

Santa Rosa County School District

BERRYHILL ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dawn Chapman

chapmand@santarosa.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

- 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.

Leadership Team Member #2

Employee's Name

Leann McCombs

McCombsL@santarosa.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

- 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.

Leadership Team Member #3

Employee's Name

ToniAnn Handley

handleyt@santarosa.k12.fl.us

Position Title

MTSS Coordinator/Interventionist

Job Duties and Responsibilities

- 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 and progress monitoring tools are best for each student's needs.
- Communicates with administration, teachers, and parents regarding school-based MTSS plans

and activities.

- Facilitates the MTSS meetings.
- Provides intervention to Tier 2 and Tier 3 students.
- Member of the School-based Threat Management Team.

Leadership Team Member #4

Employee's Name

Patricia Eaton Bull

Success Coach

Position Title

EatonBullP@santarosa.k12.fl.us

Job Duties and Responsibilities

- Communicates with parents and community members to ensure that students' academic, physical, and mental health needs are being met.
- Leads School-based Threat Management Team and holds monthly team meetings.
- Along with School Counselor, facilitates 504 meetings with parents and teachers to review the accommodations and ensures the students needs are appropriately being met.
- Serves as our School-based State assessment coordinator. Trains staff and leads in the administration of all state progress monitoring assessments.
- Provides ELA intervention to Tier 2 and Tier 3 student groups.
- Along with School Counselor, submits parent and teacher-requested referrals for ESE evaluations.
- Participates as one of the MTSS team members.

Leadership Team Member #5

Employee's Name

Alison Hoffman

HoffmanA@santarosa.k12.fl.us

Position Title

Literacy Leadership Chair/Interventionist

Job Duties and Responsibilities

- 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 to identify which students are in need of additional support.
- Leads Literacy Leadership team meetings and coordinates activities for Literacy Week.
- Analyzes school-wide data to determine if interventions are appropriate.
- Provides training to teachers on implementing ELA curriculum, interventions, and on utilizing progress monitoring tools.
- Participates as one of the MTSS team members.

Leadership Team Member #6

Employee's Name

Tonya Richards

RichardsT@santarosa.k12.fl.us

Position Title

ESE Teacher

Job Duties and Responsibilities

- Collaborates with IEP team to write each of her students' annual IEPs and participates in their IEP meetings.
- Provides the appropriate instruction and accommodations to meet each of her student's individual needs.
- Prepares a variety of differentiated lessons across the subject areas for her ESE students.
- Regularly monitors her students' progress and provides intervention where needed.
- Maintains communication with her students' classroom teachers, parents, and administration.

Leadership Team Member #7

Employee's Name

Carrie Leaser

LeaserC@santarosa.k12.fl.us

Position Title

4th grade Teacher

Job Duties and Responsibilities

- Prepares a variety of differentiated lessons across the subject areas for her 4th grade class.
- Serves as our school-based contact for all updates re: our English/Language Arts curriculum.
- 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.

Leadership Team Member #8

Employee's Name

Shannon Alcairo

alcairos@santarosa.k12.fl.us

Position Title

School Counselor

Job Duties and Responsibilities

- Communicates with parents and community members to ensure that students' academic, physical, and mental health needs are being met.
- Leads Attendance improvement initiative with assistance from Guidance Assessment Assistant.
- Along with Success Coach, facilitates 504 meetings with parents and teachers to review the accommodations and ensures the students needs are appropriately being met.
- Submits parent and teacher-requested referrals for ESE evaluations.
- Participates as one of the MTSS team and STMT members.
- Works with teachers to create and implement Behavior Monitoring Plans (BMPs).

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

On Thursday, August 7th, our school leadership team had an informal meeting to discuss the SIP and

our Focus areas for this year. We received feedback and input from teachers and parents who are on our '25-'26 School Advisory Council (SAC). The members included ToniAnn Handley (Instructional staff), Carissa Lesser (Instructional staff), Kristen Morris (parent), Wesley Morris (parent), Jessica Vardeman (parent), Davitri Brooks (parent), Monica Cueto (parent) and Jennifer Thacker (Non-Instructional staff).

