support learning at home and to improve student academic achievement. The trainings include Tech It Up Night: Helping parents to monitor student achievement, Family Literacy Night, and Math & Science Night.

-Our Certified School Counselors and Behavioral Health Professional (BHP) implements School-wide Positive Behavior Support (SwPBS) integrated with Skills for Learning & Life (SLL) to provide a positive and proactive approach that supports all students. These skills are continually reviewed and reinforced throughout the year. Also, they support the McKinney Vento and Foster students, coordinate services with community agencies, monitor attendance and communicate regularly with parents to provide support in decreasing absenteeism and tardiness. Parent University classes designed to help parents learn how to improve their skills to help their children succeed in their education.

-A school resource/PBSO officer is on campus daily to provide safety and security. Fortify Florida Application is on every computer, and students are made aware of this during assemblies. The Raptor System is used to sign-in parents/visitors before they can go to a classroom or attend a school event on campus. The school has one point of entry.

- A District Migrant Liaison works with the ESOL Coordinator and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.

### **SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

To ensure that our students are provided every opportunity to excel academically the following processes will be used to monitor the SIP;

- Administration and the Leadership team will conduct regularly scheduled classroom walkthroughs to monitor the effectiveness of classroom instruction and student attainment. Teachers will be provided descriptive feedback on ways to improve instruction.
- Teacher data chats will be held throughout the school year to monitor that all students (struggling, on grade level, and advanced) needs are being addressed
- Teachers will meet biweekly during Professional Learning Community (PLC) meetings to delve deeper into the standards resulting in an increase in student achievement additionally they will be able to share input to enhance overall outcomes.
- SAC meetings will be held the first Wednesday of each month which will provide opportunity for Parent

and Community input.

- Teachers will be able to participate in the decision making process via monthly staff surveys.
- Students' progress will be monitored frequently utilizing the Berkshire Progress Monitoring tool and through student data chats with the teachers.
- The Leadership Team will meet weekly/biweekly to share data from district /state diagnostics and assessments to include USAs, FSQs, iReady, PM1, PM2, PM3, Imagine Learning, iStation, ACCESS testing. Additionally the Leadership Team will use this data to create, adjust, and update action plans, and discuss ways to improve implementation.

**Demographic Data**

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	85%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	58	53	62	54	44	0	0	0	271
One or more suspensions	0	3	3	3	6	7	0	0	0	22
Course failure in English Language Arts (ELA)	0	40	61	75	124	47	0	0	0	347
Course failure in Math	0	11	29	50	85	30	0	0	0	205
Level 1 on statewide ELA assessment	0	0	0	2	64	63	0	0	0	129
Level 1 on statewide Math assessment	0	0	0	2	59	68	0	0	0	129
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	16	22	41	18	0	0	0	102

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	26	41	57	107	77	0	0	0	308

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	0	1	13	9	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	63	71	63	46	66	40	0	0	0	349
One or more suspensions	2	2	7	4	13	15	0	0	0	43
Course failure in ELA	10	51	54	33	27	37	0	0	0	212
Course failure in Math	15	32	36	34	30	11	0	0	0	158
Level 1 on statewide ELA assessment	0	0	0	40	48	49	0	0	0	137
Level 1 on statewide Math assessment	0	0	0	35	45	64	0	0	0	144
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	13	30	16	16	0	0	0	78

The number of students by current grade level that had two or more early warning indicators:

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

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	2	7	7	9	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	63	71	63	46	66	40	0	0	0	349
One or more suspensions	2	2	7	4	13	15	0	0	0	43
Course failure in ELA	10	51	54	33	27	37	0	0	0	212
Course failure in Math	15	32	36	34	30	11	0	0	0	158
Level 1 on statewide ELA assessment	0	0	0	40	48	49	0	0	0	137
Level 1 on statewide Math assessment	0	0	0	35	45	64	0	0	0	144
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	13	30	16	16	0	0	0	78

**The number of students by current grade level that had two or more early warning indicators:**

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

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	2	7	7	9	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**



Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	45	53	53	51	59	56	53		
ELA Learning Gains				62			53		
ELA Lowest 25th Percentile				47			42		
Math Achievement*	45	57	59	55	53	50	48		
Math Learning Gains				59			32		
Math Lowest 25th Percentile				46			28		
Science Achievement*	50	54	54	45	59	59	42		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	52	56	59	62			47		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	240
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53



2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	427
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	4	1
ELL	44			
AMI				
ASN				
BLK	44			
HSP	49			
MUL				
PAC				
WHT	47			
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	3	
ELL	52			
AMI				
ASN				
BLK	40	Yes	1	
HSP	55			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	50			
PAC				
WHT	52			
FRL	52			

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	45			45			50					52
SWD	18			21			13				5	38
ELL	42			44			41				5	52
AMI												
ASN												
BLK	45			30			46				4	
HSP	46			48			51				5	51
MUL												
PAC												
WHT	42			46			53				5	53
FRL	41			42			45				5	50

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	51	62	47	55	59	46	45					62
SWD	21	45	43	30	58	44	18					53
ELL	50	59	42	55	59	46	41					62
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	43	58	50	37	42	28	20					40
HSP	52	62	44	58	63	49	50					64
MUL	47	67		53	53		31					
PAC												
WHT	54	69		54	47	50	57					30
FRL	50	61	46	54	59	45	41					63

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	53	53	42	48	32	28	42					47
SWD	14	17	17	14	9	10	13					32
ELL	48	48	42	47	39	33	39					47
AMI												
ASN												
BLK	43	50		26	7		21					40
HSP	52	48	39	49	36	31	40					45
MUL	58			50								
PAC												
WHT	70	87		64	20		67					
FRL	51	52	41	47	31	29	40					47

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	56%	-7%	54%	-5%
04	2023 - Spring	41%	58%	-17%	58%	-17%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	44%	48%	-4%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	43%	57%	-14%	59%	-16%
04	2023 - Spring	28%	52%	-24%	61%	-33%
05	2023 - Spring	55%	56%	-1%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	47%	51%	-4%	51%	-4%

### III. Planning for Improvement

**Data Analysis/Reflection**  
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA and identified subgroups.

FY 21 FY22 FY 23 PM3

ELA

3 53% 42% 44% (+2%)

4 53% 52% 41% (-11%)

5 48% 52% 49% (-3%)

Subgroups FY 21 FY22 FY 23 PM3

Blacks

3 54% 50% 50% (maintained)

4 44% 36% 24% (-12%)

5 36% 37% 35% (-2%)

SWD

3 17% 23% 27% (+4%)

4 09 % 27 % 13% (-14%)

5 13% 12 % 12% (maintained)

FY 21 FY22 FY 23 PM3

MA

3 45% 54% 43% (-11%)

4 49% 55% 28% (-27%)

5 41% 49% 55% (+6%)

6 100% 100% 100% (maintained)

Subgroups FY 21 FY22 FY 23 PM3

Blacks

3 43% 47% 35% (-12%)

4 26% 46% 24% (-22%)

5 14% 21% 29% (+8%)

SWD

3 11% 46% 23% (-23%)

4 19% 27% 32% (+5%)

5 09% 16% 27% (+11%)

Our lowest performance component was Grade 4 ELA, dropping 11 percentage points from FY22 FSA to FY 23 PM3. The contributing factors to this decrease was that we had 57% of our grade level teachers that were new to 4th grade. We also had a vacancy that remained unfilled for the school year causing our student numbers to be larger than optimal. Additionally, We had a roll out of new state BEST standards which was a learning curve for all. The testing platform was also new to our instructional personnel.

Data trends show that our Grade 3 SWD have shown a decline in ELA performance across grade levels with the exception of third grade this year. We also notice that 3rd grade Math declined by 23% which leads us to believe that our K-2 teachers needs to be more focused on mathematical skills. We feel that the decline in our SWD is a trend and we need to provide additional support for our students with disabilities. Additionally, we need to ensure we continue to continue to support our ELL's with strategic interventions.

