

The School District of Palm Beach County

# Berkshire Elementary School



2015-16 School Improvement Plan

## Berkshire Elementary School

1060 KIRK RD, West Palm Beach, FL 33406

[www.edline.net/pages/berkshire\\_elementary\\_school](http://www.edline.net/pages/berkshire_elementary_school)

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	85%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	89%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	B*	B	B	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Berkshire Elementary's mission is to develop young healthy minds in an ever changing global economy with 21st century skills by providing a nurturing, diverse, and inclusive community, where all stakeholders are valued.

Español

La misión de la escuela primaria Berkshire es desarrollar a los jóvenes en una economía global cambiante con las habilidades del siglo 21 proporcionando una comunidad preocupada por el bienestar, diversidad e inclusión donde todos son valorados.

##### Provide the school's vision statement

Berkshire Elementary School is committed to providing a healthy, holistic, creative, diverse, supportive educational experience. Empowering each student to reach his/ her highest potential with an innovative staff committed to continual professional and personal growth to ensure maximum student success in knowledge, technology, skills, ethics, and character required for responsible citizenship and productive fulfilled lives.

Español

La escuela primaria Berkshire esta comprometida a proporcionar una experiencia educativa sana, integral, creativa, diversa y solidaria a cada estudiante para alcanzar su máximo potencial con un personal continuo, para garantizar el máximo editor de los estudiantes en sus conocimientos, la tecnología, sus destrezas, la ética y el carácter necesario para ser ciudadanos responsables y productivos en sus vidas plenas.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S. B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- \* History of Holocaust
- \* History of Africans and African Americans
- \* Hispanic Contributions
- \* Women's Contributions
- \* Sacrifices of Veteran

World's Fair, Multicultural Night

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

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. Daily supervision is provided during the day by Berkshire's staff. Student's are monitored on and around the campus as well as in the community. In addition, stakeholders are informed of our bullying procedures including how to report bullying through the bullying hotline or reporting box. Bullying reports are investigated and addressed in a timely manner by School Counselors and Administration. Berkshire encourages and incorporates the support of all stakeholders to provide a safe learning environment. SAC meetings, Parent Compact, Parental Involvement Plan (PIP), and parent surveys allows stakeholders a vehicle to provide information and feedback. The overall safety and climate of the school will continue to be monitored through the School Advisory Committee (SAC) and PBS Team.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Our school implements a School-wide Positive Behavior Support System. With this system, students are encouraged to follow our positive behavior guidelines which are to be safe, positive, responsible, and willing learners. Our school wide behavioral system consists of the following:

- \* Students are taught via video and student/teacher interaction the expectations in the classroom as well as throughout the school environment. These lessons starts the first day of school. Reteaching of behavioral expectations are reinforced throughout the school year as needed.
- \* Staff receives training during preschool faculty meetings. Training's are also provided throughout the year. Teachers having difficulty implementing PBS are supported by team leaders, behavior support cohort, and administration.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

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-wide behavior system consists of:

"First two weeks of school" calendar where students are taught the expectations in the classroom and in all common areas through PowerPoint presentations, as well as, video and teacher/student role-play. These expectations are retaught and reinforced throughout the school year

- Staff receives training during pre-school and throughout the year.
- Teachers who need additional support implementing PBS are supported by PBS team, team leaders and administration.
- Both long and short term positive reinforcer/incentive program have been implemented school-wide

Describe how the school ensures emotional needs.....

- 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, HEART etc.
  3. Individual and group counseling provided by certified school counselors.

Whiz Kids (grant) targets students with early warning signs. The program is free to students and facilitated by Berkshire staff. Project based learning and enrichment are implemented through this program.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Students with excessive absences are flagged by the attendance clerk and their names are given to the school counselor. The counselor communicates with parents in an attempt to correct the problem. Outside agencies are recommended as needed.

