

Santa Rosa County School District

Berryhill Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	11
Planning for Improvement	19
Positive Culture & Environment	24
Budget to Support Goals	0

Berryhill Elementary School

4900 BERRYHILL RD, Milton, FL 32570

<http://www.santarosa.k12.fl.us/schools/bhe/>

Demographics

Principal: Dawn Chapman

Start Date for this Principal: 10/8/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (70%) 2017-18: B (59%) 2016-17: B (59%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 Santa Rosa 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Berryhill Elementary School is to provide the optimal learning environment for students to reach their maximum potential in a respectful and inclusive manner that creates a foundation for life-long learning.

Provide the school's vision statement.

Our vision is to forge strong, positive connections with students and families so our students can achieve independence, build confidence, and gain academic knowledge.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Chapman, Dawn	Principal	Serves as the lead administrator and ensures the implementation of all state and district policies, procedures, and regulations. Works in collaboration with the Assistant Principal to nurture a safe, effective, and enjoyable learning environment. Analyzes data in order to establish a high standard of expectations for our students and staff. Provides direction and educational leadership with regards to curriculum and instruction, professional development, staffing, budget, technology and other facility needs. Encourages open lines of communication with parents, staff, students and our community.
McCombs, Leann	Assistant Principal	Serves as the vice administrator and ensures the implementation of all state and district policies, procedures, and regulations. Works in collaboration with the Principal to nurture a safe, effective, and enjoyable learning environment. Analyzes data in order to establish a high standard of expectations for our students and staff. Provides direction and educational leadership with regards to curriculum and instruction, professional development, staffing, budget, technology and other facility needs. Encourages open lines of communication with parents, staff, students and our community.
Handley, Toniann	Other	<p>MTSS Coordinator/ Interventionist</p> <p>Coordinates and facilitates the MTSS process, provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation. Conducts the assessment of students and collaborates with the AIS and classroom teachers to decide which interventions are best for each student's needs. Ensures implementation of intervention support and documentation. Communicates with administration, teachers, and parents regarding school-based MTSS plans and activities. Creates schedule and agenda for MTSS meetings. Provides reading and math intervention instruction to Tier 3 students. Generates "MTSS-born" general ESE eligibility referrals.</p>

Name	Title	Job Duties and Responsibilities
Dale, Heather	Guidance Counselor	<p>Communicates with parents and community members to ensure that students' academic, physical, and mental health needs are being met. Collects information to be discussed at the monthly Threat Assessment Team meetings. Regularly meets with students who may be having difficulty with school (or at home). Creates all of our 504 plans and meets with parents and teachers to review the accommodations. Oversees the daily attendance logs and contacts families if there are questionable trends in student behavior and absenteeism. Trains staff and leads in the administration of state assessments including the FSA and FLKRS. Makes parent and teacher-requested referrals for ESE eligibility. Participates as one of the MTSS team members.</p>
Hoffman, Alison	Other	<p>Academic Intervention Specialist</p> <p>Oversees the implementation of the Early Intervention Program as directed by the district. Provides reading intervention to our Tier 2 and Tier 3 students in grades K-5. Assesses students and collaborates with the MTSS Coordinator and Interventionists to identify which students are in need of additional support. Analyzes school-wide data to determine if interventions are appropriate. Collects and tracks the progress monitoring data from all of our interventionists. Participates as one of the MTSS team members.</p>
Stankard, Mary	Teacher, K-12	<p>Prepares a variety of differentiated lessons across the subject areas for her 2nd grade class. Collaborates with teachers on her grade level to ensure a cohesive learning unit across the classes and subjects. Instructs students of all Tier levels and subgroups using curriculum that is research-based, district sanctioned, and that meets and exceeds the FL DOE standards. Regularly monitors student progress and provides intervention where needed with regards to academics and behavior. Maintains regular communication with parents, administration, special education teachers, and interventionists.</p>
Moore, Kay	Teacher, K-12	<p>Prepares a variety of differentiated lessons across the subject areas for her 3rd grade class.</p>

Name	Title	Job Duties and Responsibilities
		<p>Collaborates with teachers on her grade level to ensure a cohesive learning unit across the classes and subjects. Instructs students of all Tier levels and subgroups using curriculum that is research-based, district sanctioned, and that meets and exceeds the FL DOE standards. Regularly monitors student progress and provides intervention where needed with regards to academics and behavior. Maintains regular communication with parents, administration, and interventionists.</p>