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

The greatest declines from the prior year is noted by the following:

FY22 FY 23 PM3

MA

4 55% 28% (-27%)

Subgroups

Blacks

4 46% 24% (-22%)

SWD

3 46% 23% (-23%)

Overall Grade 4 Math declined, in addition to the subgroups including Grade 4 Black students and Grade 3 Students with Disabilities. The contributing factors to this decline includes increase student and teacher absences, lack of substitutes, large class sizes, and teacher lack of understanding of the new B.E.S.T. standards and inexperience with content delivery.

Looking forward to the upcoming school year, there is a strong need to implement new systems which

will increase student and teacher attendance and increase teacher understanding of the B.E.S.T. standards. Due to an increase in Students with Disabilities for the upcoming school year, an additional ESE allocation for a 0.5 ESE teacher was gained to help begin to close the learning gaps. Furthermore, an additional allocation has been gained for two resource teachers to provide intervention and classroom instructional support. To provide additional support that addresses the needs of our SWDs, extended day tutorials will begin earlier in the year. New teachers will be provided training to ensure fortuitous instructional delivery to address the rigor of the B.E.S.T. standards.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

When looking at the FAST progress Monitoring data for window 3, we see the following data:

School State Difference

ELA Achievement

3rd 43% 50% -7%

4th 40% 57% -17%

5th 49% 55% -6%

Subgroups

Blacks

3 50% Same

4 24% -33%

5 35% -20%

SWD

3 27% -23%

4 13% -44%

5 12% -43%

Math Achievement

3rd 44% 59% -15%

4th 28% 61% -33%

5th 55% 55% Same

Subgroups

Blacks

3 35% -24%

4 24% -37%

5 29% -26%

SWD

3 23% -36%

4 32% -29%

5 27% -28%

Overall, fifth grade has the same percentage as the state for math, third grade is 15% less than the state on math, and fourth grade is 33% less than the state math scores. Furthermore, all subgroups are below the state average. However, the data with the greatest gap compared to the state average is the subgroup of Black students in Grade 4 Math with 37% less proficiency than the state.

Overall, for ELA fifth grade had a 6% gap from the state data, third grade had a slightly larger gap of 7% less than the state on ELA, and fourth grade is 17% less than the state ELA scores. Furthermore, all subgroups are below the state average. However, the data with the greatest gap compared to the state average is the subgroup of SWD students in Grade 4 ELA with 44% less proficiency than the state. Additionally, Grade 5 ELA SWD had a large gap with 43% less proficiency than the state.

Contributing factors to these gaps include the 57% new to the grade level teachers, a lack of experience

providing small group instruction, excessive tardy and absent students and staff, inability to reach the rigor of the standard in instructional practice, and missing foundational skills in fourth grade students.

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

FY 21 FY22 FY 23 PM3

ELA

3 53% 42% 44% (+2%)

4 53% 52% 41% (-11%)

5 48% 52% 49% (-3%)

Subgroups FY 21 FY22 FY 23 PM3

Blacks

3 54% 50% 50% (maintained)

4 44% 36% 24% (-12%)

5 36% 37% 35% (-2%)

SWD

3 17% 23% 27% (+4%)

4 09 % 27 % 13% (-14%)

5 13% 12 % 12% (maintained)

FY 21 FY22 FY 23 PM3

MA

3 45% 54% 43% (-11%)

4 49% 55% 28% (-27%)

5 41% 49% 55% (+6%)

6 100% 100% 100% (maintained)

Subgroups FY 21 FY22 FY 23 PM3

Blacks

3 43% 47% 35% (-12%)

4 26% 46% 24% (-22%)

5 14% 21% 29% (+8%)

SWD

3 11% 46% 23% (-23%)

4 19% 27% 32% (+5%)

5 09% 16% 27% (+11%)

A deeper dive into the data shows that overall, third grade improved in ELA by 2% and 5th grade improved in Math by 6% over FY22's FSA score. In the subgroups, third grade SWD increased by 4% in ELA, fifth grade Black students showed an increase of 8% in Math, and fifth grade SWD students increased by 11% in Math.

