Berryhill Elementary School

2022-23 Schoolwide Improvement Plan

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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: 10/20/2020

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	52%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2020-21: (57%) 2018-19: A (70%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the 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 love, educate, and prepare all students for graduation and a successful future.

Provide the school's vision statement.

Our vision is to provide an environment that fosters each learner's potential, equips students for academic excellence, and promotes lifelong learning.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities	
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	MTSS Coordinator/ Interventionist	*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 School-based Interventionist 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.
Dale, Heather	Guidance Counselor		*Communicates with parents and community members to ensure that students' academic, physical, and mental health needs are being met.

Name	Position Title	Job Duties and Responsibilities	
			*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. *Makes parent and teacher-requested referrals for ESE eligibility. *Participates as one of the MTSS team members.
Hoffman, Alison	Other	Literacy Leader	
Stankard, Mary	Teacher, K-12		*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.
Brown, Julie K.	Teacher, K-12		*Prepares a variety of differentiated lessons across the subject areas for her 5th 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.

Demographic Information

Principal start date

Tuesday 10/20/2020, Dawn Chapman

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

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Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

Total number of teacher positions allocated to the school

69

Total number of students enrolled at the school

923

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

3

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

8

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	133	172	139	150	144	180	0	0	0	0	0	0	0	918
Attendance below 90 percent	32	33	25	30	31	31	0	0	0	0	0	0	0	182
One or more suspensions	0	0	2	0	0	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	7	10	9	5	1	0	0	0	0	0	0	0	32
Course failure in Math	0	4	3	5	4	3	0	0	0	0	0	0	0	19
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	9	19	0	0	0	0	0	0	0	33
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	13	25	0	0	0	0	0	0	0	41
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	6	6	10	7	0	0	0	0	0	0	0	34

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	8	1	6	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Wednesday 8/31/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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		
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	0	19
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	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	0	19
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	62%			61%			72%	68%	57%
ELA Learning Gains	56%			55%			67%	64%	58%
ELA Lowest 25th Percentile	56%			34%			58%	56%	53%
Math Achievement	71%			70%			78%	72%	63%
Math Learning Gains	59%			70%			79%	67%	62%
Math Lowest 25th Percentile	41%			50%			76%	52%	51%
Science Achievement	46%			60%			63%	65%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	76%	71%	5%	58%	18%
Cohort Comparison		0%				
04	2022					
	2019	66%	66%	0%	58%	8%
Cohort Comparison		-76%				
05	2022					
	2019	71%	69%	2%	56%	15%
Cohort Comparison		-66%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	69%	71%	-2%	62%	7%
Cohort Comparison		0%				
04	2022					
	2019	83%	73%	10%	64%	19%
Cohort Comparison		-69%				
05	2022					
	2019	82%	71%	11%	60%	22%
Cohort Comparison		-83%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	62%	65%	-3%	53%	9%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	35	52	52	44	36	15	21				
BLK	44	71		36	53	33					
HSP	76	73		80	100						
MUL	63	68		67	43		45				
WHT	64	52	47	73	60	45	47				
FRL	52	54	64	64	53	35	41				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	35	20	38	51	44	39				
BLK	21			14							
HSP	82			91							
MUL	47	50		63	70		43				
WHT	64	56	42	74	73	54	65				
FRL	53	54	31	64	65	43	52				
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				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	391
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
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	47
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	82
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	57
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	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Berryhill's overall proficiency percentages surpassed both Santa Rosa County's and Florida State's in both ELA and Math. (ELA Proficiency--BHE 62.5%, Santa Rosa 59.8%, FL state 53.1%; Math Proficiency--BHE 70.7%, Santa Rosa 63.8%, FL state 53.1%) in 2022 . In addition, our SWD proficiency in ELA has consistently surpassed the State of Florida's proficiency percentages:
2018-19 BHE 43%, STATE 26.2%
2020-21 BHE 24.7%, STATE 23.4%
2021-22 BHE 35.1%, STATE 23.4%
As noted in our School Report Card via FLDOE, our ELA SWD scores took a huge dive from 2018-19 to 2020-21 (43% to 24.7%), yet increased from 2020-21 to 2021-22 (24.7% to 35.1%).

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

Our 5th grade Science scores dropped 14% in proficiency when compared to our scores in 2020-2021. In addition, our lowest 25%, and our Students with Disabilities (SWD) in particular, demonstrated a significant decrease of 29.2% in their Math scores.

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

In 2021-2022, we experienced an increase in the population of our Students with Disabilities, particularly in the 4th grade. This group is also one who experienced gaps in foundational Math instruction due to the Covid years. In order to accommodate this population (current 5th graders) and their needs, we have increased the number of dual certified teachers in 5th grade. We have also added time in one of our Interventionist's schedules to provide Math intervention to our 5th graders.
Also, as explained in our Focus area, we plan to reprioritize the importance of consistent K-5 Science instruction through additional hands-on learning opportunities, increased resources for teachers, and an instructional time block on the Master Schedule dedicated to the subject area.

