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Title I Comprehensive Schoolwide Plan  
Berkshire Elementary (0601)

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## Title I Comprehensive Schoolwide Plan - Berkshire Elementary (0601)

#ELA	2017	2018	2019	2020	2021 (Expected Outcomes)
Gains	65	52	58	61	67
Lowest 25% Gains	53	34	57	51	67

**1. According to data, what are your top priorities? Include needs assessment statements.**

Based on current data and feedback from all grade levels and stakeholders via the Comprehensive Needs Assessment, our top priorities are to increase ELA learning gains across grade levels including subgroups. Another top priority is to increase learning gains for our low 25% population of students. Data shows that learning gains for ELA have increased minimally since 2017. Our highest learning gain percentage was from 52% (2017) to 58% (2018). Our lowest 25% gains have been inconsistent since 2017. Data shows that our highest low 25% gains was an increase of 23% from 2017 to 2018 but a decrease of 6% from 2018 to 2019.

**2. List the root causes for the needs assessment statements for your top priorities.**

After careful review it was determined that the gap in foundational skills and vocabulary development are root causes for a decrease in learning gains. In addition, professional development is needed for teachers to better support our Students with Disabilities (SWD) and English Language Learners (ELL) in order for students to show learning gains.

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

In order to achieve our FY20 outcome of 62% for learning gains, we will provide in school as well as District professional development in the areas of foundational skills such as phonics, phonological awareness' and vocabulary development. In addition, effective small group instruction and guided reading instruction to support students in achieving learning gains. Early detection will be a critical component in addressing our root cause. Early detection will provide students additional interventions to help decrease the learning gaps.

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

**Communication**

**Parent Training**

**Staff Training**  
(Related to Parent Engagement)

**Accessibility**  
(Accommodations for Parents  
with Special Needs)

Continue to incorporate the use of approved communication apps such as Remind, Class Dojo and SIS Gateway. In addition, schedule regular parent conferences.

Berkshire will provide additional parent training that will support parents at home. These trainings will include but may not be limited to ~ targeting foundational skills and vocabulary, grade level specific standards that address

~ How to effectively and consistently share data with parents  
~ Increase communication via parent conferences

Continue accessibility to Community Language Facilitators (CLFs) during meetings, flexible meeting times, and providing oral, written, and visual presentations.

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

**School**

**Students**

**Parents**

~ Include the use of AVID strategies during lessons

~ Implement AVID strategies when completing assignments  
~ Monitor progress on class assignments and computer programs such as iReady, Istation, Imagine Learning.

~ Monitor the use of AVID strategies at home  
~ Maintain open communication by responding to messages from the teacher/school

#Math	2017	2018	2019	2020	2021 (Expected Outcomes)
Gains	65	56	61	66	71
Lowest 25% Gains	56	45	46	53	61

1. According to data, what are your top priorities? Include needs assessment statements.

Based on current data and feedback from all grade levels and stakeholders via the Comprehensive Needs Assessment, our top priorities are to increase Math Learning Gains and Lowest 25% Gains across grade levels including subgroups. Data shows that math learning gains had a slight increase of 5% each year starting in 2017 to 2019. Lowest 25% Data shows an increase of 1% from 2017 to 2018 but a 7% increase from 2018 to 2019.

2. List the root causes for the needs assessment statements for your top priorities.

After careful review it was determined that student deficiencies in foundational math skills, math fluency and number sense are the root causes for the continuous lack of growth in learning gains and Lowest 25% gains.

3. Share possible solutions that address the root causes.

In order to achieve our FY20 outcomes of 66% proficiency in gains and 56% proficiency for Lowest 25% gains, we will increase classroom support via academic tutors and math coach, provide professional development and ensure that the protocols of number talks is being implemented effectively and with fidelity.

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

**Communication**

**Parent Training**

**Staff Training**  
(Related to Parent Engagement)

**Accessibility**  
(Accommodations for Parents with Special Needs)

~ Continue to incorporate the use of approved communication apps such as Remind, Class Dojo and SIS Gateway. In addition, schedule regular parent conferences.

Berkshire will provide additional parent training that will support parents at home. These trainings will include but may not be limited to ~ targeting math grade level specific standards, and how to monitor technology like SuccessMaker at

~ How to effectively and consistently share data with parents  
~ Increase communication via parent conferences

~ Continue accessibility to Community Language Facilitators (CLFs) during meetings, flexible meeting times, and providing oral, written, and visual presentations.