Several factors contributed to this improvement at Berkshire including, but not limited to, the following: academic tutors, coaches, and resources teachers provided additional small group instruction, rigorous PLCs to target student weaknesses and to develop action plans that targeted our tiered and enrichment students, after-school tutorials that strategically targeted low achieving standards in lessons, utilized iReady lessons, and standards mastery quizzes were administered after each lesson. Additionally we dedicated time to ensure an equitable and equal opportunity for all of our students with the development of time management and organizational skills using the AVID framework.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. When looking at our Early

Warning System indicators our two potential areas of concern are:

? 10% or more Absence

? Level 1 State Assessments ELA / Math

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

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

In order to achieve maximum success in the upcoming school year, the following are our highest priorities for school improvement:

- ELA Achievement Growth for all students with a particular focus on subgroups: SWD and Blacks
- Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students.
- Develop a collaborative culture of learning and improvement by collaboratively examining data with an equity lens.
- Communicate with and gather input from students, parents, and community partners about school improvement

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)



**#1. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In alignment to the District's Strategic Plan, we identified SWD and Black subgroups as a crucial need from the data we reviewed. Comparing the subgroups to the overall performance, we found that these two categories underperformed the school as a whole. The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA and identified subgroups and the discrepancy between the overall scores and the selected subgroups.

**ELA FY22 FSA FY 23 PM3**

3 42% 44% (+2%)

4 52% 41% (-11%)

5 52% 49% (-3%)

**ELA Subgroups****Blacks FY22 FSA FY 23 PM3**

3 50% 50% (maintained)

4 36% 24% (-12%)

5 37% 35% (-2%)

**SWD FY22 FSA FY 23 PM3**

3 23% 27% (+4%)

4 27 % 13% (-14%)

5 12 % 12% (maintained)

**MATH FY22 FSA FY 23 PM3**

3 54% 43% (-11%)

4 55% 28% (-27%)

5 49% 55% (+6%)

6 100% 100% (maintained)

**MATH Subgroups****Blacks FY22 FSA FY 23 PM3**

3 47% 35% (-12%)

4 46% 24% (-22%)

5 21% 29% (+8%)

**SWD FY22 FSA FY 23 PM3**

3 46% 23% (-23%)

4 27% 32% (+5%)

5 16% 27% (+11%)

Additionally, we identified attendance as another area of focus. In comparing FY22 to FY23 we have seen a decrease in the number of students absent 10 or more days, from 349 to 271. However, this area remains a critical need at Berkshire.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student Outcomes:

- Increase student proficiency on Statewide ELA and Math assessments by 5% by the end of the year.
- Reducing the amount of absences by 5% by December 2023 and by another 10% by the end of the year.

Teacher practice outcomes:

- By December 2023, 80% of our teachers' instructional practices will align to state standards and demonstrate rigor through student evidence.
- By October 2023, 80% of our teachers will effectively communicate with parents when students are absent more than three days, and will work with the Certified School Counselors if the absences persist after the initial contact.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring for academic achievement will be done through Student Information System (SIS), iReady, Benchmark, PM Unify, and FLDOE website.

- weekly data reports from student formative assessment results.
- Classroom observations for rigorous instruction

Monitoring for attendance will be done through Student Information System (SIS).

- weekly attendance reporting
- parent conferences with fidelity
- truancy packets completed by Certified School Counselors

**Person responsible for monitoring outcome:**

Diana Fernandez (diana.fernandez@palmbeachschools.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The following evidenced based interventions will be implemented for academics:

1. AVID
2. Extended Day Tutorials
3. Academic Tutors
4. Resource staff
5. Professional Development/Professional Learning Communities (PLC)
6. Required Instruction Florida State Statute 1003.42 and Policy 2.09

The following evidenced based interventions will be implemented for attendance:

7. Schoolwide Attendance Plan
8. Truancy packets

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

1. AVID - development of time management and organizational skills
2. Extended Day Tutorials - focus on standards based lessons in critical content to include SWDs and Blacks.
3. Academic Tutors - classroom push-in support
4. Resource staff - classroom push-in support
5. PD/PLC - Teachers will engage in focused PDs, data analysis and collaborative planning to strengthen instructional practices to accelerate student learning.
6. Florida State Statute 1003.42 - instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction.
7. Schoolwide Attendance Plan - Students are more likely to succeed in academics with consistent school

attendance.