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Each semester the principal and assistant principal will meet with District leaders including the Superintendent, Assistant Superintendent of Curriculum and Instruction, Grade Level Director, Literacy/Math/Science Coordinators, and the Director and Coordinator of Continuous Improvement. The purpose of the meeting will be to review current state progress monitoring data and to progress monitor the implementation of the School Improvement Strategies and Action Steps. Specific feedback will be provided and discussion will occur as to any barriers in applying the strategies of the plan.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	56.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: B 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	130	119	130	138	140	127				784
Absent 10% or more school days	32	15	11	17	13	19				107
One or more suspensions	2	3	1	6	7	10				29
Course failure in English Language Arts (ELA)	0	6	7	2	1	0				16
Course failure in Math	0	4	2	2	1	3				12
Level 1 on statewide ELA assessment	26	30	16	21	24	14				131
Level 1 on statewide Math assessment	36	18	10	20	23	19				126
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	8	20	20	15	6	8				77
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0				0

Current Year 2025-26

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	3	9	5	7	7				31

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	5	1	2	1	1				11
Students retained two or more times										0

Prior Year (2024-25) As Last 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 school days	26	12	24	11	27	20				120
One or more suspensions	2	2	6	1	2	6				19
Course failure in English Language Arts (ELA)		11	4	1	2	3				21
Course failure in Math		6	1	2	5	6				20
Level 1 on statewide ELA assessment	22	24	23	14	25	21				129
Level 1 on statewide Math assessment	34	15	23	9	20	22				123
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	13	22	14						54
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				2						2

Prior Year (2024-25) As Last Reported (pre-populated)

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	2	15	13	9	2	3				44

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	6	6	2	2	1					17
Students retained two or more times						1				1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	63	64	59	64	64	57	59	62	53
Grade 3 ELA Achievement	68	63	59	68	65	58	57	64	53
ELA Learning Gains	57	60	60	63	61	60			
ELA Lowest 25th Percentile	60	54	56	53	54	57			
Math Achievement*	64	67	64	70	68	62	63	68	59
Math Learning Gains	56	60	63	63	61	62			
Math Lowest 25th Percentile	36	41	51	50	48	52			
Science Achievement	52	57	58	57	59	57	48	57	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	66	63		56	61		77		59

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	456
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
57%	61%	57%	56%	57%		70%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	33%	Yes	4	
Black/African American Students	56%	No		
Hispanic Students	69%	No		
Multiracial Students	51%	No		
White Students	57%	No		
Economically Disadvantaged Students	53%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	63%	68%	57%	60%	64%	56%	36%	52%					
Students With Disabilities	28%	25%	45%	44%	31%	37%	33%	18%					
Black/African American Students	54%		59%		58%	53%							
Hispanic Students	69%	80%	75%		50%	69%							
Multiracial Students	44%	50%	53%		56%	53%							
White Students	66%	69%	56%	54%	67%	55%	30%	58%					
Economically Disadvantaged Students	53%	58%	55%	58%	58%	54%	43%	42%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	64%	68%	63%	53%	70%	63%	50%	57%					
Students With Disabilities	29%	32%	45%	40%	40%	47%	36%	30%					
Black/African American Students	38%		57%		38%	43%							
Hispanic Students	68%		63%		64%	56%		58%					
Multiracial Students	49%	50%	46%		65%	65%		63%					
White Students	67%	70%	64%	57%	73%	64%	50%	58%					
Economically Disadvantaged Students	55%	58%	57%	51%	62%	58%	48%	49%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	59%	57%			63%			48%					
Students With Disabilities	30%	28%			35%			19%					
Black/African American Students	40%				50%								
Hispanic Students	70%				57%			42%					
Multiracial Students	48%	36%			63%			35%					
White Students	61%	61%			64%			52%					
Economically Disadvantaged Students	52%	52%			58%			39%					

E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	67%	64%	3%	57%	10%
ELA	4	61%	64%	-3%	56%	5%
ELA	5	60%	63%	-3%	56%	4%
Math	3	61%	69%	-8%	63%	-2%
Math	4	68%	68%	0%	62%	6%
Math	5	61%	64%	-3%	57%	4%
Science	5	52%	56%	-4%	55%	-3%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Our ELA Learning Gains for our Lowest 25% showed the most improvement from last year. The proficiency percentage of this group went up 7% from 53% to 60%.