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

**School**

**Students**

**Parents**

~ Include the use of AVID strategies during lessons

~ Implement AVID strategies when completing assignments  
~ Monitor progress on class assignments and computer programs such as SuccessMaker

~ Monitor the use of AVID strategies at home  
~ Maintain open communication by responding to messages from the teacher/school

#Science	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	41	53	49	38	59

1. According to data, what are your top priorities? Include needs assessment statements.

Based on current data and feedback from all grade levels and stakeholders via the Comprehensive Needs Assessment, our top priorities are to increase student science proficiency. Data indicates the following areas in need of improvement due to a significant decrease proficiency; English Language Learners (ELL) decreased by 11.1% and white females decreased by 52.8%. These totals are comparing FSA 2019 to Winter Diagnostics 2020. Students With Disabilities (SWD) showed a slight increase of 3.68%.

2. List the root causes for the needs assessment statements for your top priorities.

A review of the current data showed that reading deficiencies and vocabulary development significantly impacts the learning of the science content. Also, teacher's knowledge of science standards and content delivery plays a role in science achievement.

3. Share possible solutions that address the root causes.

In order to achieve our FY20 outcome of 46% for learning gains, we will provide in school as well as District professional development, science tutorials, science based field trips, and teaching science standards with fidelity across grade levels.

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

**Communication**

**Parent Training**

**Staff Training**  
(Related to Parent Engagement)

**Accessibility**  
(Accommodations for Parents with Special Needs)

~ Continue to incorporate the use of approved communication apps such as Remind, Class Dojo and SIS Gateway. In addition, schedule regular parent conferences.

~ Berkshire will provide additional parent training that will support parents at home. These trainings will include but may not be limited to ~ targeting content vocabulary, grade level specific standards that address targeted areas in need of

~ How to effectively and consistently share data with parents  
~ Increase communication via parent conferences

~ Continue accessibility to Community Language Facilitators (CLFs) during meetings, flexible meeting times, and providing oral, written, and visual presentations.

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

**School**

**Students**

**Parents**

~ Include the use of AVID strategies during lessons

~ Implement AVID strategies when completing assignments  
~ Monitor progress on class assignments and Science projects

~ Monitor the use of AVID strategies at home  
~ Maintain open communication by responding to messages from the teacher/school

Action Step	Description	Budget Total:
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.		\$205,819.22
Acct Description	Description	
Single School Culture Coordinator	Single School Culture Coordinator will support schoolwide implementation of strong systems for academics, behavior, climate and culture to increase student achievement.	
Coach	Literacy Coach will provide support for teachers in grades K-5 to implement rigorous standards-based instruction to increase student achievement.	
Coach	Math Coach will provide support for teachers in grades K-5 to implement rigorous standards-based instruction to increase student achievement.	
Supplies	PD supplies - Ink for data reports for PLC's and PD - Colored ink - 25 @ 61.14 each = \$1,528.50, black ink 18 @ 46.51 = \$837.18	
Out-of-system PD Subs	24 PD subs for in-house PD trainings and collaboration / data review during the school day - 24 days of subs for \$87.04 per day; 12 PD subs for in-house vertical planning during the school day - 12 days of subs for \$87.04 per day	

Action Step	Description	Budget Total:
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.		\$5,863.34
Acct Description	Description	
Postage	Postage for parent letters of virtual students in reference to parent right to know about Title I teacher out of field	

Supplies	Student agendas for grades 1-4, 920 @ \$1.25 = \$1,150.00, Nicky folders for Kindergarten - 200 @ \$1.50 each = \$300.00, Ink for parent conference data reports and communication - Colored ink - 5 @ 61.14 each = \$305.70, black ink 6 @ 46.51 = \$279.06, Copy paper for parent communication - 5 cases at \$31.03 each = \$155.15, Bright colored paper - 50 reams @ \$8.99/ream = \$449.50, Kindergarten round up materials for 100 total students - sight word journals 10 - 10-packs @ \$34.03= \$340.30, read to your bunny books 50 Spanish @ \$2.99 and 50 English @ \$2.99 = \$299, Kindergarten round up materials for 100 total students - alphabet adventure 100 @ \$5.21 = \$521, my first touch and feel word book 10 - 10 packs @ \$36.79= \$367.90 ,Kindergarten round up materials for 100 total students - draw and write journal 100 @ \$3.49 = \$349
Out-of-system Subs for Parent Conferences	Parent Conferencing - Subs for parent engagement will provide opportunities for teachers to meetin with parents to share data and student progress during school hours (15 days of subs for \$87.04 per day = \$1,305.60)

