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**Title I Comprehensive Schoolwide Plan**  
**BERKSHIRE ELEMENTARY SCHOOL (0601)**

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# ELA

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

## 1. List prioritized needs statements.

The reading achievement for all students scoring one or more grade levels below is 57%. Specific areas of concern in reading are students scoring one or more grade levels below in phonics (22%), vocabulary (24%), and comprehension (24%). Moreover, the average reading achievement for all ELL students scoring one or more grade levels below is phonics (57%), vocabulary (81%), and comprehension (79%).

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

Reflecting on the need to continually increase student achievement and close the achievement gap, the factors listed below have been identified as some of the root causes impacting student achievement. ~ Students are struggling with limited vocabulary development as identified by iReady data. ~ The need to decrease students tardies and absences are directly affecting access to instruction. Students are missing needed intervention support, core instruction, and/or opportunities to practice standards based tasks. Ongoing communication with families are needed. ~ Teachers are experiencing difficulty providing instructional delivery and identifying targeted appropriate resources to support students in transferring knowledge across languages. ~ Teachers are needing additional support with the implementation of the reading curriculum and new standards K-5. ~ Parents need to understand how to monitor student progress, grade level expectations, and how to support academics at home.

## 3. Share possible solutions that address the root causes.

After brainstorming and group discussions, the team decided on the following solutions to address the root causes and support Berkshire in closing the achievement gap: ~ Provide resources such as MyOnReader, Flovocabulary, etc. to enable students the opportunity to practice at home ~ Utilize paraprofessional, academic tutors and resource teachers to increase academic support and address academic weaknesses ~ Provide professional development and PLC on continuing the implementation of B.E.S.T. standards and the Biliteracy component in the Benchmark program with fidelity ~ Incorporate AVID strategies during direct instruction and independent activities ~ Provide afterschool tutorial programs ~ Collaborate with Certified School Counselors and SBT team to address excessive tardies and absences. Problem solve with families and provide resources to increase student attendance and decrease student tardies. ~ Parent trainings, CLF, Resource support provided

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

Communication with parents regarding ELA content will be provided in a language and format which is easy to understand. Teacher and school information will be communicated with parents in the following ways: ~Parent Conferences (held each semester), emails (as needed), apps such as Sis Gateway (daily, progress reports, report cards), Remind (used daily), Class Dojo (used daily) ~iReady ELA reports (used during conferences) ~Newsletters (each semester) ~Parentlink (used monthly)

- **Parent Training**

Berkshire will offer the following training opportunities to parents to help their child increase reading proficiency: Tech It Up Night: Helping Parents to Monitor Student's Achievement ~ Parents will receive "How-To" information and practice logging in to their child's school district portal to engage in the platform and navigate the tools embedded. This will help parents to be an active part of their child's learning by utilizing the information from the training at home. The training will be held on Wednesday, September 20, 2023 @ 5:30p.m. Family Literacy Night – Parents will participate in a rotational model while receiving strategies and resources to promote and increase reading proficiency. Parents will be able to practice learned strategies at home to support their child in reading. Students will gain confidence, fluency, and practice reading strategies which will contribute to closing the literacy gap. The training will be held on Wednesday, November 29, 2023 @ 6:00p.m.

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

- **School**

Provide standard-based ELA lessons through modeled, shared, guided, and independent activities.

- **Students**

Students will track and monitor progress on assigned ELA assessments to improve learning.

- **Parents**

Monitor reading iReady usage and lessons passing rate at home.

- **Staff Training**

Berkshire will offer the following staff training opportunities to assist staff in supporting parents at home to help their child increase student achievement: ~ Let's Talk Data ~ Teachers will learn strategies and examples of how to communicate student data with parents. Teachers will have examples of how to communicate areas in need of improvement and areas students are meeting expectations. October 2, 2023 @ 2:30pm. ~ Caring Conversations with Parents~ Teachers will learn to increase and improve positive communication with parents using caring conversation strategies. December 4, 2023 @ 2:30pm.

