
Title I Comprehensive Schoolwide Plan
BERKSHIRE ELEMENTARY SCHOOL (0601)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

58% of our 3rd through 5th grade students are working below grade level, specifically in Phonics (37%), Vocabulary (60%), and Comprehension (62%). Our target subgroups, ELL students (80%) are scoring one or more grade levels below and in phonics (55%), vocabulary (80%), and comprehension (81%). Also, 2nd grade black students showed (0%) growth from Fall to Winter iReady and only (14%) increase on the STAR PM2.

2. List the root causes for the needs assessment statements you prioritized.

~Lack of phonological awareness and fluency affect vocabulary acquisition and comprehension ~Inconsistent small group instruction to address targeted standards ~ ELL students struggle to transfer acquired knowledge from English to Spanish and vice versa. ~ Teachers are experiencing difficulty providing instructional delivery to support students in transferring knowledge across languages. ~ A large number of students require remediation or small-group instruction. ~ Identifying appropriate resources to address language barrier is an additional challenge ~ Students are struggling to transfer content knowledge when completing assignments at home

3. Share possible solutions that address the root causes.

~Berkshire 3rd-5th grade Tutorial ~Small group instruction to include Phonics, Vocabulary, Comprehension, etc. using Scaffolding Lessons and standard based instruction ~Professional Development - Hello Benchmark Program to support 3rd through 5th grade newcomer ELL students. ~Continue implementing the Benchmark program Biliteracy component, focusing on the similarities and differences between Spanish and English (cross linguistics transfer). Cross-linguistics transfer helps with phonology, syntax, grammar, and cognates. ~Direct instruction of cognates when introducing a lesson to increase biliteracy achievement. ~ Professional development on implementing the Biliteracy component with fidelity ~ ESOL teachers provide rigorous lessons and attend small groups daily ~ Limited resources for teachers use and student practice. ~ Resources for teacher use and student practice. ~ Parents attend parent trainings and parent conferences to learn strategies to better support their student at home.

4. How will school strengthen the PFEP to support ELA?

- Communication

Communicate with parents in a variety of ways such as Google Classroom, School Website, Class Dojo, Remind, send flyers home and make phone calls. Teachers have parent conferences where data chats are conducted to communicate where students are in relation to their goals and review progress. Student work samples are also shared with parents to demonstrate their child's progress.

- Parent Training

Berkshire will implement several training opportunities to help their child increase reading abilities. For example, we will have a Tech it Up night where parents are guided through multiple computer programs and given examples on how to monitor the use at home, and how to review their progress with the lessons. In addition, Literacy night will provide fun and engaging activities that address the areas of phonics, comprehension, and vocabulary. Students and parents will participate in hands-on activities.

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- School

~ Respectfully and accurately inform parents of their child's progress. PROVIDE POSITIVE DATA DRIVEN INFORMATION TO PARENTS ~ MAINTAIN IMPLEMENTATION OF AVID strategies during lessons TO TARGET FOCUSED NOTE-TAKING ~ WATCH MORNING ANNOUNCEMENTS WITH STUDENTS DAILY ~ MAKE AN EFFORT TO ATTEND SCHOOL WIDE AFTERSCHOOL ACTIVITIES

- Students

~ ACTIVELY PARTICIPATE at all times, complete my homework, and read each night. ~ Attend school regularly, on time, in dress code, AND READY TO LEARN WITH MATERIAL AND SUPPLIES. ~ ESTABLISH AND MAINTAIN AVID strategies when completing assignments TO INCLUDE FOCUSED NOTE-TAKING AND BINDER ORGANIZATION ~ RESPONSIBLE USE OF SCHOOL TECHNOLOGY

- Parents

~ Ensure my child attends school regularly IN DRESS CODE and on time. ~ Find out how my child is doing each trimester by attending conferences, looking at my child's schoolwork, and CONTACTING my child's teacher. ~ MONITOR AND LIMIT television and video game time by increasing the use of educational technology at home via the student portal of the School District Website. ~ ATTEND TECHNOLOGY TRAINING NIGHT TO LEARN HOW TO NAVIGATE SIS AND OTHER DIGITAL PLATFORMS ~ PARENT/GUARDIAN MAINTAIN UPDATED CONTACT INFORMATION IN THE SIS PLATFORM

- Staff Training

Teachers will receive training on how to effectively have a parent conference and communicate concerns and data with parents. Teachers will be given examples and provided handouts with tips on leading a successful parent conference.

- Accessibility

Parents will have access to a translator during meetings. Parents will also be provided information in written form and oral presentation. To meet the needs of our parents, flexible meeting times will be provided. Handicapped parking spaces Handicapped restrooms Elevators

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

The Math data indicates that when 5th AMP students are included in the data we are making progress on meeting our achievement goals (increase Math proficiency from 46% to 51%). However, the FY24 FAST PM2 shows that the standard students are currently not on target to reach their goal. 3rd grade ~ 19% 4th Grade ~ 3% 4th AMP ~ 36% 5th Grade ~ 18% 5th AMP ~ 97% 71% of our 3rd through 5th students are working below the grade level, specifically in measurement (68%) and Geometry (70%). Our target subgroups, ELL students (75%) and SWD (77%), are also working one or more grade levels below.

2. List the root causes for the needs assessment statements you prioritized.

~ Student lack understanding of mathematical content vocabulary and implementation ~ Teacher's limited knowledge of the rigor of the Florida Standards and application of math skills ~ Rigor in instruction and best teaching practices for all grades ~ Students lack of foundational skills and concrete instruction (i.e. use of manipulatives to acquire the skills) ~ Inconsistent small group instruction to address targeted standards ~ Bridging vocabulary during the lessons ~ Practice time for new skills to be mastered before moving to new skill

3. Share possible solutions that address the root causes.

~ Professional development offered to address the rigor of standards, and effective methods to teach mathematical content in all grades, including manipulatives. ~Targeted Math tutorials ~Small group instruction to include the use of manipulatives and content vocabulary ~Implement IXL for independent practice during rotations and homework assignments ~Utilize number talk lessons with fidelity ~Additional push in support to teachers (academic tutors, resource teachers, etc) ~Providing aggressive monitoring when doing iReady lessons ~ Resources for teachers use and student practice.