8. Truancy packets - completed by Certified School Counselors

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

**#7. Schoolwide Attendance Plan**

- assembly to ensure stakeholders understand expectations and collaborate to support students.
- teachers and Certified School Counselors will effectively communicate with parents when students are absent
- regularly review attendance reports during leadership meetings and PLCs
- reinforce students with improved attendance
- Truancy packets - completed by Certified School Counselors as needed

**Person Responsible:** KIMBERLY LINDER (kimberly.linder@palmbeachschools.org)

**By When:** Systems in place by September 1st and continue to update and review throughout the school year.

**#5. Professional Development/Professional Learning Communities (PLC)**

- Plan rigorous, standards-based lessons
- Monitor data including subgroups for trends and areas of weaknesses and strengths
- Perform routine teacher data chats
- engage in focused PDs, data analysis and collaborative planning to strengthen instructional practices to accelerate student learning.

**Person Responsible:** Kelli Wusterhausen (kelli.wusterhausen@palmbeachschools.org)

**By When:** Systems in place by September 1st and continue to update and review throughout the school year.

**#6.** In addition, as stipulated within Florida State Statute 1003.42 and in alignment to the District's Strategic plan our school ensures all students have equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content Instruction applicable to appropriate grade levels including but not limited to:

- (g)History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

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

**By When:** Systems in place by September 1st and continue to update and review throughout the school year.

## #2. Positive Culture and Environment specifically relating to Early Warning System

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

School-wide Positive Behavior Support is integrated with Skills for Learning and Life (SLL) using a positive and proactive approach to support students, including SWD and Blacks, utilizing Florida Resiliency Education Standards. Our students learn positive routines and expectations. These skills are continually reviewed and reinforced throughout the year.

Our Certified School Counselors (CSC) provide various models of support, and focus on students needs including: anxiety, divorce, grief counseling, self-esteem, bullying, decision making, conflict resolution, etc. They support family needs as well through home visits and connections to community resources.

Certified School Counselors support my include but is not limited to:

- Utilizing the Sanford Harmony Curriculum for classroom guidance to support Skills for Learning and Life
- Providing support for our McKinney Vento and Foster students, including SWD and Blacks
- The school-based Holiday Hope program supports families during the holidays by providing clothes and gifts for students, including SWD and Blacks
- Partner with Back to Basics to provide uniforms for students in need, including SWD and Blacks
- 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 their children succeed in their education.

### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student Outcomes: Continue to reduce discipline referrals from 37 in FY23 to 20 by the end of FY24 school year.

Teacher Practice Outcomes:

By the end of the first two weeks of the school year, 100% of the teachers will review the school-wide PBIS expectations.

By the end of October 2023, 75% of the teachers will be consistently reinforcing positive student behavior.

By the end of February 2023, 100% of the teachers will be consistently reinforcing positive student behavior.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Reducing discipline referrals will be monitored through scheduled pulling of discipline data to be shared through monthly PBS meeting, monthly Faculty meetings, and weekly/biweekly Leadership meetings. Berkie Bucks and Doggie Dimes will be utilized to reinforce positive behaviors. This system will allow individual and group positive reinforcement.

### Person responsible for monitoring outcome:

DARLENE STARLING (darlene.starling@palmbeachschools.org)

### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. AVID
2. Character Now
3. SWPBS
4. Parental Involvement
5. Required Instruction 1003.42 and Policy 2.09

#### **Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

1. AVID - supports students with organizational skills and college readiness, which reduces frustration and increases self-esteem.
2. Character Now - students are recognized who exemplify the model characteristics.
3. SWPBS - Supports the increase of positive behavior, reduces rates of office referrals and suspensions. To provide a safe learning environment and maximize instructional time.
4. Parental Involvement - empowers parents and increases parent teacher connections resulting in improved student attendance and behavior.
5. Required Instruction 1003.42 and Policy 2.09: 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. Stakeholders play a key role in school performance and addressing equity.

#### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **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.

##### **#3. SWPBS**

- Provide teachers with professional development to understand SWPBS ensuring that all expectations are clearly explained and understood.
- Ensure the school has posting of School PBS expectations in all classrooms and common areas.
- Monitor executions and implementations with fidelity.
- Continue utilizing Berkie Buddies support system to ensure proper mentoring and coaching.

**Person Responsible:** Diana Fernandez (diana.fernandez@palmbeachschools.org)

**By When:** Systems in place by September 1st and monitor with fidelity throughout the school year.

#5. In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students Continue 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 Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

**Person Responsible:** Diana Fernandez (diana.fernandez@palmbeachschools.org)

**By When:** Systems in place by September 1st and continue to update and review throughout the school year.

### **CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School improvement funding allocations will be monitored through Leadership meetings, faculty meetings, and SAC meetings to ensure the funds and resources are allocated based on student priorities of needs.

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
7. The District Reading Collaboration team provides professional development to schools based on needs.
8. Curriculum Resources: Curriculum resources to enhance ELA, Science, and Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning and Life (SLL) Resource Center to promote character education.
9. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

### **Reading Achievement Initiative for Scholastic Excellence (RAISE)**



**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 explicit standards based instruction to increase overall K-2 proficiency school wide in ELA, then we increase student proficiency in grade 3-5 and ensure alignment to the District's goals. Our instructional priority is small group instruction with a focus on the science of reading. Our goal is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

According to our FY23 data 52% of our incoming third grade students are reading below grade level. Additionally, IReady data shows that our overall primary grades reading proficiency is low which means they are not on track to be on grade level when entering grade 3. For FY23 on the end of year iReady diagnostic, 11% of Kindergarten students were not proficient, 48% of first grade students were not proficient, and 45% of second grade students were not proficient.

The focus for our is is to strengthen foundational reading skills so that students can decode words and therefore read more fluently.

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

If we focus on standards-based instruction to increase learning gains school wide in ELA, then we will increase student achievement and ensure alignment to the District's strategic plan. This area of focus directly aligns with our District's strategic plan: Academic excellence and growth. Our instructional priority is to provide a solid instruction aligned to the BEST standards and benchmarks. Our FY23 data shows that our third grade students were only 44% proficient, fourth grade students were only 41% proficient, and fifth grade students were only 49% proficient. Our goal is to provide quality small group instruction to differentiate the learning and give all of our students the opportunity to reach their potential and increase student achievement.

## 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 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 Measurable Outcomes

SY24 data from the new coordinated screening and progress monitoring system will reflect overall proficiency in the following grades:

Kindergarten from 75% to 80%

Grade 1 from 45% to 50%

Grade 2 from 48% to 53%

### Grades 3-5 Measurable Outcomes

SY24 school wide proficiency in ELA will increase from 45% to 50%, learning gains will increase to 67%, and learning gains in the L25 will increase to 52%

Grade 3 from 44% to 49%

Grade 4 from 41% to 46%

Grade 5 from 49% to 54%

ESSA student groups, including Blacks and Students with Disabilities, will increase 5%.

SWD from 21% to 26%

BLK from 43% to 48%

## Monitoring

### 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 impact student achievement outcomes.

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. Monitoring of our school wide goals will occur through out our PLC for each grade level. Each team will review iReady diagnostic, I-station data and growth monitoring checks, and end of unit assessments from the Benchmark series. We will also use grade level formative assessments and end of unit assessments to track growth within the standards. We will also review lesson plans, conduct classroom walkthroughs, monitor student attendance, conduct data chats, provide formal observations, and encourage PLC attendance and participation.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Fernandez, Diana, [diana.fernandez@palmbeachschools.org](mailto:diana.fernandez@palmbeachschools.org)

## Evidence-based Practices/Programs



**Description:**

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. Small group instruction: teachers and support staff will provide strategically differentiated instructional support for all learning.
2. Professional development: teachers and support staff will attend ongoing professional development to engage in deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation. PD will support the development of teacher expertise and instructional strategy success and focus.
3. Professional Learning Community (PLC) will ensure teachers collaboratively plan and implement solid academic instruction based on data and focused on school wide goals.