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

The ELA proficiency among our 3rd grade students grew by 16% over last year's FSA results (from 57% to 73%). This outcome eclipsed our Focus area goal from last year's SIP which was to increase those scores by 9%. Additionally, our lowest 25% learning gains in ELA grew by an impressive 21% over last year's scores (from 34.5% in 2020-21 to 55.6% in 2021-22).

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

As our instructional Focus area on last year's SIP, we implemented the action steps as planned to achieve success. Our administrators held regular data meetings with each grade level to provide feedback from their observations and to address benchmark assessment results. PMPs were created and MTSS meetings were held weekly to discuss and adjust interventions for students who were in jeopardy of falling below proficiency. We utilized our ESSR funds to hire 6 interventionists (4 of them were Reading Endorsed) who focused their efforts primarily on ELA. We provided consistent instruction using HMH across the grade-levels and further targeted small group and individualized intervention to our most struggling students. We have also maintained a positive work environment and family-like school culture that promotes retention among our staff. We have a large number of veteran teachers with over a decade of teaching experience. Our work ethic to meet the needs of our students produces spectacular results; especially when we have a collective targeted goal that we aim for together.

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

Berryhill administrators have introduced the acronym G.R.I.T. to our teachers during pre-planning to encourage the acceleration of learning this year. G.R.I.T= Growing our students with Rigor and Intensive Teaching methods. Research has shown that setting high expectations positively influences our students' performance and we are confident that the same is true of our teachers. Through regular formal and informal observations with feedback related to rigor and fidelity, discussions with our MTSS team on progress monitoring results and intervention students, grade level data-focused meetings, and new teacher mentoring, we are striving to thrust Berryhill's teachers and students to the next level.

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.

We have several professional development opportunities this year. On our planning day, Ron Nash, author of "Big Little Things--making a difference in the classroom" will be coming to talk to our teachers about building communication, collaboration, and critical thinking in our K-5 classrooms. One of our teachers is leading an in-house book study on "Math Fact Fluency" to encourage accelerated learning in our Focus Area of Math. Another teacher is providing professional development using the book "Writing Strategies" by Jennifer Serravallo. Through this study we hope to encourage more writing instruction across the subjects, not just in ELA. Our Literacy leader has provided training on the HMH updates with classroom teachers and she provided training to the interventionists on our district-sanctioned Tier 3 intervention programs. Our MTSS coordinator has met with teachers to provide professional development on PMPs and intervention strategies. Our Guidance team has given several trainings on our new state progress monitoring assessments. During pre-planning, our administration gave a Powerpoint training on teacher evaluations. Our ESE liaison has scheduled a training for our new dual certified ESE teachers on writing effective IEP goals and objectives in an effort to streamline our IEP meeting process.

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

Continued grade-level data chats are a vital piece to our sustained improvement. As stated in the Leverage Leadership 2.0 book by P. Bambrick-Santoyo, "Data meetings shift the focus from observing 1

percent of the learning to 80 percent. That makes all the difference." Also, since we are a Title 1 school, we plan to utilize our funds to best serve our students and their needs. We will continue to keep interventionists on staff to provide pull-out intervention services to our students in need. We will also continue to provide teachers with software and technology resources that encourage skill building and worthwhile educational supplements to core instruction. We are also adding additional opportunities for parents to be involved in their child's educational experience.

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

:

#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our proficiency percentage on the 5th grade Science state assessment was 14% lower than our proficiency percentage in 2021. We found that when we put extra emphasis on a specific grade level and subject (as we did with last year's 3rd grade ELA) we are able to achieve abundant success. However, we want to broaden that scope of success in this Focus area. We don't just want our 5th graders to be proficient in Science, we aim to increase our schoolwide K-5 Science proficiency. Even though our K-4 students are not assessed with a state test, we find it pertinent to provide a consistent instructional foundation in Science that continues across the grade levels.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	While an increased Science proficiency score at the end of the year equips our 5th graders for middle school; we want them to show growth while they are here at Berryhill. Therefore we are looking to see measurable learning gains from Progress Monitoring assessment 1 (PM1) to Progress monitoring assessment 2 (PM2), but our ultimate goal is to increase the 5th grade Statewide Science Assessment score from 46% in 2022 to 50% in 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	After PM1, teachers and our MTSS team will look at the Progress Learning scores and reports to see where the biggest gaps are in our Science instruction so that teachers can provide data-driven instruction. Teachers will also be encouraged to supplement their Science curriculum with more frequent checks for understanding in order to better prepare students for subsequent progress monitoring assessments.
Person responsible for monitoring outcome:	Dawn Chapman (chapmand@santarosa.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	In order to increase our school-wide Science proficiency, we will utilize the evidence-based strategy of spaced versus mass practice. According to John Hattie's research, this strategy has an effect size of 0.65.
Rationale for Evidence-based Strategy: Explain the	Since our students have multiple opportunities to experience Science in class with the Science curriculum, with the addition of supplemental materials and Science software, and with the AIMS class instruction--this strategy is one that we have newly put in place this year and we hope that it will produce better standardized test scores for our 5th graders. According to John Hattie's book Visible Learning, "It is the frequency of different