- **Accessibility**

We will accommodate families by providing the following: • Flexible parent conferences based on parents schedules • Interpreters and translated documents as needed • Inclusion of Reading Coaches, ESE Contact, ESOL Coordinator, and/or Administrators when needed at meetings

## **Math**

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

1. **List prioritized needs statements.**

The math achievement for all students scoring one or more grade levels below is 72% (Geometry) and 66% (Measurement). A closer look at the data indicates the average math achievement for all ELL students scoring one or more grade levels below is 87%. The greatest areas of concern are Geometry (86%) and Measurement (83%).

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

Prior to Covid, math has typically been a strength at Berkshire. The following were found to be the possible root causes: ~ Almost 50% of our Math teachers are new to the grade level and/or subject content resulting in limited knowledge of the rigor of the standards. ~ Students lack of foundational skills and concrete instruction (i.e. use of manipulatives to acquire the skills) ~ Parents need support to understand new standards and how to reinforce skills and strategies at home.

### 3. Share possible solutions that address the root causes.

To best close the achievement gap and address the root causes, the team decided on the following solutions: ~ Teacher professional development to address the rigor of the standards, to develop methods to effectively teach the content, and how to implement the use of manipulatives during instruction. ~ Math Coach and Math Resource teacher to provide resources, model lessons, and support with student instruction. ~ Math tutorial ~ Academic tutors and support staff during small group instruction. ~ Provide strategies and resources to parents

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

- **Communication**

Communication with parents regarding math content will be provided in a language and format which is easy to understand. Teacher and school information will be communicated with parents in the following ways: ~Parent Conferences (held each semester), emails (as needed), apps such as Sis Gateway (daily, progress reports, report cards), Remind (used daily), Class Dojo (used daily) ~iReady math reports (used during conferences) ~Newsletters (each semester) ~Parentlink (used monthly)

- **Parent Training**

Berkshire will offer the following training opportunities to parents to help their child increase math proficiency: Tech It Up Night: Helping Parents to Monitor Student's Achievement ~ Parents will receive "How-To" information and practice logging in to their child's school district portal to engage in the platform and navigate the tools embedded. This will help parents to be an active part of their child's learning by utilizing the information from the training at home. The training will be held on Wednesday, September 20, 2023 @ 5:30p.m. Math and Science Night- A hands on interactive training. Parents will leave with strategies and resources to promote math and science at home. Parents will be able to conduct science experiments and support students with math skills using the learned strategies. The training will be held on Thursday, January 25, 2024 @ 6:00p.m.

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

- **School**

Provide standard-based lessons through modeled, guided, and independent math activities.

- **Students**

Students will track and monitor progress on assigned MATH assessments to improve learning.

- **Parents**

Monitor math iReady usage and lessons passing rate at home.

- **Staff Training**

Berkshire will offer the following staff training opportunities to assist staff in supporting parents at home to help their child increase student achievement: ~ Let's Talk Data ~ Teachers will learn strategies and examples of how to communicate student data with parents. Teachers will have examples of how to communicate areas in need of improvement and areas students are meeting expectations. October 2, 2023 @ 2:30pm. ~ Caring Conversations with Parents~ Teachers will learn to increase and improve positive communication with parents using caring conversation strategies. December 4, 2023 @ 2:30pm.

- **Accessibility**

We will accommodate families by providing the following: • Flexible parent conferences based on parents schedules • Interpreters and translated documents as needed • Inclusion of Math Coaches, ESE Contact, ESOL Coordinator, and/or Administrators when needed at meetings

## **Science**

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

### **1. List prioritized needs statements.**

A review of Science achievement over the years at Berkshire continues to be an area of focus. Currently, we are on track (41%) to reaching our goal of 50% on the FY23 Statewide Science Assessment. However, this year we are 11% lower than the FY22 Science Winter Diagnostics score of 52%. Typically, our students' proficiency on the Statewide Science Assessment are as follow: 2022 - 43% 2021 - 41% 2019 - 37% 2018 - 45% 2017 - 49% It is imperative that we reach our targeted goal of 50% on the Statewide Science Assessment this year.