Demographic Information

Principal start date

Thursday 10/8/2020, Dawn Chapman

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

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

Total number of teacher positions allocated to the school

64

Total number of students enrolled at the school

868

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

8

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

10

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	146	140	136	134	166	136	0	0	0	0	0	0	0	858
Attendance below 90 percent	44	41	48	36	73	41	0	0	0	0	0	0	0	283
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	8	8	5	3	1	0	0	0	0	0	0	0	25
Course failure in Math	0	4	2	2	3	2	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	17	19	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	17	14	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	4	11	10	20	11	15	0	0	0	0	0	0	0	71

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	4	4	2	13	11	0	0	0	0	0	0	0	34

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		6	10	0	3	0	0	0	0	0	0	0	0	19
Students retained two or more times		0	0	0	0	0	1	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 8/31/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	105	118	114	142	95	130	0	0	0	0	0	0	0	704
Attendance below 90 percent	4	10	11	9	5	7	0	0	0	0	0	0	0	46
One or more suspensions	0	2	2	2	1	1	0	0	0	0	0	0	0	8
Course failure in ELA	0	3	1	5	0	0	0	0	0	0	0	0	0	9
Course failure in Math	0	1	0	1	0	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	1	1	0	0	0	0	0	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	3	0	3	1	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	105	118	114	142	95	130	0	0	0	0	0	0	0	704
Attendance below 90 percent	4	10	11	9	5	7	0	0	0	0	0	0	0	46
One or more suspensions	0	2	2	2	1	1	0	0	0	0	0	0	0	8
Course failure in ELA	0	3	1	5	0	0	0	0	0	0	0	0	0	9
Course failure in Math	0	1	0	1	0	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	

Students with two or more indicators 0 3 1 1 0 0 0 0 0 0 0 0 0 5

The number of students identified as retainees:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	

Retained Students: Current Year 1 3 0 3 1 0 0 0 0 0 0 0 0 8

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	76%	71%	5%	58%	18%
Cohort Comparison						
04	2021					
	2019	66%	66%	0%	58%	8%
Cohort Comparison		-76%				
05	2021					
	2019	71%	69%	2%	56%	15%
Cohort Comparison		-66%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	71%	-2%	62%	7%
Cohort Comparison						
04	2021					
	2019	83%	73%	10%	64%	19%
Cohort Comparison		-69%				
05	2021					
	2019	82%	71%	11%	60%	22%
Cohort Comparison		-83%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	62%	65%	-3%	53%	9%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

STAR EL--1st grade; STAR Reading--2nd-5th grade; STAR Math--1st-5th grade; Performance Matters (Science)--3rd-5th grade

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	125/48%	130/72%	132/62%
	Economically Disadvantaged	42/45%	43/63%	42/57%
	Students With Disabilities	23/22%	23/44%	23/39%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	124/59%	129/79%	131/78%
	Economically Disadvantaged	42/52%	42/79%	41/69%
	Students With Disabilities	22/41%	23/61%	23/61%
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	122/49%	129/67%	127/72%
	Economically Disadvantaged	48/40%	48/40%	49/67%
	Students With Disabilities	26/19%	26/27%	25/36%
	English Language Learners	1/0%	1/0%	1/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	122/56%	129/77%	127/81%
	Economically Disadvantaged	47/62%	50/76%	49/82%
	Students With Disabilities	26/39%	26/62%	25/72%
	English Language Learners	1/0%	1/100%	1/100%
	Number/% Proficiency	Fall	Winter	Spring

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	163/60%	156/68%	154/65%
	Economically Disadvantaged	60/57%	62/66%	58/55%
	Students With Disabilities	36/25%	37/30%	35/34%
	English Language Learners	1/0%	1/0%	1/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	160/59%	156/73%	154/66%
	Economically Disadvantaged	60/48%	62/69%	58/64%
	Students With Disabilities	35/29%	37/38%	35/34%
	English Language Learners	1/0%	1/0%	1/0%
	Number/% Proficiency	Fall	Winter	Spring

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	92/55%	109/63%	0
	Economically Disadvantaged	38/42%	45/58%	0
	Students With Disabilities	18/11%	22/23%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	92/54%	109/82%	0
	Economically Disadvantaged	38/40%	45/76%	0
	Students With Disabilities	18/33%	22/55%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	142/61%	142/60%	0
	Economically Disadvantaged	52/56%	53/55%	0
	Students With Disabilities	36/31%	30/27%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	142/66%	142/77%	0
	Economically Disadvantaged	52/62%	53/68%	0
	Students With Disabilities	36/33%	37/51%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	54%	63%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
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	43	50	48	65	84	90	43				
BLK	40			67							
HSP	67			67							
MUL	85	75		89	75		60				
WHT	73	66	53	78	78	69	65				
FRL	67	65	65	71	73	82	59				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	45	43	44	59	66	56	33				
BLK	40	44	55	50	69	50					
HSP	52	70		52	40						
MUL	84	47		96	81						
WHT	64	49	36	80	73	58	57				
FRL	55	45	43	70	68	58	43				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	493
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	60
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners 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	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67
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	77
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
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	69
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	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