4. How will school strengthen the PFEP to support Math?

- Communication

Communicate with parents in a variety of ways such as Google Classroom, School Website, Class Dojo, Remind, send flyers home and make phone calls. Teachers have parent conferences where data chats are conducted to communicate where students are in relation to their goals and review progress. Student work samples are also shared with parents to demonstrate their child's progress.

- Parent Training

Berkshire will implement several training opportunities to help their child increase math skills. For example, we will have a Tech it Up night where parents are guided through multiple computer programs and given examples on how to monitor the use at home, and how to review their progress with the lessons. In addition, Math night will provide fun and engaging activities that address the areas of measurement and data as well as vocabulary. Students and parents will participate in hands-on math/science activities.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- School

~ Respectfully and accurately inform parents of their child's progress. PROVIDE POSITIVE DATA DRIVEN INFORMATION TO PARENTS ~ MAINTAIN IMPLEMENTATION OF AVID strategies during lessons TO TARGET FOCUSED NOTE-TAKING ~ WATCH MORNING ANNOUNCEMENTS WITH STUDENTS DAILY ~ MAKE AN EFFORT TO ATTEND SCHOOL WIDE AFTERSCHOOL ACTIVITIES

- **Students**

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- **Parents**

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- **Staff Training**

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- **Accessibility**

Parents will have access to a translator during meetings. Parents will also be provided information in written form and oral presentation. To meet the needs of our parents, flexible meeting times will be provided. Handicapped parking spaces Handicapped restrooms Elevators

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

FY24 District Winter Diagnostics shows much progress towards our intended outcome (increase science proficiency from 46% to 51%). We currently show that 54% of our students are meeting the threshold as compared to the District's 48%. 82% of students are below grade level on SC.4.L.16.1 sexual reproduction of the flower which is a fourth grade standard. Nature of Science standards continue to be a struggle for students across all assessments.

2. List the root causes for the needs assessment statements you prioritized.

Reflecting on the data, Fair Game standards continue to be an area of deficiency for 5th grade students because science hasn't been taught consistently in primary grades. Curriculum resources for this particular standard are lacking District wide. In addition, the concept is very abstract for students and difficult to understand. The continuity of the standard is not instructed with fidelity. Students lack of continuous exposure to previously taught content impacts student achievement.

3. Share possible solutions that address the root causes.

~ Continue to utilize supplement Science curriculum with additional resources. ~ Continue to incorporate hands-on instruction to build understanding of abstract concepts. ~ Spiral Reviews to support students in having continuous exposure to science standards ~ Support the science block with push in support from the Science Resource Teacher and during Fine arts rotation ~ Utilize IXL Science with fidelity during the science block ~ Afterschool SECME Science Club ~ Resources for teachers use and student practice.

4. How will school strengthen the PFEP to support Science?

• Communication

Communicate with parents in a variety of ways such as Google Classroom, School Website, Class Dojo, Remind, send flyers home and make phone calls. Teachers have parent conferences where data chats are conducted to communicate where students are in relation to their goals and review progress. Student work samples are also shared with parents to demonstrate their child's progress.

- Parent Training

Berkshire will implement several training opportunities to help parents support their student at home with science. For example, we will have a Tech it Up night where parents are guided through multiple computer programs and given examples on how to monitor the use at home, and how to review their progress with the lessons. In addition, Science night will provide a fun and engaging venue to provide parents with strategies, science vocabulary and hands-on activities to do at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- School

~ Respectfully and accurately inform parents of their child's progress. PROVIDE POSITIVE DATA DRIVEN INFORMATION TO PARENTS ~ MAINTAIN IMPLEMENTATION OF AVID strategies during lessons TO TARGET FOCUSED NOTE-TAKING ~ WATCH MORNING ANNOUNCEMENTS WITH STUDENTS DAILY ~ MAKE AN EFFORT TO ATTEND SCHOOL WIDE AFTERSCHOOL ACTIVITIES

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- Accessibility

Parents will have access to a translator during meetings. Parents will also be provided information in written form and oral presentation. To meet the needs of our parents, flexible meeting times will be provided. Handicapped parking spaces Handicapped restrooms Elevators

Action Step: Classroom Instruction

Provide whole and small group instruction as well as extended learning opportunities that are rigorous, standards-based, and differentiated for all students based on multiple data sources.

Budget Total: \$359,257.00

Acct Description	Description																											
Resource Teacher	0.5 Math Resource Teacher will provide support for students in Kindergarten (K) through fifth (5th) grades implement rigorous standards-based instruction to increase student achievement.																											
Tutorial	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Item</th> <th style="text-align: center;">Quantity</th> <th style="text-align: center;">Rate</th> <th style="text-align: center;">Days</th> <th style="text-align: center;">Hours</th> <th style="text-align: center;">Weeks</th> <th style="text-align: center;">Certified</th> <th style="text-align: center;">Type</th> <th style="text-align: center;">Total</th> </tr> </thead> <tbody> <tr> <td>Certified teachers afterschool ELA/Math - Grades 3-5 to remediate standards. Will begin in late January or Early February.</td> <td style="text-align: center;">10</td> <td style="text-align: center;">\$37.00</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1.5</td> <td style="text-align: center;">7</td> <td style="text-align: center;">Certified</td> <td style="text-align: center;">Original</td> <td style="text-align: right;">\$7,770.00</td> </tr> <tr> <td>Certified teachers afterschool ELA/Math - Grades 3-5 to remediate standards. Will begin in October.</td> <td style="text-align: center;">5</td> <td style="text-align: center;">\$37.00</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1.5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">Certified</td> <td style="text-align: center;">Original</td> <td style="text-align: right;">\$3,330.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified teachers afterschool ELA/Math - Grades 3-5 to remediate standards. Will begin in late January or Early February.	10	\$37.00	2	1.5	7	Certified	Original	\$7,770.00	Certified teachers afterschool ELA/Math - Grades 3-5 to remediate standards. Will begin in October.	5	\$37.00	2	1.5	6	Certified	Original	\$3,330.00
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Paraprofessional	Paraprofessional to facilitate Reading/English Language Arts (R/ELA) and Mathematics push-in instruction support in both spoken English and Spanish for third (3rd) through fifth (5th) grade students who score																											