<b>Action Step</b>	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.	<b>Budget Total:</b> \$197,180.06
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<b>Acct Description</b>	<b>Description</b>
Resource Teacher	Literacy Resource Teacher will provide intensive ELA interventions (lowest 25%) students in grades 3-5 through a push-in and/or pull-out model of support
Resource Teacher	Science Resource Teacher will provide hands-on science experiences through science lab on the wheel for students in grades K-5 to ensure science standards at each grade level are taught.
Paraprofessional	Paraprofessional will support students through small group instruction through a push-in model of support for low 25% students in grades 3-5 in ELA and Math (English and Spanish).
Tutorial	Certified tutors will provide after school small group support in all content support in grades 3-5. (Late January - March) 18 teachers, 2 hours per a week for 5.5 weeks, \$25.00 per hour =\$4,950 plus 15 hours for lead tutor = \$375
Online subscription	KAMI on-line subscription to provide essential tools to create an engaging and collaborative learning environment through digital pen and paper to allow annotations on ebooks, pdfs, worksheets and more. This integrates with Google classroom.
Supplies	Supplies to support classroom instruction: Benchmark Advance Grade 4 - 1-Year Core Package - National Edition (plus digital) Includes: all print and digital materials for Whole Group, Student practice, Small Group and Assessment books for 1 year and 1 year consumables (30 copies each of 10 titles) in Whole Group - Unit cost 2 @ \$3,500 plus shipping \$401.00 = \$7401, Copy paper - 60 cases at \$31.03 = \$1,861.80, Colored copy paper = 53 @ \$3.95 per ream = \$209.35, Dry-erase markers - 50 @ \$5.79 = \$289.50, Highlighters - 50 - 12 packs @ \$5.77 each = \$288.50, Pencils - 50 - 24 packs @ \$1.61 = \$80.50, Pens- 50 - 12 packs @ \$ 0.64 each = \$32.00, AVID program - 2 inch binders - 600 @ \$4.31 = \$2,586.00, Dividers - 600 @ \$1.42 = \$852.00, 10 - 100 packs of sheet protectors @ \$7.44 each = \$74.40 , File folders - 50 - 100 packs @ \$5.08 = \$254.00, post-its - 25 @ \$9.50 per pack = \$237.50 and 25 @ \$ 4.28 per pack = \$107.00, Composition notebooks - 200 packs @ \$6.60 = \$1,320.00, Toner - 3 @ \$183.27 each = \$549.81, Magic rub erasers - 12 packs - 50 @ \$4.35 = \$217.50
Out-of-system Tutors (Long Term)	2 Out-of-system non-certified tutors @ \$15.00/hour, 6 hours per days, 174 days, start date is August 19 to May 28 tentative. One tutor will serve grades 1-5 in ELA and Math and the other tutor will support grades 3-5 in both ELA and Math to provide small group instructional during rotations.
Out-of-system Subs	Subs for Science Resource Teacher on wheel - 7 days @ \$87.04 per day is \$609.25



# 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.

Mission Statement
Berkshire's mission 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.)

1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.	
Name	Title
Diana Perez	Principal
Darlene Starling	Assistant Principal
Rachel Bellerice	TOSA/SAC Chair
Maureen Davis	SAC Co-Chair
Chyllene Paley	Literacy Coach
Marisol Velasquez	Parent
Maria Patino	Parent
Tom Mulligan	Business Partner

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

SAC meetings are used to determine SAC members. School host stakeholder meeting and invites interested individuals to join SAC. School administrators are key stakeholders of the school. Our 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 plan by providing input at SAC & Parent input meetings, participating in District surveys and discussions. SAC meetings are held on the first Wednesday of each month at 5:30 p.m.