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

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

According to STAR data, our progress monitoring assessment, Students With Disabilities subgroup (SWD) shows improvement across each grade level in ELA. However, ELA proficiency for the SWD subgroup in each grade level is below 50% as demonstrated by the last assessment. When looking at all students using STAR Data, ELA scores are all above 50% by the last assessment. According to 2021 FSA scores, third grade ELA has the largest drop in proficiency when compared to the 2019 FSA scores. Math FSA proficiency scores are all above the District proficiency scores. However, fifth grade is the lowest when compared with third and fourth. FSA Science proficiency score this year is above the District proficiency score.

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

The greatest need for improvement based on the 2021 FSA assessment when compared to the 2019 assessment is third grade ELA. Berryhill third grade 2021 ELA proficiency is low at 57% when compared to 2019 at 76%. There is a decline in proficiency of 19%. In addition, the 2021 District third grade ELA proficiency is 65% which is a decline of 8%.

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

The greatest contributing factor to this large decline is the COVID pandemic that occurred in 2020 which caused the closure of schools and in-person learning in March 2020. The 20-21 school year began in August 2020 with large student deficits in learning. We continued to deal with the COVID complications throughout the 20-21 school year with COVID protocols causing students to miss a large amount of school days.

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

Third grade Math showed the most improvement with an FSA 2021 proficiency of 71% when compared to the 2019 proficiency of 69%.

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

The math improvements could have been partially attributed to the change in our Math curriculum to the Envision program. We also utilized one of our school-based interventionists to provide Math intervention to our lowest-performing third grade students. Another factor which contributed to our FSA Math success was the use of multiple computer-assisted math interventions: Freckle Math, Moby Max, and Reflex Math.

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

To accelerate learning, there are several strategies we will be implementing this year. Administration will continue to conduct informal and formal teacher observations with an emphasis on providing feedback related to rigor and fidelity. Teachers will implement a school-wide phonics program (Heggerty) and new reading series (HMH) in addition to

using the Florida BEST Standards. Berryhill will promote more parent engagement around reading. New intervention teachers will be providing intensive intervention in both reading and math. Administration will continue to conduct data meetings and data chats with teachers to analyze data. Administration will continue to focus on hiring and maintaining the highest quality teachers.

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 this year will focus on our new reading series (HMH), the Florida BEST Standards, and our phonics program (Heggerty). Intervention teachers will have professional development related to the specific reading programs used with Tier 3 students and they will be receiving training in our new Math intervention program (Do the Math). Our Academic Intervention Specialist will provide professional development as needed for teachers to meet the individual needs of their students and develop differentiated instruction to address each child. Our MTSS coordinator will also provide training on collecting appropriate progress monitoring data for PMPs and all other MTSS protocols.

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

We will focus on students' reading strengths as a foundation. We will encourage reading for pleasure and parent involvement. We also plan to work with our Literacy Leadership Team to develop a school-wide reading initiative to promote independent reading. Since all grade levels will be using HMH with fidelity, the transition into the next grade for our students will be seamless. They will already be familiar with the HMH components. It will make it easier for them to improve upon their previous years' reading skillset because there will be a regularity in the flow of instruction. There is always an adjustment period with any new curriculum--this will be true for our teachers. They will be more comfortable with HMH next year and their use of the entirety of what the program offers will expand in the months and years ahead. They will know what worked and what didn't in the year prior and so they'll know in what areas they may need to provide a little extra support and/or which lessons can be expanded into bigger projects. This consistency will certainly ensure sustainability of improvement into next year and beyond.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our third grade ELA FSA scores were our area of greatest decline when compared to our last year of FSA data (2019). While it is true that declines were seen across the district, our scores dropped significantly from 76% proficiency to 57% proficiency. ELA will be our main focus across all grade levels as well.

Measureable Outcome: Our goal is to increase our 3rd grade FSA scores by at least 9% to 66% proficiency in order to exceed that of this year's district average (65%).