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

~ 3 of the 5 fifth grade science teachers are new to the science standards and need additional support with content delivery. ~ Fifth grade teachers are needing to teach/reteach fair game standards that students should have acquired in 3rd and 4th grade. ~ Students are retaining previously taught science content in lower grades ~ Parents need support with understanding grade level expectations and how to support academics at home especially with science vocabulary.

## 3. Share possible solutions that address the root causes.

~ Provide Collaborative Planning days to support teachers to delve deeper into the standards and develop rigorous lessons ~ Science Resource Teacher to co-teach during the 5th grade science block ~ Science After School Tutorial ~ Hands on science activities ~ Monitor 3rd and 4th grade science lessons and assessments to ensure fair game standards are being taught ~ Parent trainings to support at home

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

### • Communication

Communication with parents regarding science content will be provided in a language and format which is easy to understand. Teacher and school information will be communicated with parents in the following ways: ~Parent Conferences (held each semester), emails (as needed), apps such as Sis Gateway (daily, progress reports, report cards), Remind (used daily), Class Dojo (used daily) ~Newsletters (each semester) ~Parentlink (used monthly)

### • Parent Training

Berkshire will offer the following training opportunities to parents to help their child increase science proficiency: Tech It Up Night: Helping Parents to Monitor Student's Achievement ~ Parents will receive "How-To" information and practice logging in to their child's school district portal to engage in the platform and navigate the tools embedded. This will help parents to be an active part of their child's learning by utilizing the information from the training at home. The training will be held on Wednesday, September 20, 2023 @ 5:30p.m. Math and Science Night- A hands on interactive training. Parents will leave with strategies and resources to promote math and science at home. Parents will be able to conduct science experiments and support students with math skills using the learned strategies. The training will be held on Thursday, January 25, 2024 @ 6:00p.m.

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

- **School**

Provide standard-based science instruction through modeled and hands-on science activities.

- **Students**

Students will track and monitor progress on assigned science assessments and daily science spiral reviews to improve learning.

- **Parents**

Support my child with science vocabulary and science projects.

- **Staff Training**

Berkshire will offer the following staff training opportunities to assist staff in supporting parents at home to help their child increase student achievement: ~ Let's Talk Data ~ Teachers will learn strategies and examples of how to communicate student data with parents. Teachers will have examples of how to communicate areas in need of improvement and areas students are meeting expectations. October 2, 2023 @ 2:30pm. ~ Caring Conversations with Parents~ Teachers will learn to increase and improve positive communication with parents using caring conversation strategies. December 4, 2023 @ 2:30pm.

- **Accessibility**

We will accommodate families by providing the following: • Flexible parent conferences based on parents schedules • Interpreters and translated documents as needed • Inclusion of Science Resource Teacher, ESE Contact, ESOL Coordinator, and/or Administrators when needed at meetings

## **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: \$350,054.27**



Acct Description	Description																	
Out-of-system Tutors	<table border="1"> <thead> <tr> <th data-bbox="478 175 978 248">Item</th> <th data-bbox="989 175 1136 248">Quantity</th> <th data-bbox="1136 175 1255 248">Rate</th> <th data-bbox="1255 175 1356 248">Days</th> <th data-bbox="1356 175 1465 248">Hours</th> <th data-bbox="1465 175 1587 248">Weeks</th> <th data-bbox="1587 175 1755 248">Certified</th> <th data-bbox="1755 175 1885 248">Type</th> <th data-bbox="1885 175 2026 248">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	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, Kindergarten (K) through fifth (5th) grades, from August 2023 until May 2024.	1	\$17.00	5	6	38	Non-Certified w/ Degree	Original	\$19,380.00									
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, Kindergarten (K) through fifth (5th) grades, from August 2023 until May 2024.	2	\$15.00	5	6	38	Non-Certified	Original	\$34,200.00										
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 depth understanding of science standards at each grade level taught in the regularly-scheduled Science course, corresponding to each grade level.																	
Resource Teacher	Math Resource Teacher to provide support for students in Kindergarten (K) through fifth (5th) grades to implement rigorous standards-based instruction to increase student achievement.																	