New actions: We applied and qualified for the unique reading accommodation for four of our lowest performing 5th grade ESE students--this additional support helped them to make learning gains in ELA. After PM2, we also altered our intervention groups to include more of our lowest 25% students into pull-out ELA intervention groups with reading interventionists.

Lowest Performance

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

Our Students with Disabilities Science results were our lowest scoring data component. Our SWDs were 18% proficient in Science, down 12% from last year's proficiency of 30%.

Contributing factors: There was a large ESE population of 25 students (with disabilities other than speech-only) in our '24-'25 5th grade class. Of those students, only 2 were proficient on the Science test, both scoring Level 3s. We also had a 5th grade teacher leave mid-year.

Greatest Decline

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

The Math Learning Gains in our Lowest 25% showed the greatest decline from the prior year--down 14% from 50% proficient in '23-'24 to 36% proficient in '24-'25. We attribute some of these declines due to the lack of consistent fact-fluency building computer-based Math interventions. The licenses for Explore Learning (Reflex and Frax) were not able to be renewed until we received full Title 1 funding (after January). Prior to that, Progress Learning's Lift Off was our only computer-based Math intervention option and though this program is worthwhile, several students had finished the available units quicker than anticipated. Teachers had been providing small group Math interventions throughout the year, but the additional supplemental technological resources made a difference. We also had two classes (4th grade and 5th grade) with teachers who left mid-year.

Greatest Gap

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.

Berryhill's 5th grade Science proficiency (52%) was 3% below the State average (55%). One of our 5th grade classes had an unexpected teacher change in February. The transition to a new teacher may have affected those students' scores since less than half of them (43%) scored proficiently on the Science test. We also had a large population of ESE students in 5th grade last year.

EWS Areas of Concern

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

Among our '25-'26 5th grade students, there will be 107 state-mandated PMPs and among our '25-'26 4th grade students, there will be 101 state-mandated PMPs. These are the students who scored Level 1s and Level 2s on the ELA and Math PM3 tests. This number is greater than last year's total. This number doesn't include grades 1-3's Level 1s and Level 2s, and yet, we have one fewer full-time interventionist on our staffing plan this year and one of our micro-credentialed paraprofessionals has resigned. Together the interventionist and paraprofessional served 55 K-5 Tier 2 and Tier 3 students. In addition, our school acquired 2 additional CBSA units, bringing our total of CBSA and CBSA/ACCESS students to 45. Forty-one of them are assessed using FAST tests.

Highest Priorities

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

1. Increasing our overall learning gains, particularly in Math, and especially among our students with disabilities population.
2. Maintaining excellence in ensuring a positive school environment for children and their families with increased student and parent engagement.
3. Further increasing our ELA proficiency scores so they consistently surpass that of the state and district.
4. Implementing attendance improvement initiatives to increase the number of students who are above the 90% attendance rate.
5. Increasing our 5th grade Science proficiency scores.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

With the exception of our 3rd grade ELA and ELA Learning Gains for our Lowest 25%, all other accountability components showed decreases from last year. With the drops being so widespread across subject and subgroup areas, we have determined this to be a Tier 1 issue. Therefore we are implementing a few changes to ensure an across the board improvement in next year's data with the most significant focus on increasing Student Engagement.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Since our overall proficiency levels in Math went down 6% from 70% to 64%, and in Science they went down 5%, from 57% to 52%, our goal with this focus area is to improve upon those scores by at least 2%. With the continued implementation of Student-Led Academic Teaming (SLAT), along with this year's goal-setting efforts, we aim for our '25-'26 Math proficiency to meet or exceed 66% and our '25-'26 Science proficiency to be at least 54%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Our administrators will be monitoring the implementation and impact of this area through their classroom observations and data meetings with teachers following PM1 and PM2 assessments. If admin finds specific teachers are having difficulty with implementation, they will assist by reviewing goal-setting strategies and may assign grade-level peer mentors who have attended SLAT training to help in the subject area of need.