Monitoring: Out of the 42 BHE students who scored a Level 2 on the 3rd grade ELA FSA, more than half of them (26) were only 9 or fewer scaled score points away from meeting proficiency with a Level 3. Using our benchmark assessment (STAR) to identify those "bubble kids" will be crucial to the success of this focus area. Therefore, students who score below the 49th percentile rank (PR) on STAR Test A, but above the 25th PR, will be vigorously monitored to ensure that they are provided the Tier 1 and Tier 2 instruction necessary to help them bridge the gap and achieve proficiency level. In addition ESE students comprised 71% of our Level 1's and ESE students comprised 21% of our Level 2's.

Person responsible for monitoring outcome: Dawn Chapman (chapmand@santarosa.k12.fl.us)

Evidence-based Strategy: Our new district-sanctioned reading curriculum, HMH into Reading by Houghton Mifflin Harcourt (HMH) has a differentiated design along with an intervention component. All of our classroom teachers, interventionists, and ESE teachers across all grade levels (K-5) will be using this program for our Tier 1 and Tier 2 reading instruction.

Rationale for Evidence-based Strategy: According to a study conducted by Cobblestone Applied Research & Evaluation, students using HMH Into Reading made significant growth from the beginning of the year to the middle of the year as measured by the Renaissance Star Reading assessment. (The end of year research wasn't able to be completed due to the pandemic.) The HMH program also utilizes scaffolding techniques by breaking up the material into smaller "chunks" and then provides tools, such as vocabulary cards, to go along with the instruction of those chunks. Research has shown that "Scaffolding techniques in instruction can be used to increase motivation, which helps to reinforce a growth mindset as students overcome challenges (Guthrie et al., 2004)."

Action Steps to Implement

1. Professional development will be provided to ensure that all instructional personnel are equipped to provide HMH instruction and interventions.
2. Benchmark scores and progress monitoring data will be reviewed and analyzed regularly.
3. Administration will regularly observe in classrooms and meet with teachers to ensure consistency in instruction across the grade levels.
4. Progress monitoring plans will be created for all students who are in jeopardy of falling below proficiency levels.
5. Our MTSS coordinator will monitor PMPs and if additional or more intensive interventions are warranted, students will be discussed at MTSS meetings and brought to the attention of our AIS so additional supports can be put into place.
6. Quarterly Data Meetings will occur with each grade level to address student needs and

successes.

7. Emphasis will be placed on IEP Teams to develop Specific, Measurable, Attainable, Results-oriented and Time-bound goals and objectives.

Person Responsible Dawn Chapman (chapmand@santarosa.k12.fl.us)

No description entered

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Historically, our Math scores have been a strength among our 4th and 5th grade students. Our 2021 5th grade Math FSA scores took an unprecedented 16% drop in proficiency from our last measured scores in 2019. While this score (66% proficient) still keeps us above the district average (63%), we know that we can do better.

Measureable Outcome: Our goal is to make great gains on this year's 5th grade Math FSA. We will increase our scores by 8% in order to regain half of our loss this year.

Monitoring: Along with the quarterly STAR Math benchmark assessments, we will be analyzing progress monitoring data to ensure that interventions are helping students to close their skill gaps. Where we see that interventions are not working, we will discuss these students with the MTSS team and adjust interventions/small groups as needed.

Person responsible for monitoring outcome: Dawn Chapman (chapmand@santarosa.k12.fl.us)

Evidence-based Strategy: Two of our ESSR interventionists and our school-based interventionist will be providing small-group math intervention utilizing the district-sanctioned program, "Do the Math" by Marilyn Burns. These three highly- qualified teachers will be providing targeted instruction to selected K-5 students who are struggling in mathematics (based on last year's PMPs and our beginning of the year benchmark assessments).

Rationale for Evidence-based Strategy: Our goal is to implement research-based strategies that have been proven to increase student achievement. According to a study conducted by Scholastic Research, students from diverse populations in Grades 3-6 made "statistically significant gains" on the "Do the Math" program's assessment. Additionally, the National Council of Teachers of Mathematics endorses the use of increasingly intensive and effective instructional interventions for students who struggle in mathematics.

Action Steps to Implement

1. Review and analyze benchmark assessment and intervention progress monitoring data.
2. Meet with grade levels and interventionists to discuss the data that has been collected and address any instructional and professional development needs.
3. Provide Tier 2 and Tier 3 math intervention to our students who are struggling in Mathematics.
4. Utilize district-approved computer-based math programs as an additional layer in the reinforcement of math skills.