Acct Description	Description							
Computer HW; cap	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>		
	Ergotron Zip40 Charging Cart		3	\$2,072.00	Original	\$6,216.00		
Paraprofessional	Elecia Reyna Infante - Paraprofessional to facilitate Reading/English Language Arts (R/ELA) and Mathematics push-in instructional support in both spoken English and Spanish for third (3rd) through fifth (5th) grade students who score within the lowest 25% of academic performance on diagnostic, summative and standardized assessments.							
Out-of-system Subs	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Type</b>	<b>Total</b>
	Substitutes	1	\$16.00	7	6.5	1	Original	\$728.00
Resource Teacher	Resource Teacher will provide push-in/pullout small group intervention support for students in Reading and Math for grades K-5.							
Supplies	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>	
	Highlighters (6 pack) (AVID)		200	\$3.22	Program Supplies	Original	\$644.00	
	Shipping		1	\$1.53	General Supplies	Original	\$1.53	
	Solar Yellow Cardstock		10	\$18.47	General Supplies	Original	\$184.70	
	Pulsar Pink Cardstock		20	\$18.47	General Supplies	Original	\$369.40	
	Green Folders (AVID)		300	\$2.29	Program Supplies	Original	\$687.00	
	Intensive Tier 3 Phonics Intervention (Level 3)		1	\$1,215.00	Instructional Materials	Original	\$1,215.00	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Sheet Protectors (100/200 pack) - AVID	20	\$7.03	Program Supplies	Original	\$140.60
	1 1/2" View Binder (AVID)	170	\$7.91	Program Supplies	Original	\$1,344.70
	White Cardstock	20	\$18.47	General Supplies	Original	\$369.40
	Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023	1	\$582.75	General Supplies	Original	\$582.75
	Galaxy Gold Cardstock	10	\$18.47	General Supplies	Original	\$184.70
	Benchmark Spanish Oral Reading Records Lvl's A-Z	21	\$539.00	Instructional Materials	Original	\$11,319.00
	Intensive Tier 3 Phonics Intervention (Level 1)	1	\$1,215.00	Instructional Materials	Original	\$1,215.00
	Cosmic Orange Cardstock	10	\$18.47	General Supplies	Original	\$184.70
	5 Tab Notebook Dividers (AVID)	200	\$1.97	Program Supplies	Original	\$394.00
	Lunar Blue Cardstock	10	\$18.47	General Supplies	Original	\$184.70
	Yellow Folders (AVID)	300	\$2.49	Program Supplies	Original	\$747.00
	Intensive Tier 3 Phonics Intervention (Level 2)	1	\$1,215.00	Instructional Materials	Original	\$1,215.00
	Headphones	102	\$3.71	Technology	Original	\$378.42

Acct Description	Description					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	#2 Pencils Pre sharpened (144)	80	\$34.81	General Supplies	Original	\$2,784.80
	Magic Erasers (12 pack)	40	\$5.47	General Supplies	Original	\$218.80
	Intensive Tier 3 Phonics Intervention (Level 4)	1	\$1,215.00	Instructional Materials	Original	\$1,215.00
	Blue Folders (AVID)	300	\$1.99	Program Supplies	Original	\$597.00
	Red Folders (AVID)	300	\$1.79	Program Supplies	Original	\$537.00
	Copy Paper	17	\$44.61	General Supplies	Original	\$758.37
	Light Green Cardstock	10	\$18.47	General Supplies	Original	\$184.70
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	IXL Learning Science - Students will use this program to supplement science instruction. Students in grades 3rd/4th will utilize for enrichment and remediation. 5th grade will utilize to practice for state science assessment.	1	\$11,471.00	Original	\$11,471.00	
	MyOnReader - Personalized digital library used to support reading comprehension (K-5) for enrichment and remediation. (site license - 1068 students)	1	\$11,270.00	Original	\$11,270.00	