A check in system and/or mentor will be provided for students who have been suspended. The SBT will develop a behavior plan for any child who is continuing to struggle with adhering to school expectations. All level 1 students receive immediate intensive intervention and are monitored by the classroom teacher, administration, and the school based team process.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	22	38	36	27	26	22	171
One or more suspensions	1	6	0	4	9	6	26
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	52	49	38	139

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	10	17	16	56	53	31	183

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Berkshire provides several intervention strategies to improve the academic performance of students. Level 1 students as well as students close to proficiency will be targeted for daily and weekly after school tutorial. Teachers will utilize LLI materials both during the day and in tutorials to provide a structured and intense learning experience for students. Students will be tracked and closely monitored. Additionally, interventions are implemented through SAI, RTI interventionist, and small group instruction. Attendance is monitored by school counselors and attendance clerks.. Students in grades K-5 are provided various opportunities to utilize interactive technology such as mini iPads to enhance instruction, Imagine Learning, TenMarks, iStation, and Achieve 3000. Whiz Kids (grant) targets students with early warning signs. The program is free to students and facilitated by Berkshire staff. Project based learning and enrichment are implemented through this program.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/196666>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Berkshire stakeholders are aware that open communication is key in building and sustaining partnerships. Stakeholders are provided information and resources through various communication systems including but not limited to;

- Edline and Email System
- ParentLink (call out system)
- School Marquee
- A School Twitter Account
- Student Agendas
- Newsletter
- School Fliers
- Parent Conferences

Parent University is a powerful on-going training to provide support to parents in addressing barriers and key issues to better support their child. Parents have an opportunity to meet teachers and administration during Opening House, curriculum nights, Parent Fairs, Multi-cultural Fair, etc.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
PEREZ, DIANA	Principal
STARLING, DARLENE	Assistant Principal
LUDWIG, PATTY	Other
STEPHENS, LORI	Instructional Coach
NORVELL, LAUREN	Teacher, ESE
MASTRAPA, ORLANDO	Administrative Support
SANCHEZ, SUSANA	Instructional Coach
FIGUEROA, SOLYMAR	Administrative Support
KOZAIN, MATILDE	Instructional Coach
LINDER, KIMBERLY	Guidance Counselor
vidal, fatima	Instructional Coach

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The leadership team is comprised of the following team members: Administration: Principal, Assistant Principal, SBT leader/ RTI Facilitator/ESE Contact, General Education Teacher, School Counselor, Reading Coaches, and Math Coach. The primary responsibility of this leadership team is to ensure the integration of academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying levels.

Administration: Administration oversees the entire RTI process at the school. They guide the team in the use of resources and allocations to ensure quality implementation of the interventions used. They supervise the fidelity of the implementations.

Instructional Coaches: The Instructional Coaches actively participates in the SBT/RTI meetings. The Instructional Coaches will collaborate with general education and special education teachers to create goals and interventions for individual students. The Instructional Coaches will provide guidance and resources in the area of literacy behaviors, mathematics and curriculum.

RTI Facilitator/ SBT Leader: The RTI facilitator position will assist the principal in overseeing the entire RTI process at the school. The RTI facilitator and other members of the team will provide professional development to the staff and parents in reference to the overall MTSS process, effective interventions, using Aimsweb and CBM's to progress monitor the effectiveness of the interventions and graphing and analyzing student data and current instructional practices used at the school. The members of the team will also case manage and provide interventions for students in Tier III.

The ESE Contact: The ESE contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESE contact will also collaborate with general education and special education teachers to create goals and interventions for individual students. The ESE contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

The ESOL Contact: The ESOL contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESOL contact will also collaborate with general education and ESOL teachers to create goals and interventions for individual students. The ESOL contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

The School Counselor: The school counselor will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. She

will also be responsible for tracking school based team referrals. The school counselor will also provide social and behavioral interventions and track and monitor their progress. The school counselor will also provide ongoing professional development in PBIS and meet with individual teachers to help create appropriate interventions for individual students.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Berkshire Elementary school data-based problem solving process begins with the MTSS school leadership team. The leadership team is comprised of the following team members: Principal, Assistant Principal, SBT leader, RTI Facilitator, ESE Contact, General Education Teacher, School Counselor, and Instructional Coaches. The primary responsibility of this leadership team is to ensure the integration of academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying levels. Berkshire Elementary follows the tiered model delivery of instruction (core, supplemental, and intensive). Within this tiered delivery of instruction, the following steps are taken:

1- The Core Curriculum is evaluated and academic targets are set  
2-The team identifies students who need supplemental assistance and an intervention plan is created through the Response to Intervention (RTI) program. The plan identifies specific deficiencies and appropriate research based interventions to address these deficiencies.