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	opportunities rather than merely spending "more" time on tasks that makes the difference to learning."

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

1. Purchase supplemental Science materials, software, and other resources, such as Mystery Science and Scholastic Science Spin, for all students in Gr. K-5 to enhance Science instruction across the grade levels.

Person Responsible	Leann McCombs (mccombsl@santarosa.k12.fl.us)

2. Provide a dedicated Science block on the master schedule to allow teachers time to incorporate multiple exposures of a topic into their daily Science instruction.

Person Responsible	Leann McCombs (mccombsl@santarosa.k12.fl.us)

3. Added an AIMS (Activities Integrating Math and Science) class into each student's schedule (every 7 days). This class will give students different opportunities for hands-on science experiences and experiments that support and correlate to their classroom lessons.

Person Responsible	Leann McCombs (mccombsl@santarosa.k12.fl.us)

We will utilize supplemental resources to address the academic needs of students.

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our 4th and 5th grade math proficiency scores decreased from 2021 FSA to 2022 FSA. 4th grade decreased by 9 percentage points (from 74% to 65%) and 5th grade decreased by 4 percentage points (from 66% to 62%).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We aim to regain the losses by increasing the percentage of proficient students in 4th and 5th grade by 5%. That goal would bring the proficiency percentages for 4th grade from 65% (FSA 2022) to 70% on Cambium Math PM 3 and for 5th grade from 62% (FSA 2022) to 67% on Cambium Math PM 3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	After the PM1 testing in Math is complete for grades 3-5, we plan to analyze the data from Cambium and target our interventions to help our students who are not meeting proficiency levels. We will review the data at the conclusion of PM 2 to drill down those students who are identified as needing the most intensive interventions.
Person responsible for monitoring outcome:	Dawn Chapman (chapmand@santarosa.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy implemented for this Focus area will be the use of MTSS (Multi-Tiered System of Supports). The Tier 1 students will receive instruction using our new district-sanctioned Math curriculum. The Tier 2 students will receive a combination of computer-based interventions such as Freckle Math and Moby Max Math, and, like Tier 3 students, they will also be pulled into small groups by their teachers to focus on targeted-skills instruction. We will also be bringing our struggling students to the attention of our MTSS team to further analyze their data and put additional support systems into place.
Rationale for Evidence-based Strategy: Explain the rationale for	We selected this strategy because we know that small-group data-driven intervention often produces positive results--especially with students who are just in need of additional foundational skills instruction. According to the What Works Clearinghouse (DOE's Institute of Education Sciences), "students struggling with mathematics may benefit from early interventions aimed at improving their mathematics ability and ultimately preventing subsequent failure." Additionally, the National Council of Teachers

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	of Mathematics (NCTM) endorses the use of increasingly intensive and effective instructional interventions for students who struggle in mathematics.

Action Steps to Implement

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

1. Discuss students, analyze standardized testing and Tier 2/Tier 3 progress monitoring data, and recommend adjustments to interventions at weekly meetings with the MTSS team (Principal Chapman, AP McCombs, MTSS Coordinator Handley, Learning Leader Hoffman, School Counselor Dale, Success Coach Bull, School Psych Brewer, SLPs Rentschler and Shields, and the classroom teacher and intervention teacher for the specific student).

Person Responsible	Toniann Handley (handleyt@santarosa.k12.fl.us)

We will utilize supplemental resources to address the academic needs of students.

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

Schedule interventionist and ESE teachers to provide daily push-in and pull-out math interventions.