## 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: \$8,601.32**

<b>Acct Description</b>	<b>Description</b>					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Pulsar Pink Paper	10	\$18.47	General Supplies	Original	\$184.70
	Backpack Spanish (K Round-up)	60	\$32.53	Instructional Materials	Original	\$1,951.80
	BIC Black Ink Pens (60 pack)	2	\$7.49	General Supplies	Original	\$14.98
	Solar Yellow Paper	10	\$18.47	General Supplies	Original	\$184.70
	Copy Paper	10	\$44.61	General Supplies	Original	\$446.10
	Communicator Folders (K-2)	600	\$1.55	General Supplies	Original	\$930.00
	BIC Blue Ink Pens (60 pack)	2	\$7.49	General Supplies	Original	\$14.98
	Draw & Write Journal (Lakeshore)	150	\$4.13	Instructional Materials	Original	\$619.50
	Backpack English (K Round-up)	60	\$29.89	Instructional Materials	Original	\$1,793.40
	Salmon Paper	10	\$18.47	General Supplies	Original	\$184.70
	Popper-mint Green Paper	10	\$18.47	General Supplies	Original	\$184.70
	Black Ink	4	\$73.67	Technology	Original	\$294.68
	My Sight-Word Journal (Lakeshore)	150	\$3.95	Instructional Materials	Original	\$592.50
Cyan Ink	4	\$84.99	Technology	Original	\$339.96	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Bright Orange Paper	10	\$18.47	General Supplies	Original	\$184.70
	Yellow Ink	4	\$84.99	Technology	Original	\$339.96
	Magenta Ink	4	\$84.99	Technology	Original	\$339.96

## 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: \$249,152.66**

Acct Description	Description								
Out-of-system PD Subs	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Teachers in grades K-5 will meet to collaborate and plan based on new B.E.S.T. standards for all content areas during the 1st and 2nd trimester. (October 2024, February 2024)	53	\$16.00	1	6.5	2	Non-Certified	Original	\$11,024.00
Coach	Math Coach to provide support for teachers of Math courses in Kindergarten (K) through fifth (5th) grades to implement rigorous standards-based instruction to increase student achievement.								

<b>Acct Description</b>	<b>Description</b>					
Single School Culture Coordinator	Single School Culture Coordinator to coordinate and lead PLCs; lead school based team; deliver PD to staff; analyze student assessment data to determine school PD needs and plans; build capacity of teachers through observing and coaching teachers, as well as modeling instruction.					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Yellow Ink	4	\$84.99	Technology	Original	\$339.96
	Black Ink	4	\$73.67	Technology	Original	\$294.68
	Magenta Ink	4	\$84.99	Technology	Original	\$339.96
	Cyan Ink	4	\$84.99	Technology	Original	\$339.96
	Copy Paper (case)	10	\$44.61	General Supplies	Original	\$446.10
Coach	Literacy Coach to 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.					

## 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	TOSA/SAC Chair
Chyllene Paley	Literacy Coach
Nadine Wooley	Single School Culture Coordinator
Heather Roberts	Parent
Sarah Loreda	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 invites 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 2023 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 FY24 to purchased supplies for our parent trainings and Kindergarten Round-up.

Name	Title
Diana Fernandez	Principal
Darlene Starling	Assistant Principal
Maureen Davis	Teacher on Special Assignment (TOSA)

## 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 Annual Meeting will be held on Tuesday, September 12, 2023 at 5:30 p.m. in the schools 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 sent home via student backpacks and posted on school website on or before September 6, 2023.