Acct Description	Description																																			
	within the lowest 25% of academic performance on diagnostic, summative, and standardized assessment 6 hours daily.																																			
Supplies	<table border="1"> <thead> <tr> <th data-bbox="485 280 1262 397">Item</th> <th data-bbox="1262 280 1409 397">Quantity</th> <th data-bbox="1409 280 1570 397">Rate</th> <th data-bbox="1570 280 1740 397">Supply Type</th> <th data-bbox="1740 280 1902 397">Type</th> <th data-bbox="1902 280 2026 397">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="485 397 1262 553">Copy Paper, 25 @ \$44.61; Cardstock @ \$25.54: White, 11; Cosmic Orange, 10; Solar Yellow, 10; Pulsar Pink, 10; Light Green, 10.</td> <td data-bbox="1262 397 1409 553">1</td> <td data-bbox="1409 397 1570 553">\$2,417.79</td> <td data-bbox="1570 397 1740 553">General Supplies</td> <td data-bbox="1740 397 1902 553">Original</td> <td data-bbox="1902 397 2026 553">\$2,417.79</td> </tr> <tr> <td data-bbox="485 553 1262 748">AVID Supplies: Highlighters (6 pack), 200 @ \$3.22; 5 Tab Notebooks, 200 @ \$1.97; Staples Folders: 100 @ 3.17; Yellow, 100 @ \$2.35; Red, 200 @ 3.17; Green, 100 @ 3.17; Sheet Protectors, (100/200) 20 @7.58.</td> <td data-bbox="1262 553 1409 748">1</td> <td data-bbox="1409 553 1570 748">\$2,692.60</td> <td data-bbox="1570 553 1740 748">Program Supplies</td> <td data-bbox="1740 553 1902 748">Original</td> <td data-bbox="1902 553 2026 748">\$2,692.60</td> </tr> <tr> <td data-bbox="485 748 1262 938">Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers,pencil pouches, student whiteboards, erasers, post-it notes</td> <td data-bbox="1262 748 1409 938">1</td> <td data-bbox="1409 748 1570 938">\$2,850.32</td> <td data-bbox="1570 748 1740 938">General Supplies</td> <td data-bbox="1740 748 1902 938">Original</td> <td data-bbox="1902 748 2026 938">\$2,850.32</td> </tr> <tr> <td data-bbox="485 938 1262 1060">BT 492685- Reallocated the allocation differential and reduced copy paper to purchase Write Score</td> <td data-bbox="1262 938 1409 1060">-1</td> <td data-bbox="1409 938 1570 1060">\$3,019.71</td> <td data-bbox="1570 938 1740 1060">General Supplies</td> <td data-bbox="1740 938 1902 1060">Budget Transfer</td> <td data-bbox="1902 938 2026 1060">-\$3,019.71</td> </tr> </tbody> </table>						Item	Quantity	Rate	Supply Type	Type	Total	Copy Paper, 25 @ \$44.61; Cardstock @ \$25.54: White, 11; Cosmic Orange, 10; Solar Yellow, 10; Pulsar Pink, 10; Light Green, 10.	1	\$2,417.79	General Supplies	Original	\$2,417.79	AVID Supplies: Highlighters (6 pack), 200 @ \$3.22; 5 Tab Notebooks, 200 @ \$1.97; Staples Folders: 100 @ 3.17; Yellow, 100 @ \$2.35; Red, 200 @ 3.17; Green, 100 @ 3.17; Sheet Protectors, (100/200) 20 @7.58.	1	\$2,692.60	Program Supplies	Original	\$2,692.60	Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers,pencil pouches, student whiteboards, erasers, post-it notes	1	\$2,850.32	General Supplies	Original	\$2,850.32	BT 492685- Reallocated the allocation differential and reduced copy paper to purchase Write Score	-1	\$3,019.71	General Supplies	Budget Transfer	-\$3,019.71
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BT 492685- Reallocated the allocation differential and reduced copy paper to purchase Write Score	-1	\$3,019.71	General Supplies	Budget Transfer	-\$3,019.71																															
Resource Teacher	Science Resource Teacher to provide students in grades Kindergarten (K) through fifth (5th) grades hands on science experiences by facilitating Science Lab activities on the fine arts wheel to provide extended de understanding of science standards at each grade level taught in the regularly-scheduled Science course, corresponding to each grade level.																																			
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="485 1307 1432 1382">Item</th> <th data-bbox="1432 1307 1579 1382">Quantity</th> <th data-bbox="1579 1307 1745 1382">Rate</th> <th data-bbox="1745 1307 1902 1382">Type</th> <th data-bbox="1902 1307 2026 1382">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="485 1382 1432 1529">IXL Learning Math K-2nd - Students will use this program to supplement math instruction. Students in gardes K-2 will utilize math for remediation, maintenance, and enrichment.</td> <td data-bbox="1432 1382 1579 1529">1</td> <td data-bbox="1579 1382 1745 1529">\$5,700.00</td> <td data-bbox="1745 1382 1902 1529">Original</td> <td data-bbox="1902 1382 2026 1529">\$5,700.00</td> </tr> </tbody> </table>						Item	Quantity	Rate	Type	Total	IXL Learning Math K-2nd - Students will use this program to supplement math instruction. Students in gardes K-2 will utilize math for remediation, maintenance, and enrichment.	1	\$5,700.00	Original	\$5,700.00																				
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	IXL Learning, Math & Science, Grades 3-5, Students will use this program to supplement math and science instruction. Students in grades 3rd/4th will utilize science for enrichment and remediation. 5th grade will utilize to practice for state science assessment. Students in grades 3-5 will utilize math for remediation, maintenance, and enrichment.	1	\$3,900.00	Budget Transfer	\$3,900.00													
	BT 492685- Added Write Score to support teachers with resources to assist students in improving their writing skills and to better prepare students for the online state writing test. Grades 3-5. Approx. 561 to be served.	1	\$3,900.00	Budget Transfer	\$3,900.00													
Computer HW; non-cap	<table border="1"> <thead> <tr> <th data-bbox="468 719 1430 813">Item</th> <th data-bbox="1430 719 1579 813">Quantity</th> <th data-bbox="1579 719 1745 813">Rate</th> <th data-bbox="1745 719 1900 813">Type</th> <th data-bbox="1900 719 2024 813">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total	1	\$880.29	Original	\$880.29								
Item	Quantity	Rate	Type	Total														
	Headphones - 237 sets	1	\$880.29	Original	\$880.29													
	BT 492685- Removed Headphones to purchase Write Score	-1	\$880.29	Budget Transfer	-\$880.29													
Resource Teacher	Resource Teacher will provide push-in/pullout small group intervention support for students in Reading and Math for grades K-5.																	
Out-of-system Tutors	<table border="1"> <thead> <tr> <th data-bbox="468 1101 1003 1195">Item</th> <th data-bbox="1003 1101 1152 1195">Quantity</th> <th data-bbox="1152 1101 1270 1195">Rate</th> <th data-bbox="1270 1101 1367 1195">Days</th> <th data-bbox="1367 1101 1480 1195">Hours</th> <th data-bbox="1480 1101 1604 1195">Weeks</th> <th data-bbox="1604 1101 1757 1195">Certified</th> <th data-bbox="1757 1101 1890 1195">Type</th> <th data-bbox="1890 1101 2024 1195">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	3	\$15.00	5	6	35	Non-Certified	Original	\$47,250.00
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
	Non-certified Out-of-System Long-Term Tutor to provide push-in Reading/English Language Arts (R/ELA), Mathematics and Science instructional support for at-risk students in all grade levels, K-5. September - May.	3	\$15.00	5	6	35	Non-Certified	Original	\$47,250.00									