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

During the stakeholder meeting in March, input was received from all stakeholders. Parents wanted AVID training added this year to support them in implementing these strategies at home as well as technology training to be able to support their child at home and to monitor 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. The majority of Title 1

**5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.**

<b>Name</b>	<b>Title</b>
Darlene Starling	Assistant Principal
Rachel Bellerice	Teacher on Special Assignment (TOSA)
Type in the name of member/stakeholder	Type in the title of member/stakeholder

# Annual 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.

Brief Narrative
<b>1. What is the actual date, time and location of the Annual Meeting?</b>
October 14, 2020 at 6:00 p.m. via Google Meet/ viewing of the prerecorded message Post on school website on or before October 23, 2020.
<b>2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).</b>
All stakeholders will be notified of the Annual Meeting via marquee, Parent Link (call, email, and/or text message), invitation, school website, newsletter, and posted on Google Classroom Stream.
<b>3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.</b>
The following materials/supplies will be needed for the Annual Meeting: District Title I Vodcast or PowerPoint, school documents, computer, Google Meet application.

# 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.

## Staff Training for Parent and Family Engagement #1 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Providing Parent	Teachers will use research based resources to conduct effect parent conferences via Google	Teachers will be able to extend an invitation to parents to become an	Teachers will provide a copy of the conference notes as evidence	November	Darlene Starling

## Staff Training for Parent and Family Engagement #2 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Building Relationshi	Teachers will learn to build positive relationships with parents using the SEL framework and	Teachers will be able to extend and build positive relationships with parents	Communication logs and/or conference notes.	January	Rachel Bellerice,

# Evaluation of Staff Training

Using your staff training evaluations and feedback from faculty and staff trainings, evaluate how the trainings provided during the school year educated faculty and staff on the value of engaging families and on the strategies designed to equip families to support learning at home.

Reflection/Evaluation of Training #1 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
Providing Parent Conferences via Google Meets	N/A	N/A	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? N/A	N/A	N/A

Reflection/Evaluation of Training #2 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result Of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements ould be made and what steps will you implement to make the raining more effective?
Building Relationships with Parents (SEL)	N/A	N/A	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? N/A	N/A	N/A

# 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.

## Parent and Family Capacity Building Training #1 (PFEPStep6)

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP:
							<input type="radio"/> Yes <input checked="" type="radio"/> No
							Amount
							\$0.00
Dual Language Night: Building Biliteracy	Parents will be able to support students with building their bi literacy skills. Supporting students with cognates and vocabulary development, using textbook resources in both languages and navigating district portal applications for homework support.	Parents will be presented with district portal applications to explore when homework support is needed in both languages, how to use everyday words	Students at Berkshire will continue to have academic and language support while learning grade level content. By increasing student vocabulary, students will be able to improve	September 10, 2020	Matilde Kozain, Fatima Vidal, and Chyllene Paley	Computer, Google Meet Application, Google Slides,	

## Parent and Family Capacity Building Training #2 (PFEPStep6)

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP:
							<input type="radio"/> Yes <input checked="" type="radio"/> No
							Amount
							\$0.00
Tech it Up: Utilizing Technology to Enhance 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.	Via Google Meet parents will explore each adaptive platform as the presenters models the use of it.	Parental support with adaptive technology expectations will help increase student achievement. Extending the monitoring from school to home will ensure students are	October 28, 2020	Marisol Velasquez, Hector Arbelo, Matilde Kozain, Fatima Vidal,	Computer, Google Meet application	

## Parent and Family Capacity Building Training #3 (PFEPStep6)

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
AVID at Home a Parents Guide	Parents will learn how to extend organizational strategies taught in school at home.	Via Google Meet parents will explore the binder and folder system strategy system of organization.	These strategies will be used to increase student success as they continue to advance in their educational journey. Student will be able to function more effectively during class instruction	November 18, 2020	Chyllene Paley and the AVID Team	Computer, AVID Binder and Folder and Google Slides	



# Evaluation of Parent Training

Using your parent and family training analysis or reflections, evaluations, and other input, evaluate how the parent and family trainings provided during the school year built the capacity of parent and families to help their children learn at home.

## Reflection/Evaluation of Training #1 (PFEPStep7)

Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
Dual Language Night: Building Biliteracy	NA	Parents were able to explore iStation platform, district	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? NA	The Dual Language coaches provided detailed evidence on the impact of students building biliteracy skills. Parents shared their personal experiences about their child in the dual language program.	NA

## Reflection/Evaluation of Training #2 (PFEPStep7)

Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
Tech it Up: Utilizing Technology to Enhance Student Learning	NA	NA	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? NA	NA	NA

## Reflection/Evaluation of Training #3 (PFEPStep7)

Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?