Person Responsible Dawn Chapman (chapmand@santarosa.k12.fl.us)

#3. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: Our school understands the importance of engaging parents in their child's academics. If parents understand the expectations for their child and receive the proper content-based skills instruction, they will be an invaluable asset to increasing their child's reading abilities. Our area of Focus will be on creating a partnership with parents/guardians to help students reach their maximum potential in ELA.

Measureable Outcome: We will have 50% parent participation in the at home reading initiatives and/or parent workshops for our students who exhibit a substantial reading deficiency.

Monitoring: Monitor student progress and parent engagement through regular contact (email, phone call, text, communication apps, meetings).

Person responsible for monitoring outcome: Alison Hoffman (hoffmana@santarosa.k12.fl.us)

Evidence-based Strategy: New World Read Initiative
 This program provides free high-quality books monthly to K-5 students who are performing below proficiency level on standardized tests. Parents will be offered training materials which engage families in reading and improving literacy skills.
 Read-At-Home Plan
 Books are distributed to parents of a student with a substantial reading deficiency (online copy, hard copy when requested).
 The Read at Home plan includes resources to help their student at home, an overview of assessments, and a list of learning difficulties.
 Regular communication with parents regarding the progress of students who are performing below proficiency levels.

Rationale for Evidence-based Strategy: Research clearly documents that parent engagement and involvement in their child's learning at home is positively related to the child's academic achievement and performance at school. When parents are engaged with student-learning in the home and work collaborative with their children on schoolwork, significant and meaningful improvements are consistently observed for both standardized test scores and grades (Sheldon and Epstein, 2005; Harris and Goodall,2008; Altschul, 2011).

Action Steps to Implement

1. Identify students who are performing below proficiency level on standardized benchmark assessments.
2. Contact parents and review child's reading deficits.
3. Provide parents with resources needed to facilitate and engage their child with reading strategies to use at home.
4. Monitor student progress and parent engagement through regular contact (email, phone call, text, communication apps, meetings).

Person Responsible Alison Hoffman (hoffmana@santarosa.k12.fl.us)

Additional Schoolwide Improvement Priorities

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

There is no data reported on the School Safety Dashboard for Berryhill Elementary. However, in an effort to target the behaviors of our 5th graders, we implemented a program called "Guys with Ties and Girls with Pearls." The ultimate purpose of the program is to promote a positive school culture and elicit respectful behavior from our students. The lessons taught included things like: how to engage in appropriate conversations using well-mannered language, how to use proper etiquette in social settings, how to be a good friend, etc. We are hoping to widen the scope of the program to include more students this year. Our goal is to encourage better behavior from students who have had a history of discipline issues by increasing their self-esteem, helping them to be accountable for their choices, and by motivating them to value themselves as well as others. In using this program, we will be looking to decrease the number of discipline referrals that are written for physically aggressive behavior and disrespectful interactions with adults.

Part IV: Positive Culture & Environment

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

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

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

Berryhill embraces the mindset that instruction and culture are vital for our school's success and both must be led simultaneously. Using the guidance brought forth in Leverage Leadership 2.0 we focus on "instructional leverages" such as data driven instruction, instructional planning, observation and feedback, and professional development. Berryhill works hand in hand with our proximal stakeholders to ensure that the curriculum is taught with rigor and relevance, lesson plans are strong and focused, teachers are coached with constructive feedback to improve lessons, and professional development is incorporated to strengthen the instruction.

Berryhill provides a positive school environment where our students feel safe, supported, engaged and accepted. We forge strong relationships between staff, students, and caregivers.

Our administrative doors are always open to our faculty, staff, students and parents. We strive to communicate effectively and in a timely manner with all stakeholders. We share high expectations for all students and provide our stakeholders with a clear vision of our goals. We aim to foster an environment where parental engagement is at the heart of the school and teachers and families work together to achieve our mission.

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

Parents are our most valuable stakeholders. Parents provide an extension of the school culture. They are their child's biggest advocate and provide active participation in their child's learning journey. By building trust and respect with all our students and families the school culture is supported. Parent training, parent support and parent volunteering all enhance the academic experience. Reading at home with their child is one role parents can play in promoting our culture. Following the progress of their child and talking with teachers about how to best support the learning environment are vital to a positive school culture and environment.

Employees' roles in the culture and environment is a passionate one. They are the heartbeat of the organization. They are who we depend on to reach our goals and with whom the heaviest load falls. The support the administration gives the faculty is the key to employees maintaining the school's culture.

District stakeholders foster a system where all stakeholder's input is valued.

All stakeholders have at the heart of their mission, the education of our children. Within our school we promote a positive culture and environment where our students, families and employees all feel valued and heard.