Person responsible for monitoring outcome

Dawn Chapman and Leann McCombs

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The interventions to increase student engagement will be multi-layered. Teachers will be meeting with students to allow them to set meaningful and engaging standards-based learning goals at the beginning of the year. Utilizing tools learned in previous year's Student-Led Academic Teaming (SLAT) training, teachers will be making an increased effort to provide students with explicit feedback about their progress. Teachers will encourage cross-curricular connections and will provide supplemental materials to enhance student engagement.

Rationale:

The What Works Clearinghouse "Improving Adolescent Literacy: Effective Classroom Practices" Guide recommends increasing student motivation and engagement as a tool to improve adolescent literacy. While the promising evidence focused on a student's literacy learning, the research recommendations can be implemented across the subject areas. For example, their guide states, "Research shows that the messages teachers communicate to students--intentionally or unintentionally--can affect students' learning goals and outcomes....An important part of the process involves teacher feedback. Students benefit from informational feedback that conveys realistic expectations and links performance to effort...If students set their own goals, they are more apt to be fully engaged in the activities required to achieve them." The guide also encourages books and activities that complement the curriculum. "Empowering students to make decisions about topics and selections of materials encourages them to assume greater ownership and responsibility for their engagement and learning."

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Goal setting and feedback

Person Monitoring:

Dawn Chapman and Leann McCombs

By When/Frequency:

Observations begin in the first quarter and continue throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will be meeting with students to allow them to set learning goals at the beginning of the year. Teachers will be making an increased effort to provide students with explicit feedback about their progress. These actions will be regularly monitored through the formal and informal observations that are conducted by administration.

Action Step #2

Provide supplementary materials to complement the curriculum

Person Monitoring:

Dawn Chapman

By When/Frequency:

As needed throughout the year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will utilize supplemental resources including, but not limited to: computer programs, manipulatives, Science-enrichment equipment, supplemental texts, and other complementary resources to address the academic needs of these students.

Action Step #3

Parent engagement opportunities

Person Monitoring:

Dawn Chapman

By When/Frequency:

Starting in the Fall and continuing throughout the year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will promote parental engagement events to provide parents with opportunities to partner with their students in meeting their learning goals. Some of the Berryhill events that offer parent engagement include as Steam Night, Vocabulary Science Parade, Coffee and Conversations, 5th grade Living Wax Museum, Donuts with Grown-ups, and Veterans' breakfasts.

Action Step #4

MTSS Data Reviews

Person Monitoring:

ToniAnn Handley

By When/Frequency:

Throughout the school year, especially after progress monitoring data is available.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Discuss and analyze PM1 and PM2 scores, weekly grades, and progress monitoring data to recommend any adjustments to instruction and/or interventions during meetings with teachers and in weekly MTSS meetings.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

On last year's School Improvement Plan we set a goal for our 3rd graders to achieve a proficiency score of 66%. We were happy to have them surpass that goal by earning 68% proficiency. However, our school's overall ELA proficiency went down 1%, from 64% to 63% and our ELA Learning Gains decreased by 6%, from 63% to 57%. The decrease in those accountability components makes ELA a

continued focus area for our SIP this year.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

At 57%, our school's ELA Learning Gains were 3% lower than the State's (60%) and the District's (60%) scores. We need to focus on improving those learning gains through our school-wide PLC on Growth Mindset to meet or exceed their scores in the '25-'26 school year.

Short term: Improve our ELA Learning Gains by 2% in an effort to close the gap with the state/district scores.

Long term: Continue improvement of ELA Learning gains by maintaining annual increases of 2% for the next three years to recoup the 6% loss from last year to this year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Since overall ELA Learning Gains will not be determined until after PM3 FAST scores, during their informal and formal observations, administrators will be looking to see the use of teaching model changes where growth mindset is implemented in the classroom environment. Admin will also have meetings with teachers to discuss data from PM1 to PM2 to ensure they are on track to make gains by the end of the year.