Name of Training	Number of Participants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
AVID at Home a Parents Guide	NA	NA	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? NA	NA	NA

## 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.

### Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Rotary Club	The Rotary Clubs partners with Berkshire to improve student achievement and support families. They provide dictionaries to our third	Partnership agreement, Thank letters	Annually

### Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Multicultural Department	The District Multicultural Department provides information and resources to students, parents, and teachers to ensure equitable opportunities	Translated documents, Resources on Blender, i-Station, Benchmark Advance/Adelante	As needed

### Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
The School on the Corner	The School on the Corner is a nearby preschool that partners with Berkshire staff to provide information and materials to distribute to their	Documentation ~ Kindergarten Round-up, Flyers, Educational resources for families	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.

<b>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.</b>	<b>List evidence that you will upload based on your description.</b>
The school will provide families with timely information about Title I programs by using flyers, newsletters, Gateway, parent link, marquee, school website; announced during School Advisory Council.	Agendas, sign-in sheets, and Robo calls, flyers, etc.
<b>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</b>	<b>List evidence that you will upload based on your description.</b>
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 report cards send home.	Conference notes, signature on report cards, communication log
<b>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</b>	<b>List evidence that you will upload based on your description.</b>
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 report cards send home.	Conference notes, signature on report cards, communication log
<b>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</b>	<b>List evidence that you will upload based on your description.</b>
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, Gateway, parent link, marquee, school website; announced during School Advisory Council. In addition, notes will be sent home inviting parents to IEP and LEP meetings.	Robo calls scripts, copy of flyers, newsletters, etc
<b>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</b>	<b>List evidence that you will upload based on your description.</b>
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.	Robo calls scripts, copy of flyers, newsletters, etc

# 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	List evidence that you will upload based on your description.	File Attachments
<p>Berkshire Elementary Community Language Facilitators (CLFs) work with students, families, and staff to facilitate and enhance communication and 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</p>	<p>Translated documents</p>	
<p><b>2. Parents and families with disabilities</b></p> <p>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 as well as handicapped parking located in the front of Berkshire Elementary. If necessary,</p>	<p>Resource documents</p>	
<p><b>3. Families engaged in migratory work</b></p> <p>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</p>	<p>Documents from the Migrant Department when provided</p>	
<p><b>4. Families experiencing homelessness</b></p> <p>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</p>	<p>Photos documenting donations and supplies</p>	

# Other Activities

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.

## Activity #1

Name of Activity	Brief Description
Parent University	Parent University provides training and resources to support families in improving student achievement, attendance and behavior.

## Activity #2

Name of Activity	Brief Description
Hispanic Heritage	Hispanic Heritage Night promotes cultural awareness. Students and parents actively engage in sharing their cultural traditions through music, dance, poetry, etc.

## Activity #3

Name of Activity	Brief Description
Black History Program	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

# Building Students' 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.

Our school implements the School-wide Positive Behavior Support System where students are encouraged to follow positive routines and procedures. Our students are taught and re-taught the expectations of being positive, responsible students who are safe and willing to learn. Our school has school counselors who provide various models of counseling support, which include: individual, small group, and grade level rotations. Counselors focus on students' needs on topics including: anxiety, divorce, parent loss, self-esteem, bullying, decision making, etc. Our counselors also support family needs as well through home visits and connections to community resources. - Support may include but is not limited to: 1. Mentoring programs such as Big Brothers Big Sisters 2. Two night Parent Involvement Fair connecting families to agencies such as Center for Child Counseling, 211, Boys Town, and HEART 3. Classroom guidance, Individual and group counseling provided by certified school counselors. 4. Coordination of services with community agencies. Additionally, classroom teachers provide SEL morning meetings daily. Students are encouraged to actively participate and share during these meetings. Our school integrates Single School Culture by sharing our Universal Guidelines for success. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SWPBS programs. During preschool and monthly faculty meetings, teachers are provided with specific practices that will be incorporated via Berkshire's SWPBS Universal Guidelines. Teachers and staff are expected to continue to model and teach specific expectations as outlined in Berkshire's SWPBS Universal Guidelines. Students demonstrating these expectations will be recognized with Berkie bucks, student recognition and small tokens. Teachers will utilize teaching videos to encourage and support positive behaviors. Involve non-instructional staff including office staff, bus drivers, 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.