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non-certified (Bachelor's degree) Out-of-System Long-Term Tutor to provide push-in Reading/English Language Arts (R/ELA), Mathematics and Science instructional support for at-risk students in all grade levels, K-5. September - May.	1	\$17.00	5	6	35	Non-Certified	Original	\$17,850.00

Action Step: Parent & Family Engagement

Build the capacity of parents/families to support students learning at home through consistent ongoing school-home communication and grade level trainings including Kindergarten Round Up, Literacy and Math/Science Night.

Budget Total: \$7,467.50

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Kindergarten Round Up - Backpacks: Spanish, 60 @ \$32.53, English, 60 @ \$29.89.	1	\$3,745.20	Program Supplies	Original	\$3,745.20
	Supplies for Parents Nights (ELA, Math, Science manipulatives for Parent Trainings (PFEP)	3	\$200.00	Program Supplies	Original	\$600.00
	Office Depot Table Stands (#274402) - Numbering/labeling tables for Rotations	20	\$3.65	General Supplies	Original	\$73.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Bic Pens @ \$7.49: Blue, 6; Black, 6.	1	\$89.88	General Supplies	Original	\$89.88
	Copy Paper, 10 @44.61; Neon Paper, @ \$21.47: Bright Orange, 10, Solar Yellow, 10, Pulsar Pink, 10. low, Pulsar Pink, 10 each at 21.47 per)	1	\$1,092.00	General Supplies	Original	\$1,092.00
	Communicator Folders (K-2)	498	\$1.55	General Supplies	Original	\$771.90
	Ink/Toner: Yellow 1 @ \$109.2, Black 3 @ 84.99; Magenta, 3 @ \$84.99, Cyan, 3 @ 84.99.	1	\$1,059.59	Technology	Original	\$1,059.59
	Allocation differential per survey 3 data - adding pencils markers, cardstock for parent trainings	1	\$35.93	General Supplies	Original	\$35.93

Action Step: Professional Development

Teachers will be provided job embedded professional development to increase teacher capacity to review data, curriculum planning, instructional practices based on the needs of the school.

Budget Total: \$227,843.00

Acct Description	Description
LTF	Learning team facilitator will facilitate teacher collaboration during weekly PLC meetings, pull and monitor school data, share findings with administration, and provide professional development or secure content experts to provide professional development, and assist with School-Based Team.

Acct Description	Description
Coach	This Literacy Coach will provide support for teachers of Reading/English Language Arts (R/ELA) courses in Kindergarten (K) through fifth (5th) grades to implement rigorous standards-based instruction to increase student achievement.
Coach	Math Coach (0.5) will provide support for teachers of Math courses in Kindergarten (K) through fifth (5th) grades to implement rigorous standards-based instruction to increase student achievement.

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Berkshire's mission statement is to increase home and school partnerships, build better student/teacher relationships, and to motivate parents to actively participate in their child's educational success.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is

reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Diana Fernandez	Principal
Darlene Starling	Assistant Principal
Maureen Davis	Teacher/SAC Chair
Kelli Wusterhausen	LTF
Heather Roberts	Parent
Amanda Stockwell	Parent
Tom Mulligan	Business Partner

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

SAC meetings are used to identify and determine SAC members. School hosts stakeholder meetings and invite interested individuals to join SAC. School administrators are key stakeholders of the school. The SAC Chair serves as a liaison between the school, parents and community. SAC members represent a diverse parent group that represent the culture and population of the school, and who can provide input from the parent's perspective. Lastly, the Berkshire staff plays an integral role in engaging families and increasing the home/school connection.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholders will be involved in the development of the plans by providing input at CNA Stakeholder Meeting and SAC meetings, participating in District surveys and discussions. SAC meetings are held on the first Wednesday of each month at 5:30 p.m. Additionally, we will meet with stakeholders in February 2025 to provide an opportunity for input on the development of the CNA/SWP/PFEP. During this process, we will review key information such as training evaluations, student data, and survey results to address the continuing needs of Berkshire.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

During the CNA Stakeholder Meeting in February, input was received from all stakeholders. As a result, It was determined that foundational skills, vocabulary building, and comprehension would best support parents with the implementation of these strategies at home. Additionally, a technology training to continue supporting and monitoring their child's progress. A parent input meeting is held during our monthly SAC meeting. Parents feedback is documented via meeting minutes and sign-in sheets. Stakeholder input throughout the year will be documented in SAC minutes, parent training evaluations, and surveys. Title I funds were used for FY25 to purchase supplies for our parent trainings and Kindergarten Round-up.