Person responsible for monitoring outcome

Dawn Chapman and Leann McCombs

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will be provided the 2018 research article that provides instructional strategies supporting proficiency-based learning from SRI International called, "Promoting Grit, Tenacity, and Perseverance: Critical Factors for Success in the 21st Century." In addition, there will be a school-wide PLC initiative using "The Growth Mindset Coach: A Teacher's Month-by-Month Handbook for Empowering Students to Achieve (Growth Mindset for Teachers)." Utilizing these resources, we hope to foster resilience among our students so that they may embrace the challenges set before them and recognize that increased effort is a key component to achieving growth.

Rationale:

According to SRI International's article, "Promoting Grit, Tenacity, and Perseverance: Critical Factors for Success in the 21st Century," "Beliefs about ability and expectations for success can be fragile, especially when students face a new challenge they have never encountered before. Research by

Dweck and colleagues points to the importance of a “growth mindset,” the belief that ability is malleable and can be increased with effort and learning (Dweck & Leggett, 1988). This is contrasted with a “fixed mindset,” the belief that ability is a fixed quantity that one either possesses or does not. When faced with academic tasks that are routine and do not entail challenge, students with fixed and growth mindsets tend to exert similar effort. When tasks become challenging, however, students with growth mindsets are more likely to persist. Studies have also shown that these mindsets themselves can be malleable and that, when students are taught to have a growth mindset, they can become more successful academically (e.g., Blackwell, Trzesniewski, & Dweck, 2007)."

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Development and Professional Learning Communities

Person Monitoring:

Dawn Chapman and Leann McCombs

By When/Frequency:

Throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide teachers with PLCs that are relevant to their students' needs for improvement. Feedback, data chats, and possibly additional professional development will be provided as needed throughout the year.

Action Step #2

MTSS Data Reviews

Person Monitoring:

ToniAnn Handley and Alison Hoffman

By When/Frequency:

After PM1 and again after PM2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Discuss and analyze PM1 and PM2 ELA scores, weekly grades, and progress monitoring data to recommend any adjustments to instruction and/or interventions during meetings with teachers and in weekly MTSS meetings.

Action Step #3

Reading Intervention

Person Monitoring:

Alison Hoffman

By When/Frequency:

Interventions will begin around the 3rd week of school.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Reading-endorsed and micro-credentialed staff will provide daily small-group instruction to our students who are struggling in ELA using district-sanctioned intervention programs.

Action Step #4

Supplemental Resources

Person Monitoring:

Dawn Chapman

By When/Frequency:

As needed throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Utilize supplemental resources to address the academic needs of students.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

When comparing the '23-'24 PM3 scores of our Students with Disabilities to those from '24-'25, there were noticeable decreases across the subject areas. In ELA, the SWD's proficiency decreased by 1% (from 29% to 28%), in Math, their proficiency decreased by 9% (from 40% to 31%) and in Science, their proficiency decreased by 12% (from 30% to 18%). Since this subgroup of students continues to struggle to meet proficiency on State tests, especially in Science, this focus area needs to be addressed.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Since our Students with Disabilities Science results were our school-wide lowest scoring data component, we would like to focus on improving this score. As previously mentioned, our SWDs were 18% proficient in Science, down 12% from last year's proficiency of 30%. While we would really like to recoup the entire loss in one year, we have decided to set the goal for '25-'26 school year to improve by at least 3%--increasing the SWD Science proficiency from 18% to 21% using a combination of intervention strategies.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Classroom teachers and ESE teachers will be monitoring these students using 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

Leann McCombs

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

In order to increase our Students with Disabilities 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. According to John Hattie's book Visible Learning, "It is the frequency of different opportunities rather than merely spending "more" time on tasks that makes the difference to learning."

Rationale:

Our SWDs will have multiple opportunities to experience a variety of Science-based lessons. They have their dedicated Science blocks for instruction. They have access to the Explore Learning Science for Us, Gizmos, and the Progress Learning Science software which can be utilized as part of the supplemental Science standards-based instruction. According to Evidence for ESSA, the impact of Progress Learning Science use showed "particularly strong results for SWDs with effect sizes as high as +0.25." Students also attend AIMS class every other week. Additionally, all teachers (including ESE teachers) have access to the ever-expanding STEAM closet where they can check-out activities and supplies to enhance the Science experience.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Observations

Person Monitoring:

Dawn Chapman and Leann McCombs

By When/Frequency:

Throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

By conducting observations, admin will ensure that ESE teachers are working in collaboration with classroom teachers to provide varied exposures to Science instruction.