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 FY24 PFEP, and School Parent Compact, 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**

Let's Talk Data

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

Teachers will learn strategies and examples of how to communicate student data with parents. Teachers will have examples of how to communicate areas in need of improvement and areas students are meeting expectations.

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

Parents will be able to understand what terminology means when teachers are communicating data results and be able to support students with learning at home. For example, when explaining iReady placement as 562 parents will instead understand what grade level placement it corresponds to.

- **What will teachers submit as evidence of implementation?**

Parent Conference Form and/or Data Chat logs will document conversations to show that teachers shared the strategies learned to support parents in understanding their student's data. As a result, parents and teachers will work together to improve student learning.

- **Month of Training**

Monday, September 11, 2023

- **Responsible Person(s)**

Academic Coaches

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

Let's Talk Data Teachers will learn the importance of sharing academic results with parents and strategies on how to share student data results with parents.

## 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Caring Conversations: Connecting with Parents

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

Teachers will learn to increase and improve positive communication with parents using caring conversation strategies.

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

Teachers will be able to empower parents to establish and/or improve caring conversations and resiliency at home. This empowerment will result in positive communication at school and at home and which will benefit students emotionally and academically.

- What will teachers submit as evidence of implementation?

Communication logs and/or conference notes will show that parents and teachers are having those conversations to improve positive communication resulting in positive student outcomes emotionally and academically.

- Month of Training

Monday, December 4, 2023

- Responsible Person(s)

Adriana Restrepo ~ BHP

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

Caring Conversations: Connecting with Parents Teachers will learn how to better communicate with parents during parent/teachers conferences and phone calls with parents. This training will provide strategies and resources for teachers to utilize when connecting with parents.

## 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: Helping Parents to Monitor Student's Achievement

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

To support student learning at home, parents will be able to help students navigate the adaptive technology platforms. Parents can monitor student usage, lessons being completed, and support students with standards students are learning. Additionally, parents will be able to support students with remedial skills needed to advance academically.

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

Using a laptop or a chromebook, parent(s) will explore each adaptive platform as the presenters model the use and benefit of each platform.

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

Parental support with adaptive technology expectations will help increase student achievement. By extending the monitoring from school to home will ensure students are practicing and meeting program requirements.

- **Date of Training**

Wednesday, September 20, 2023 @ 5:30 p.m.

- **Responsible Person(s)**

Hector Arbelo, Susana Sanchez, Fatima Vidal, Matilde Kozain, Chyllene Paley, and Nadine Wooley

- **Resources and Materials**

Computer, pens, overhead projector, PowerPoint, microphone, and resource packets.

- Will use funds for refreshments as noted in SWP:

No

## 2. Reflection/Evaluation of Training #1

- Name of Training

Tech It Up Night: Helping Parents to Monitor Student's Achievement

## 3. Parent and Family Capacity Building Training #2

- Name of Training

Family Literacy Night

- 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 stations to learn strategies and best practices related to the BEST 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 25, 2024 @ 6:00PM

- Responsible Person(s)

Literacy committee

- Resources and Materials

Computer, pens, markers, copy paper, chart paper, overhead projector, microphone, and reading resource materials.

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

0

#### 4. Reflection/Evaluation of Training #2



- Name of Training

Family Literacy Night

### 5. Parent and Family Capacity Building Training #3

- Name of Training

Math and Science Night

- 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.

- **Date of Training**

Wednesday, November 29, 2023 @ 6:00 PM

- **Responsible Person(s)**

Math and Science Committee

- **Resources and Materials**

Computer, pens, markers, copy paper, chart paper, overhead projector, microphone, and math/science resource materials.

- **Will use funds for refreshments as noted in SWP:**

No

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

0

## 6. Reflection/Evaluation of Training #3

- **Name of Training**

Math and Science Night

# 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

- Frequency

Annually

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

- Name of Agency

The School on the Corner

- Describe how agency/organization supports families.