Name	Title
Diana Fernandez	Principal
Darlene Starling	Assistant Principal
Maureen Davis	Teacher/SAC Chair

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

The Title 1 Annual Meeting will be held on Thursday, September 12, 2024 in the cafeteria.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

All stakeholders will be notified of the Annual Meeting via marquee, Parent Link (call, email, and/or text message), invitation, and school website. Invitations will be posted via classroom communication (Class Dojo, Remind, and other teacher used outlets) on or before September 5, 2024.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

The following materials/supplies will be needed for the Title I Annual Meeting: District Title I Vodcast or PowerPoint, a sign in sheet for attendance, school documents to be presented such as the FY25 PFEP, School Parent Compact, pens, and computer.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Improving Parent Communication via Technology

- What specific strategy, skill or program will staff learn to implement with families?

Staff will be given simple, clear and easily accessible tools to use with their parents such as SIS Gateway, Remind App, and the Class Dojo App. Teachers will learn how to navigate the apps in order to increase effective parental communication and build positive parent/teacher relationships.

- What is the expected impact of this training on family engagement?

Teachers will be able to communicate more effectively with parents on a regular basis resulting in positive parent/teacher relationships. As far as the impact on family engagement, parents will receive information in a timely manner, parents will be empowered to work with teachers as allies, and support their student in meeting grade level standards.

- What will teachers submit as evidence of implementation?

Documentation of parent communication between teachers and parents.

- Month of Training

Monday, September 9, 2024

- Responsible Person(s)

Cabrera, Gilbert, Plaza, Vega, Visbal

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Establishing an Effective Parent Conference

- What specific strategy, skill or program will staff learn to implement with families?

Staff will participate in an in depth training to increase and improve effective parent teacher relationships during parent conferences. Teachers will learn how to... ~ send welcoming invites to parents ~ prepare questions, resources, and student materials prior to the meeting ~ start the meeting with positive student information ~ end the meeting on a positive note

- What is the expected impact of this training on family engagement?

Teachers will be able to extend an invitation to parents to become an integral part of their child's education. In addition, parents will view themselves as true partners in their child's education and a valued member of Berkshire.

- What will teachers submit as evidence of implementation?

Teachers will provide a copy of the conference notes showing evidence of shared information from the training.

- Month of Training

Monday, November 4, 2024

- Responsible Person(s)

Maureen Davis, Kelli Wusterhausen

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Tech It Up Night Parent Training

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will be able to navigate adaptive technology platforms such as iReady, SIS Gateway, Class Dojo, etc. Furthermore, parents will learn to access student data, monitor student usage, lessons being completed, and support students with grade level standards as well as remedial skills needed to advance academically. Parents will feel empowered and more equipped when supporting students at home.

- Describe the interactive hands-on component of the training.

This year, we will offer a rotational model for parents to explore each adaptive platform as the presenters model the use and benefit of each platform. Parents will use student laptops during the training for a hands-on experience.

- What is the expected impact of this training on student achievement?

Parental support with adaptive technology expectations will help increase student achievement. By extending student academic monitoring from school to home will ensure students are practicing remedial, grade level, and/or enrichment skills with fidelity.

- **Date of Training**

Wednesday, September 25, 2024

- **Responsible Person(s)**

Kelli Wusterhausen, Matilde Kozain, Fatima Vidal, Susana Sanchez, Maritza Torres, and Hector Arbelo

- **Resources and Materials**

Computers, Google Meet Applications, Resource packet, sign-in sheets, pens, agenda, station labels

- **Amount (e.g. \$10.00)**

N/A

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Math and Science Night 2025

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

To support students learning at home, parents will rotate through standards based math and science focused stations. To ensure that parents will be comfortable implementing these strategies at home, staff will model how to utilize the resources. Additionally, during each rotation parents will practice using the resources and asking questions.

- **Describe the interactive hands-on component of the training.**

Utilizing a rotational model, parents will participate in hands- on training related to Florida Standards (Math) and Next Generation Sunshine State Standards (Science). Parents will receive strategies and resources to use at home.

- What is the expected impact of this training on student achievement?

Student achievement will increase due to parents being informed of the steps and processes of multiple math problems to reinforce skills taught in the classroom. Students will be more engaged in the scientific process when parents are practicing the science activities and interacting with their student at home.

- Date of Training

Wednesday, November 20, 2024

- Responsible Person(s)

Math and Science Committee

- Resources and Materials

Math and science strategies to use at home, manipulatives, scientific method resources, sign-in sheets, pens, agenda, station labels

- Amount (e.g. \$10.00)

N/A

5. Parent and Family Capacity Building Training #3

- Name of Training

Literacy Night 2025

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support students learning at home, parents will rotate through standards based literacy related stations to learn strategies and best practices relating to Florida Standards. The learned strategies will support literacy proficiency at home and increase student achievement overall.

- Describe the interactive hands-on component of the training.

Implementing a rotational model, parents will engage in practicing and/or making instructional materials to reinforce learning at home. The stations will include activities to support phonics, vocabulary, reading comprehension, etc.

- What is the expected impact of this training on student achievement?

Student Achievement will increase as a result of parents reinforcing independent reading and posing similar questions that teachers assess in the classroom.

- Date of Training

Thursday, January 23, 2025

- Responsible Person(s)

Literacy Committee

- Resources and Materials

Reading strategies to use at home, free books, sign-in sheets, pens, agenda, station labels

- Amount (e.g. \$10.00)

N/A

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

• Name of Agency

Multicultural Department

• Describe how agency/organization supports families.

The District Multicultural Department provides information and resources to ensure equitable opportunities for all. This department support families with student registration, immunizations via the immunization van, as well as food banks locations and other needed resources and agencies.

• Based on the description list the documentation you will provide to showcase this partnership.

Translated documents, flyers, and brochures

• Frequency

As needed

2. Partnership #2 - List Department, Organization, or Agency

• Name of Agency

Rotary Club

• Describe how agency/organization supports families.