Action Step #2

Supplemental Resources

Person Monitoring:

Dawn Chapman and Leann McCombs

By When/Frequency:

As needed throughout the year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will purchase and utilize supplemental resources to address the academic needs of students in order to enhance and broaden the scope of Science instruction across the grade levels.

Action Step #3

Check for appropriate accommodations on IEPs.

Person Monitoring:

Leann McCombs

By When/Frequency:

As needed throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Ms McCombs will work with ESE teachers and our ESE liaison to make sure that our Students with Disabilities are provided the most appropriate accommodations on their IEPs to meet their individual needs. These adjustments will ensure that students have access to all the resources possible to support their academic success both during instruction and on assessments.

Action Step #4

AIMS Class

Person Monitoring:

Brandy Ward

By When/Frequency:

Classes begin the first week of school.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All students will participate in an AIMS class every 7 days. This class gives students different opportunities for hands-on science experiences and experiments that support and correlate with their classroom lessons and the Science curriculum.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

When compared to the previous year, we showed declines in 6 out of 8 scoring accountability components in '24-'25. During that same period, we had over 10% of our student population with attendance rates below 90%. Parents and families often disregard the influence that attendance has on student achievement and learning outcomes. By increasing awareness of the importance of consistent attendance and encouraging students and families to prioritize it, we can enhance overall performance and foster a stronger sense of belonging within the school community. Moreover, improved attendance will lead to increased student-teacher interaction, which can boost student confidence and engagement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our '24-'25 Early Warning System reports showed that we had 13% of our student population (107 students) with attendance rates below 90%. This year, we plan to create a positive learning environment by focusing on improving school-wide attendance. To address this, we will implement a positive reinforcement approach to daily attendance and utilize research-based strategies to strengthen connections with students and families. Our goal for '25-'26 is to increase the number of students who are present for more than 90% of the year. In order to do that, we will work to decrease the number of students with under 90% attendance rates by at least 3% to amount to less than 10% of our school population.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

With teacher and data clerk cooperation, Focus attendance data will be monitored and analyzed on a weekly and monthly basis by the School Counselor and Guidance Assessment Assistant. More formalized "data review meetings" will be scheduled quarterly and truancy issues will be discussed at weekly MTSS meetings. Our Guidance staff and admin will have in-person attendance improvement meetings with those parents whose student's attendance rates do not show improvement after contact via Apptegy, phone calls, and/or letters.

Person responsible for monitoring outcome

Leann McCombs

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following evidence-based strategies will be implemented: encouraging teachers to work collaboratively with the school-based guidance team to ensure we are effectively addressing students' needs once identified; communicating with parents and students regarding attendance requirements and improvement strategies; encouraging a positive school climate and sense of belonging through this year's kindness theme activities; and providing a continuum of responsive intervention strategies at the first sign of attendance issues. Additionally, by clearly teaching and reinforcing positive expectations, we ensure that students understand expected attendance behaviors while also fostering important life skills. Establishing strong, positive relationships with students enhances their likelihood of wanting to come to school.

Rationale:

The National Center for Education Statistics quotes a 2007 study by Romero and Lee where they

found that "absenteeism in kindergarten was associated with negative first grade outcomes such as greater absenteeism in subsequent years and lower achievement in reading, math, and general knowledge." By combating this problem in Kindergarten, we may change the course of a student's academic career. Also, by utilizing this year's kindness theme to cultivate a positive environment, according to Attendance Works, "research shows that when students feel connected to and supported by their teachers, they are more motivated to attend school and have better academic outcomes."

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Data Monitoring

Person Monitoring:

Shannon Alcairo

By When/Frequency:

Monitoring will occur weekly throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Through collaboration among the teachers, data clerk, and guidance staff, Focus attendance data will be regularly monitored to identify students who are demonstrating attendance issues including unexcused absenteeism, excessive check-outs, and repeated tardies.