The School on the Corner is a nearby preschool that partners 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, newsletters, 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. 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. Also, accessible is a handicapped ramp, 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.

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

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

Photos documenting donations 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.

## 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 Learning & Life 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 Learning & Life 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, Trophy Incentives, 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. Social Emotional Learning has been integrated with SwPBS through Morning Meetings, Welcoming Rituals and or Optimistic Closures at all staff meetings and providing Adult Skills for Learning & Life 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 Learning & Life ? 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 ? Mentoring programs such as Big Brothers Big Sisters ? Classroom guidance, Individual and group counseling provided by Certified School Counselors and Behavior Health Professional (BHP) ? 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 BHP provide a curriculum to the entire school on Child Trafficking Prevention and Substance Abuse. Additionally, The school counselor is responsible for the coordination and dissemination of information on required Character Education instruction to the school site staff and coordination of the Character Education Student Recognition Program and as a school's primary contact for the District program.

## 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 SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally, She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture. 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. The team uses the Problem Solving Model to conduct all meetings. The Problem Solving Model is a four step method that begins with identifying the problem, analyzing the problem to find why the problem is occurring, making a plan for implementation, and finally evaluating the plan to see if the plan of action is working. The RtI decision rules are used to dictate graphed progress monitoring data to determine if there was a positive response, a questionable response, or a poor response. Based on data and discussion, the team identifies whether students are making positive progress, not making adequate progress, or having a poor response to intervention and are in need of additional academic and/or behavioral intervention support (Tier 3 ). Tier 2 students that have a positive response to intervention will continue to receive the intervention as-is. Then the team gradually fades intervention if the student continues to receive a positive response. In this case, the student is removed from intervention, but remains in SBT to be monitored. When a student receives an inadequate or poor response to intervention, the team returns to the Problem Solving Model. During this intensifying intervention process, the team decides if a student needs to increase intervention (Tier 3 ). Additionally, student factors and other barriers are considered to ensure the intervention is aligned with the student goal. During the intensifying intervention process, there are a variety of variables the team must consider in order to ensure increased intervention integrity. This includes: session time, session frequency, narrowing the focus, data-based individualization, the interventionist expertise, and the effectiveness of the intervention. A Tier 3 goal is set for sixteen weeks. During Tier 3 intervention, the interventionist continues to provide intervention and will now collect assessment data every five days. At Berkshire Elementary, the School Based Team certifies that the interventionists are receiving the necessary evidence based systems, professional development, and the intervention is implemented with fidelity. To ensure accountability, each case is assigned a case liaison to support the interventionist and the collection of progress monitoring reports for future meetings.

## 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).
- 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.
- Opportunities to extend learning time.
- 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 five 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 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 iii 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) - 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;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;

- Career and technical courses;
- 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: small group or whole class setting, and follow a rigorous scope and sequence. Starting last school year, all students in third grade had the opportunity to participate in AMP. By affording all third grade students this opportunity, it supports the school in closing the achievement gap. 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 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
- On-site school tours for new kindergarten families



- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- 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. A Kindergarten Round-up 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)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- 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. A confirmation email is sent to teachers once enrolled in the course. 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 in which data is analyzed and researched based strategies are identified 4. Benchmark, iReady, and iStation professional development supports class instruction and district requirements. 5. Technology PD is provided frequently to support teachers with instructional delivery 6. AVID PD is provided using WICOR strategies including scaffolding and rigorous instructional practices to ensure college and career readiness for students.

## 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

### Retention:

- Orientation
- Mentoring/Peer Teacher

- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- 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. However, 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 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 coaches, math coach, resource teachers, learning team facilitator, and administrators. In addition, the district offers an Educator Support Program (ESP) that is supervised by the assistant principal. The Educator Support Program requires that the assistant principal holds monthly 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 increase student achievement and 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.