The Rotary Clubs partners with Berkshire to improve student achievement and support families. They provide dictionaries to our third grade students, support underprivileged families with donations, and provide funds to the school to purchase books, materials, and incentives.

- Based on the description list the documentation you will provide to showcase this partnership.

Partnership agreement, Thank you letter, Photos of interaction

- Frequency

Annually

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Teaching With Love and Compassion Academy and Little Foot Learning Center

- Describe how agency/organization supports families.

Teaching With Love and Compassion Academy and Little Foot Learning Center are nearby preschools that partner with Berkshire staff to provide information and materials to distribute to their families to prepare students for kindergarten entry.

- Based on the description list the documentation you will provide to showcase this partnership.

Kindergarten Round-up, Flyers, Educational resources for families.

- Frequency

Annually

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

The school will provide families with timely information about Title I programs by using flyers, SIS Gateway, ParentLink, marquee, school website, Class Dojo App, Remind App, and announced during School Advisory Council.

- List evidence that you will upload based on your description.

Agendas, sign-in sheets, ParentLink, flyers, SAC notes, school website.

- Description

Parents will be informed about curriculum and proficiency levels of their students through parent conferences, copies of iReady reports, progress reports, IEP/LEP Meetings, and via SIS Gateway.

- List evidence that you will upload based on your description.

Conference notes, student technology reports (i.e. iReady, Benchmark, Dreambox), IEP/LEP documents, and/or SIS Gateway documents

- Description

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

- List evidence that you will upload based on your description.

Conference notes, IEP/LEP documents, student technology reports (i.e. iReady, Benchmark, Dreambox)

- Description

The school will provide families with information about opportunities for them to participate in decision making related to their child's education through flyers, newsletters, SIS Gateway, parent link, marquee, school website; announced during School Advisory Council, CNA process, SEQ survey. In addition, notes will be sent home inviting parents to IEP and LEP meetings.

- List evidence that you will upload based on your description.

Robo calls scripts, copy of flyers, parent invitations, SAC notes

- Description

School will offer flexible times for meetings, training and events. These activities will be offered during a variety of days of the week and times (morning and evenings). Childcare will be provided as needed and when possible.

- List evidence that you will upload based on your description.

Robo calls scripts, ESE Parent Participation form, ELL committee meeting parent invitation letter, flyers

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school

meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

Berkshire Elementary Community Language Facilitators (CLFs) work with students, families, and staff to facilitate and enhance communication and parental involvement. Survey results show the need to offer child care at select meetings. In order to provide accommodations for parents with limited English proficiency the CLF facilitators will attend meetings and conferences as needed. All school communication is translated in the appropriate languages for families.

- List evidence that you will upload based on your description.

Translated documents

- Description

Berkshire Elementary staff will use District resources to provide interpreters as well as appropriate staff from Region Support Teams, which enables the school to communicate effectively with stakeholders. A hearing assistance system is available upon request. Also, accessible is a handicapped ramp, an elevator, handicapped parking located in the front of the school, as well as handicapped restrooms throughout the school. If necessary, school will contact the district office for support.

- List evidence that you will upload based on your description.

Photos of handicapped parking, elevator, restrooms, and audio enhancement, written request to District/Region for staff to support parents (as needed)

- Description

For migratory families, Berkshire supports and enhance communication through services provided by the ELL Coordinator, the Community Language Facilitators (CLFs), and data processor who supports the families in completing school registration. The school will coordinate with the Migrant Department as needed to provide additional support to our migratory working families. The school will host Google Meets as needed to share information and connect families with the migrant program in the district.

- List evidence that you will upload based on your description.

Documents from the Migrant Department, Information from the Palm Beach County Library, Berkshire Dual Language Program application/information, and/or ELL Coordinator documents.

- Description

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

- List evidence that you will upload based on your description.

Completed Student Housing Questionnaire, Photos documenting donations, weekend meals, and supplies, McKinney Vento information/resources,

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

• **Name of Activity**

Parent University

• **Brief Description**

Parent University provides monthly training and resources to support families in improving student achievement, attendance and behavior.

2. Activity #2

• **Name of Activity**

Hispanic Heritage Night

• **Brief Description**

Hispanic Heritage Night promotes cultural awareness. Students and parents actively engage in sharing their cultural traditions through music, dance, poetry, etc. Local schools and community partners participate in this event.

3. Activity #3

• **Name of Activity**

Black History Program

- Brief Description

The Black History Program event promotes cultural awareness and information on influential individuals that have impacted our history. Students and parents actively engage in sharing their cultural traditions through music, dance, poetry, etc. Local schools and community partners participate in this event.

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Our school implements School-wide Positive Behavior Support integrated with Skills for Life and Learning using a positive and proactive approach to support all students . Our students learn positive routines and expectations. These skills are continually reviewed and reinforced throughout the year in a safe learning environment. Our students become positive, responsible, safe students who are willing to learn. Additionally, the Skills for Life and Learning initiative has been integrated school-wide consistently utilizing Florida's Social & Emotional Health competencies/skills. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SWPBS/SLL programs. During preschool and monthly faculty meetings, teachers are provided with specific practices that will be incorporated via Berkshire SWPBS Universal Guidelines. Teachers and staff are expected to continue to model and teach specific expectations as outlined in Berkshire SWPBS Universal Guidelines. Students demonstrating these expectations will be recognized with a variety of positive long and short term reinforcements including PAWSome tickets, Berkie bucks, student and staff recognition and tangible and intangible rewards. Teachers will utilize teaching videos to encourage and support positive behaviors. Involve non-instructional staff including office staff, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instructions for reporting violations to appropriate supervisors. Skills for Life and Learning has been integrated with SwPBS through Morning Meetings, Welcoming Rituals and or Optimistic Closures at all staff meetings and providing Adult Social Emotional Learning support for staff and students. Our Certified School Counselors (CSC) provide various models of counseling support, which include: individual, small group, and classroom guidance. Counselors focus on students needs including: anxiety, divorce, grief counseling, self-esteem, bullying, decision making, conflict resolution, etc. Our counselors also support family needs as well through home visits and connections to community resources. - Certified School Counselors Support may include but is not limited to: ? Utilizing the Sanford Harmony Curriculum for classroom guidance to support Skills for Life and Learning ? Providing support for our McKinney Vento and Foster students ? The school-based Holiday Hope program supports families during the holidays by providing clothes and gifts for students ? Partner with Back to Basics to provide uniforms for students in need ? Monitoring attendance school-wide to communicate regularly with parents and provide support to families to reduce chronic absenteeism and late arrivals ? Classroom guidance, Individual and group counseling provided by certified school counselors ? Coordination of services with community agencies ? Parent University classes designed to help parents learn how to improve their skills in areas such as the use of technology and positive parenting to help their children succeed in their education. The school counselors and the Behavioral Health Professional provide a curriculum to the entire school on Child Trafficking Prevention and Substance Abuse.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and

- Track students' progress.