Person Responsible	Leann McCombs (mccombsl@santarosa.k12.fl.us)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The lowest 25% of our Students with Disabilities (SWD) demonstrated a significant decrease in their Math learning gains (going from 44% to 15%)--a decrease of 29% from '21-'22 . As a result, this underperforming subgroup is identified for Targeted Support and Improvement (TSI). Since achievement levels of our Students with Disabilities decreased significantly during the covid gap--ELA achievement among our SWD went from 43% proficient to 25% proficient and in Math they went from 65% proficient to 38% proficient-- our need is to improve the proficiency levels among that subgroup.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Though last year's proficiencies among this subgroup increased from the year prior (ELA went from 25% in '21 to 35% in '22 and Math from 38% in '21 to 44% in '22), we know that there are still more gains to be made. We haven't quite closed the covid gap from 2019 when our SWD's overall proficiency was 43% in ELA and 65% in Math. Therefore our goal is to increase proficiency from last year in both subject areas by 5% for this subgroup in 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Classroom teachers, ESE teachers, and interventionists will be monitoring these students using frequent progress monitoring tools in addition to the PM1 and PM2 reports in order to ensure that they are on target to increase proficiency levels from last year's scores to this year's PM3.
Person responsible for monitoring outcome:	Toniann Handley (handleyt@santarosa.k12.fl.us)
Evidence- based Strategy: Describe the evidence- based strategy being implemented for this Area of Focus.	Since these students have already been identified as needing additional support due to their disabilities, it is crucial for us to provide them with John Hattie's evidence-based strategy of comprehensive interventions for learning disabled students.
Rationale for Evidence- based Strategy:	We chose this strategy because it is specific to the needs of students with disabilities. John Hattie's book, Visible Learning states, "The important instructional components (of comprehension interventions for learning disabled students) include 'attention to sequencing, drill-repetition-practice, segmenting information into parts or units,

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

controlling task difficulty through prompts and cues (scaffolding)...and making use of small interactive groups.'" According to Leverage Leadership 2.0 author, Paul Bambrick-Santoyo, "The only difference between the general education setting and the special education setting is the need to reassess more frequently and with differentiated assignments."

Action Steps to Implement

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

1. Analyze assessment data: Using Amira, Lexia, Freckle Math, STAR, HMH screeners, PM1 and PM2 results, and other progress monitoring tools, teachers will identify which students require interventions and will group students appropriately to target specific needs.

Person Responsible   Leann McCombs (mccombsl@santarosa.k12.fl.us)

2. We will utilize supplemental resources to address the academic needs of these students.

Person Responsible   Leann McCombs (mccombsl@santarosa.k12.fl.us)

3. For our lowest 3rd thru 5th grade students with disabilities, we have an interventionist and our ESE teachers providing push-in and pull-out small-group math intervention. For our lowest K-5 students with disabilities, daily Tier 3 district-sanctioned interventions are being provided by Reading Endorsed teachers.

Person Responsible   Leann McCombs (mccombsl@santarosa.k12.fl.us)

4. Informal and formal observations will be conducted by administration to ensure the appropriate use of this strategy by our ESE and intervention teachers.

Person Responsible   Leann McCombs (mccombsl@santarosa.k12.fl.us)

Positive Culture & Environment

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

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

Here is a list of the things that we have done and will continue to do this year to build a positive school culture and environment:

1. Maintain positive communication with parents--teachers and staff routinely reach out to parents, not just for discipline reasons, but to share regular positive reports as well.
2. Created a more welcoming environment by adding welcome mats and new hallway identifiers (Bears and Bear Paws) to help students and families navigate around our school while promoting our school pride as the Berryhill Bears.
3. Plan fun family-friendly events such as the Bear Jamboree, Scholastic Book Fair family night, STEAM night, Veteran's Day parade, Costume Capers, and the Thanksgiving luncheon.
4. Increase the positive referrals and morning show shout-outs for good choices through a giveaway. (Students who receive positive referrals and the teachers who nominated them will be in a drawing to receive monthly prizes.)
5. Help the students from military families feel welcome with the Anchored for Life welcoming committee.
6. Encourage positivity with the Kindness Krew. Every Friday this group of students cheers on the students and staff arriving to the building. They hold uplifting signs and wave at parents and bus drivers.

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

Rather than having a PTSO, Berryhill has the B.I.T.--Berryhill Involvement Team. We shifted from PTSO a few years ago because we feel that building a positive school culture and environment reaches beyond parents, teachers, and students. Our BIT includes grandparents and cousins, siblings and neighbors, and even members of our community since they are all invested in building the pride and family atmosphere of Berryhill Elementary. We see them enjoying events at our book fairs and playing games at our Bear Jamboree. They donate school supplies to our students, Thanksgiving meals to our families, and provide teachers with goodies like cookies (and even lip balm) throughout the year. We invite them to our SAC meetings and see their smiles as they fill our halls on STEAM nights. We recognize them in the supermarket sporting their Berryhill pride shirts. You can spot them driving in town with their Berryhill stickers on the back window. We even see them on TV and know they are hard-core supporters of Berryhill. Our school has the honor of having served generations upon generations of local Milton families--many at our current facility and many more at our original facility. There is a shared loved for Berryhill Elementary and the wonderful memories that it provided. Therefore, it is our duty as its current staff to build upon the nostalgia and continue with the level of positivity that comes with the Berryhill name for our current generations and for those yet to come.