Action Step #2

Providing positive climate to encourage sense of belonging among students and staff.

Person Monitoring:

Dawn Chapman and Leann McCombs

By When/Frequency:

Throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Establish Positive Connections: Teachers will utilize research-based strategies to foster meaningful connections with students and their families. This may include engaging with students and acknowledging their efforts to promote consistent daily attendance. Additionally, fostering early relationships with students and their families will help build rapport and encourage consistent school attendance.

Action Step #3

Communication with students and parents

Person Monitoring:

Leann McCombs

By When/Frequency:

Throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The School Counselor and Guidance Assistant will work together to address attendance issues with students and parents via phone calls, Apptegy communication, email, letters, and in-person meetings. With the assistance of admin, the Guidance team will offer recommendations on attendance improvement strategies and will help parents in the implementation of these strategies in order to

avoid referrals to truancy court.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

An informal meeting was held with some of the SAC members on 8/7/25. Following that meeting, their feedback and input was added to our SIP. Once it was edited accordingly, it was submitted to the district for review. Upon district approval, copies of the finalized SIP will be made available at our first SAC committee meeting and it will be uploaded to the school's webpage. A notice will be sent to parents/guardians via Apptegy/Rooms with instructions on how to view it on our webpage.

Additionally, printed copies will be available upon request.

<https://bhe.santarosaschools.org/en-US/berryhill-elementary-e75a1d8c>

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

As detailed in our Focus Areas for Attendance and Student Engagement, our plan is to implement a more streamlined communications process and to increase the opportunities for family engagement both in school-wide and individual classroom-based events. We will maintain positive communication with parents and disseminate information through a variety of means--phone calls, Apptegy/Rooms, paper copies, school website, and Facebook page.

<https://bhe.santarosaschools.org/en-US/berryhill-elementary-e75a1d8c>

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

As mentioned in our academic Focus Areas, we plan to strengthen our academic program through a variety of methods.

--We are starting with our teachers--providing professional development opportunities in an effort to improve targeted instruction and feedback, incorporating student goal-setting, and continuing the implementation of student-led academic teaming while adding growth-mindset instruction.

--We plan to increase parental involvement in school-based functions so that with their cooperation our students will have additional opportunities to thrive in a positive learning environment and also improve upon our attendance percentages.

--We will further the expansion of our STEAM-related instruction as we provide enrichment and incorporate higher-level thinking activities with a multidisciplinary approach with specific focus being given to our Students with Disabilities subgroup.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Not Applicable

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Berryhill Elementary has various teams and individuals who work in conjunction with one another to provide specialized support services. Our School Counselor and Success Coach are the teachers' point of contact when they notice a student has needs outside of the academic areas. Once those needs are identified, the Guidance team may refer students to our CDAC counselor if mental health services are warranted; our Military Counselor if students are from one of our military families; or our Rapid Response Team if there is a crisis that warrants immediate attention.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Not applicable

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

We have a schoolwide tiered model to prevent and address behavior which is led by our Assistant Principal, Leann McCombs. Admin, Teachers, our School Counselor, and sometimes district program facilitators, and parents collaborate to create a Behavior Monitoring plan (BMP) for students who need assistance with improving their behavior. In addition to the BMP, these students are discussed at Behavior MTSS meetings, Student Threat Management Team Meetings, and sometimes receive interventions with our Behavior paraprofessional, Success Coach, School Counselor, and/or CDAC counselor.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Professional learning and other activities are provided to teachers and paraprofessionals throughout the school year. Some of these opportunities include: District trainings, ESE training with our ESE liaison, Book studies, Professional Learning Communities (PLCs), and State testing training including accommodations training for testing administrators.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Not applicable

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Although our school does not receive school improvement funding allocations, we do receive a Title 1 budget/funding. Allocations for the spending of our Title 1 funds is determined through the use of teacher surveys (to determine software and supplies purchases), through discussions with grade level chairs, during data chats with teachers, and also via input from regularly scheduled leadership and SAC committee meetings.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Berryhill does not receive school improvement funding allocations.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00