1. SBT/MTSS Implementation

The MTSS process begins with determining that effective Core Instruction (Tier 1) is in place. Using the decision tree, the School Based Leadership Team (SBT) or Response to Intervention (RtI) team identifies students who are not meeting Core instructional targets and/or in need of behavioral intervention. The identified students are provided supplemental intervention (Tier 2) support from an interventionist and monitored throughout the school year. The team meets on a frequent basis to review and discuss universal screening data, diagnostic data, and evidence based intervention data. Based on this information, the team uses the initial baseline data to identify the target area, progress monitoring tool, and evidence-based intervention to develop a student SMART goal. The interventionist uses the progress monitoring tool to collect assessment data every ten days for students receiving supplemental intervention and every five days for intensive intervention. The team uses the Problem Solving Model to conduct all meetings. The Problem Solving Model is a four step method that begins with identifying the problem, analyzing the problem to find why the problem is occurring, making a plan for implementation, and finally evaluating the plan to see if the plan of action is working. Based on data and discussion, the SBT team uses the RtI decision rules to dictate graphed progress monitoring data which determines if there was a positive response, a questionable response, or a poor response to intervention and if students are in need of additional academic and/or behavioral intervention support (Tier 3). Tier 2 students that have a positive response to intervention will continue to receive the intervention as-is. Then the team gradually fades intervention if the student continues to receive a positive response. In this case, the student is removed from intervention, but remains in SBT to be monitored. When a student receives an inadequate or poor response to intervention, the team returns to the Problem Solving Model. During this intensifying intervention process, the team decides if a student needs to increase intervention (Tier 3). Additionally, student factors and other barriers are considered to ensure the intervention is aligned with the student goal. During the intensifying intervention process, there are a variety of variables the team must consider in order to ensure increased intervention integrity. This includes: session time, session frequency, narrowing the focus, data-based individualization, the interventionist expertise, and the effectiveness of the intervention. A Tier 3 goal is set for sixteen weeks. During Tier 3 intervention, the interventionist continues to provide intervention and will now collect assessment data every five days. At Berkshire Elementary, the School Based Team certifies that the interventionists are receiving the necessary evidence based systems, professional development, and the intervention is implemented with fidelity. To ensure accountability, each case is assigned a case liaison to support the interventionist and the collection of progress monitoring reports for future meetings.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- Opportunities to extend learning time.

- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Our school is providing students an opportunity to become bi-literate and bi-cultural in two languages, English and Spanish in a Dual Language Program. We are one of six schools in the county in collaboration with the Ministry of Education, Culture, and Sports in Spain as an International Spanish Academy since 2007. Students have the opportunity to be taught by visiting teachers from Spain. This year, Berkshire is beginning our fifth year of AVID implementation. Our focus is organizational data binders in 3rd-5th and focus note-taking in K-5. Students are offered: Art, Music, Violin (Partnership with TeamWork USA), Computer Coding Club (Robotics), Science Club, SECME, Physical Education, Media, Guidance, Dance, and Chorus. We also have a partnership with the Norton Museum where students infuse art into the core curriculum. Utilizing the school district's Strategic Plan theme "Academic Excellence and Growth", students will: engage in teaching and learning that results in academic excellence take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential The Instructional Leadership Team conducts walk-throughs and meets regularly to collaborate and make decisions regarding instruction at Berkshire. Grade level meetings, PLC's, and SBT are additional venues used to analyze and compare data. Student data is analyzed and compared to expectations according to the B.E.S.T. Standards K-5. The results of the above-mentioned data analysis and assessments are utilized to drive literacy instruction aligned with the district's goal of ensuring consistent and effective literacy instruction in every PreK-3rd grade classroom. Berkshire also ensures successful implementation of the following to assist with increasing student achievement: - Utilizing a Balanced Literacy Approach including mini lessons, whole group, small group, and independent reading -Implement Double Down in ELA classrooms where possible -Pre-K program offers a 50/50 model designed to allow students to receive instruction in English and Spanish. - Utilizing iReady with fidelity for Reading and Math - Establish and maintain a schedule that provides an uninterrupted 120 minute ELA block - Providing differentiated instruction during the day as well as daily after school tutorials - Providing resources to support instruction (Benchmark program in English and Spanish, classroom libraries, leveled books for small group instruction and a brand new Ben Carson Reading Room) - Administering assessments which measure student performance on state standards. - Analyzing the results on assessments to guide further instruction. - Participating in Webinars to support the decision-making process