# 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.

Berkshire Elementary follows the tiered model delivery of instruction (core, supplemental, and intensive). Within this tiered delivery of instruction, the following steps are taken: The School Based Leadership Team (SBT) or Response to Intervention (RtI) meets on a frequent basis to review and discuss universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. After determining that effective Core Instruction (Tier 1) is in place, the team identifies students who are not meeting identified academic targets. The identified students are offered supplemental interventions (Tier 2 - additional 30 minutes) and monitored over time. Those who continue to not make adequate progress are referred to the problem solving team or SBT. The SBT uses the Problem Solving Model to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support, which are supplemental or intensive (Tier 3 - additional 30-45 minutes of pull-out interventions). An intervention plan is developed (PBCSD Form 2284) which identifies a students' specific areas of deficiencies and appropriate research-based intervention to address these deficiencies. The team ensures that necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher, guidance counselor) and this individual reports on all data collected at 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)].*

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 in the second 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 TeamWorkUSA), Computer Coding Club (Robotics), Science Club, SECME, Physical Education, Media, Guidance, and dance, chorus. . We also have a partnership with the Norton Museum where students infuse art into the core curriculum. By implementing the third Pillar, students collaborate in a student-centered, personalized environment. • Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. • Students 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 Language Arts Florida Standards (LAFS). The results of the above mentioned data analysis and assessments are utilized to drive literacy instruction aligned with the district's 5-year goal of increasing student reading proficiency on grade level by 3rd grade. Berkshire also ensures successful implementation of the following to assist with increasing student proficiency: - Utilizing a Balanced Literacy Approach including mini lessons, whole group, small group, and independent reading - Implement Double Down in ELA classrooms - Utilizing iReady with fidelity for Math and Reading - Establish and maintain a schedule that provides an uninterrupted 90-120 minute ELA block - Providing iii instruction during the day as well as daily after school tutorials and Saturday tutorials - Providing resources to support instruction (classroom libraries, leveled books for small group instruction, texts to support units of study) - Providing Project based learning opportunities in select classes - Administering assessments which measures 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.

As a Dual Language school, where students learn Spanish or English, not only is it preparing the students to be bi-literate and bi-cultural but it is also preparing them to be ready for the workforce. Students have opportunities to qualify for the advanced mathematics program (AMP). This program is designed for students that are performing above grade level, and would receive instruction on additional standards that belong to the next grade level. Students are taught in a small group setting, and follow a rigorous scope and sequence. Assessments are based on the standards the students are being taught. A SECME club is offered afterschool. Students meet to engage in high interest STEM activities, and are motivated and mentored to pursue STEM programs in the future. Students are also involved in a Leadership Club that is sponsored by TeamworkUSA. Students have the opportunity to complete community projects and be ambassadors for the school. The guidance counselors are on the wheel and see students on a nine day rotation.

# Transition from Early Childhood Education Programs 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
- Kindergarten Round- up
- Pre - K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On - site school tours for new kindergarten families
- Early school year start / summer program for incoming Kindergarteners
- 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

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 also 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 also receive additional educational materials. Berkshire also offers one Pre-K unit and instruction is delivered by a certified teacher on a full time basis.

# 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

Differentiated instruction is a proven method to reduce the achievement gap and increase student achievement. This aligns with our long-term school and district goal of having 75% of our third graders reading on grade level. 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 2. Grade level PLC meetings in which data is analyzed and researched based strategies are identified 3. Virtual math and reading PD facilitated by the math coach and reading coach 4. iReady professional development supports class instruction and district requirements

# 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
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring / Peer Teacher
- 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

Teachers are recruited by using the district Human Resources department, emails from the HR contact, Principal contacts teacher personally, school website with school information, and by attending job fairs. The new teacher mentoring program is supervised by the assistant principal. The assistant principal will conduct monthly meetings with new teachers. The assistant principal follows the district Educator Support Program (ESP) guidelines. Each new teacher is provided with a mentor (clinical educator) and a 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. Instructional staff members are also supported by the instructional coaches and the Positive Behavior Support (PBS) team. Our Retention Program includes: 1. Teachers include 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 perspective employees. 5. The assistant principal will encourage teachers to become leaders through clinical education courses. 6. The school is not extended day school but offers extended day, and Saturday tutorial for 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, Band 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.