**Rationale:**

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

1. Incorporate small group instruction utilizing iReady and Istation data to meet students need for foundational skills practice and to identify areas of weakness for targeted mediation. Benchmark assessments will also be used to support growth within the standards. Small group instruction provides opportunities for differentiation and individualized instruction to build the foundational skills students need.
2. Teachers will receive ongoing PD based on our school goals and individual teacher need to improve their knowledge and skills in order to increase student achievement. They will target remediation and enrichment within their panning and PD.
3. PLC allows teachers to collaborate and share best practices based on student evidences and data driven instruction.

### 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
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Create grade level goals for academic achievement and targeted instruction with Literacy team

1. Our Literacy team members will include: the Principal, Assistant Principal, LTF, Reading Coach, and two Dual Language Coaches
2. The team will meet at all PLC's to review assessment data, plan for instruction, and conduct teacher data chats
3. The team will collaborate in all PLC grade level meetings and provide support through professional development
4. The literacy team will be available to provide feedback, coach individual teachers, as well as provide teachers support through observing other staff members based on individual needs.
5. The literacy team will provide professional development throughout the year through PLCs and PD days.

Fernandez, Diana,  
diana.fernandez@palmbeachschools.org

PLC focus

1. Organized agenda that provides targeted academic conversation and follow up
2. Leadership will work with individual grade levels to create individual goals and targets
3. The PLC will focus on assessment data analysis and small group instruction based on needs
4. Coaches will work to provide support based on data
5. Teachers will work collaboratively to build capacity and share evidence and best practices.

Wusterhausen, Kelli,  
kelli.wusterhausen@palmbeachschools.org

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

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

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

The school will provide families with timely information about Title I programs by using flyers, newsletters, SIS Gateway, ParentLink, marquee, school website, Class Dojo App, Remind App, and announced during School Advisory Council. Additionally, stakeholders can access this information via the school website at <https://www.palmbeachschools.org/berkshireelementary>

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

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Monthly SAC meetings will provide an opportunity for stakeholders to collaborate to fulfill the school's mission and support the needs of students.

Parents will be informed about academic assessments used to measure student progress and achievement levels through parent conferences, copies of iReady reports, progress reports, IEP/LEP Meetings, and SIS Gateway.

Additionally, stakeholders can access this information via the school website at <https://www.palmbeachschools.org/berkshireelementary> using the Title I tab.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

Weekly PLCs with grade level teacher groups will provide opportunities to develop rigorous instructional strategies in literacy and math blocks. Whole group and small group instruction has a specific allotted time frame which accommodates differentiation for all student groups.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

Berkshire Elementary follows the McKinney-Vento Homeless Assistance Act to ensure students have equal access to the same educational opportunities as non homeless students. Donated uniforms, school supplies and/or backpacks are provided to homeless students as needed by the Certified School Counselors. The school provides accommodations for families experiencing homelessness by meeting with families and ensuring they feel welcomed and offer to provide assistance and support in any way that we can.

Berkshire partners with the Palm Beach County Food Bank for the Childhood Hunger Initiative meal program to provide food for in need school aged children with nutritious, easy to prepare meals for the weekend.

Additionally, District resources will be utilized to provide interpreters as well as appropriate staff from Region Support Teams, which enables the school to communicate effectively with stakeholders. Also, accessible is a handicapped ramp, handicapped parking located in the front of the school, as well as handicapped restrooms throughout the school.

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
<b>Total:</b>			<b>\$0.00</b>

**Budget Approval**

**Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.**

No