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

As a Dual Language school, our students learn Spanish and/or English, not only is it preparing the students to be bi-literate and bi-cultural, but it also prepares them for post secondary opportunities, increases communication utilizing two languages, and builds confidence to become productive citizens in the workforce. Students in third, fourth and fifth grade have opportunities to qualify for the advanced mathematics program (AMP). This program is designed for students that are performing above grade level, The qualifying students would receive instruction on additional standards that belong to the next grade level. Students are taught in two models: whole class setting, and follow a rigorous scope and sequence. All students in third grade have the opportunity to participate in AMP. Data shows that exposing students to higher mathematical concepts increases student achievement. Berkshire strives to build pathways to rigorous coursework by offering a SECME club afterschool. Through the SECME club, students have a good chance for advancement or progress via district competitions. Students meet to engage in high interest STEM activities, and are motivated and mentored to pursue STEM programs in the future. To encourage college and career readiness and success, Berkshire partners with AVID (Advancement Via Individual Determination) to incorporate lifelong tools such as focus note taking, organizational skills, study skills, communication, problem solving, and self-advocacy. The program allows our students to develop the academic habits they will need to be successful in middle school and beyond. Working as an AVID school aligns with our school goals to accelerate and enhance the work that is already happening. Berkshire provides students with a deep and meaningful educational experience that stimulates learning and motivates them to continue their education. This is possible, thanks to the support and collaboration of parents and guardians. Berkshire receives support from presenters to share their professional or occupational experiences with students pertaining to their job duties, what type of skills are necessary for success in their field, and any other relevant information that can make the presentation as appealing as possible for our students. Berkshire partners with Florida Atlantic University and Palm Beach State College to interact with our 4th and 5th grade students. During this interaction, they answer questions about the students' college aspirations and career paths. Students dress in their various dream professions to familiarize with the skills and qualities they need to learn and identify different careers.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher

- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

Berkshire offers a Dual-Language Pre-K Program which is 1 of only 3 Pre-K programs in the School District of Palm Beach County. It is a 50/50 model designed to allow students to receive instruction in English and Spanish throughout the day. Instruction is delivered by a certified teacher on a full time basis. Additionally, The VPK Curriculum provides Parent Resources during each unit to reinforce skills learned at home. Berkshire Pre-K uses Conscious Discipline that offers specific brain-friendly, research-based strategies for responding to each child's individual needs with wisdom. This highly effective approach is proven to increase self-regulation, sense of safety, connection, empathy and intrinsic motivation in both children and adults. Kindergarten Kick Off is held in the spring of each school year at Berkshire. The school sends parent letters home with the students inviting parents with incoming Kindergarten students to attend. Berkshire also advertises by providing flyers at each of the surrounding day care centers notifying the parents of the meeting and on the school marquee. A parent link is sent to remind parents. Different staff members are on the agenda to discuss items to include Kindergarten Readiness; reading at home; English Language Learners (ELL) programs including Dual Language; ESE programs and Family Involvement evenings, literacy and math strategies. Parents have the opportunity to tour the Kindergarten classrooms. All information is provided in English and Spanish. At the meeting, parents are given an educational packet so they can begin working on skills with the students. Once the students are registered, they receive additional educational materials.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- Mentoring
- PAR Teacher
- Online workshops

- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Differentiated instruction is a proven method to reduce the achievement gap and increase student achievement. This aligns with our school and district goal of ensuring students reading on grade level by third grade. Teachers have an opportunity to participate in on-going professional development to include but not limited to; 1. District provided professional development in all subject areas. Teachers participate in district wide development opportunities during pre-school and throughout the year. To enroll into any professional development opportunities, district staff must search for the desired course in the "My eLearning" tile using keywords and/or title provided on the teacher support site. 2. Central Region provides a personalized professional development to Berkshire staff during PLC meetings. PD includes how to conduct purposeful small groups, and aggressive monitoring during lessons. 3. Berkshire instructional staff support teachers in the areas of reading, math, and science during grade level PLC meetings and PD days in which data is analyzed and research-based strategies are identified including the usage of cognates during lessons, anchor charts, small group instruction planning, and AVID strategies. 4. iReady and iStation professional development supports class instruction and district requirements. 5. Technology PD is provided frequently to support teachers with instructional delivery

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs

- Other Incentives such as signing bonuses and pay for performance

- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

As a Dual Language school, it is critical that we are intentional in recruiting and retaining effective/highly effective teachers. The School District supports the recruitment and hiring process by organizing Job Fairs and incentives such as signing bonuses and pay for performance. Additionally, the school district works diligently to recruit applicants from Spain to teach in Berkshire's Dual Language Program on a 3 year VISA. Teachers have an option to extend their VISA for an additional year. As a school, we actively identify possible recruitments including Student Interns, Interim Teachers, Substitutes, and Academic Tutors who may be interested in becoming teachers. After the recruitment and hiring process, we ensure ongoing support in an effort to retain teachers at Berkshire. At the end of the summer, new hires and teachers new to Berkshire are invited to participate in a New Teacher Orientation at Berkshire. During the orientation, teachers receive information about the school, curriculum, professional development, school tours, and have the opportunity to collaborate with the reading and math coaches, resource teachers, learning team facilitator, and administrators. In addition, the district offers an Educator Support Program (ESP) that is supervised by the Assistant Principal and Teacher on Special Assignment (TOSA). The Educator Support Program requires that the Assistant Principal holds at least four to five meetings with new teachers, provides a mentor that is a clinical educator, and a grade level buddy. The rationale for the pairing is to provide guidance and support, coaching and modeling, classroom management, and support with school-wide rules and procedures. The Voluntary Lead Mentor (VLM) meets monthly with mentors to provide resources to support new teachers and guide them along the path to certification. The VLM assures that new employees have all resources necessary to be successful teachers in our district. Instructional staff members are also supported by the instructional coaches and the Positive Behavior Support (PBS) team. Our Retention Program includes:

1. Teachers including teachers new to the field, new to Berkshire and/or new to the district.
2. New teachers to the field will be supported by mentors, a buddy within their grade level, and administration. All other new teachers will be paired with a buddy.
3. All teachers will be supported with new instructional initiatives, peer observations, data disaggregation, and planning and collaboration through learning team meetings.
4. The Principal and Assistant Principal will work with local colleges/universities to develop student teachers as prospective employees.
5. The Assistant Principal will encourage teachers to become leaders through clinical education courses.
6. The school is not an extended day school, but offers extended day tutorials for reading, math, science, and writing allowing all teachers the opportunity to earn additional pay.
7. The school offers clubs such as Art, Music, Chorus, Dual Language, Violin, Battle of the Books, Computer Coding, Science with paid stipends allowing all teachers to work in a field of interest.
8. There are two team leaders per grade level who receive paid stipends allowing all teachers to develop leadership skills.
9. Administration provides recognition to staff during special events happening in their lives. Additionally, teachers receive "Just Because" treats throughout the year.