3-Resources are allocated in direct proportion to student needs. Three tiers are used to describe the level and intensity of the instruction/interventions provided across a continuum. This is done through small groups, individual instruction, iii, intensive classes, tutoring, or additional support structures. The leadership team meets weekly in LTM, SBT or SWPBS meetings, to review universal screening data, diagnostic data, progress monitoring data, and to review the SIP structures. Based on the information obtained, professional development opportunities are created to reflect the data driven decisions. The MTSS team uses the 4-step problem solving model to conduct all meetings. This problem solving model provides the structure to identify, develop, implement and evaluate strategies to accelerate performance of all students.

Step 1: Define in measurable terms, the goal to be attained (what do we want students/teacher/ system to know and be able to do).

Step 2: Identify the possible reasons why the desired goal(s) is not being met.

Step 3: Develop and implement a well-supported plan involving research based strategies to attain the goal (s) based on the analyzed data.

Step 4: Evaluate the effectiveness of the plan in relation to the set goal

The application of the problem solving cycle across three tiers is an essential component of the RTI process. The effectiveness of each tier of instruction must be monitored to ensure strength of the entire process. The problem solving process is self-correcting, and ongoing within all levels. If necessary, it recycles in order to achieve the best outcomes for all students. The MTSS/RTI team monitors the fidelity of the SIP and MTSS process. Data collected on a regular basis is used weekly by the team to monitor the core, supplemental, and intensive systems. Other behavior data is also used to monitor the fidelity of the schools overall plan. Classroom walkthroughs by administration are conducted daily to monitor the fidelity aspect of MTSS and the SIP. When the team meets this data is used to make adjustments to the SIP or professional development components. The information is also shared with the School Advisory Committee before changes are made to the SIP.

Title 1 Part A funds are utilized to fund reading coach, math coach, and a resource position. These positions will be utilized to coach and mentor staff and to provide student support in reading and mathematics. Funding also supports parent involvement activities and training, Professional development materials are purchased with Title 1 as well as the after school tutorial program.

Title 1, Part C Migrant: Migrant liaison provides services and support to parents. She coordinates with

Title 1 and other programs to ensure student needs are met.

Title 1, Part D: District receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Drop-Out Prevention programs.

Title II: District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI): SAI funds will be used to remediate Level 1 and Level 2 students in grades 3-4.

Violence Prevention Programs: The school offers a non-violence and anti-drug program through school counselors. District-wide implementation of Single School Culture as well as appreciation of Multicultural Diversity.

The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SWPBS. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SWPBS programs.

Nutrition Programs: School Food Service provides free breakfast for all students at Berkshire Elementary.

Housing Programs: N/A

Head Start: N/A

Adult Education Career and Technical Education: N/A

Job Training: N/A

Other; Berkshire Elementary has a partnership with The Rotary Club of West Palm Beach, FL. The Rotary club provides third grade students with dictionaries and the school with a donation of \$1000.00.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Diana Pérez	Principal
Solymar Figueroa	Teacher
Almendra de Leon Villa	Teacher
Lisa Thrash	Parent
Maria Furlong	Education Support Employee
Maria Patino	Parent
Saul Perez	Parent
Deslee Francis-Grant	Parent
Debbie Rosser	Teacher
Ray Sultzer	Business/Community
Natalie M. Lue Chung	Parent
Vivian Olivo	Parent
Maria Nuñez	Teacher
Orlando Mastrapa	Teacher
Nichole Vaughan	Parent

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The evaluation of last year's school improvement plan is conducted via the School Advisory Council. During the analyzing process, administration shares school data and how the school improvement strategies supported and/or impacted that data. At the conclusion of the analysis, new school improvement goals are formulated for the new year.

*Development of this school improvement plan*

The SAC meets monthly to review student data. SAC members have an opportunity to review and offer suggestions for improvement based on student proficiency, the needs of the students, and Berkshire as a whole. The Title I program requirements and budget are also reviewed by SAC. As updates and revisions are made to the SIP, the SIP Committee presents the new revisions to SAC for feedback and approval.

*Preparation of the school's annual budget and plan*

Based on the SIP Committee and SAC input in developing the SIP, the budget is formulated to support the successful implementation of the goals and strategies outlined in the plan. SAC Members must approve all budget items, programs, etc.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

Last year, school improvement funds were received late in the year. Last year, the SAC members voted on and approved the utilization of these funds for the purchase of iPads.

\*\*pending the amount \$\$\$\*\*

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
PEREZ, DIANA	Principal
STARLING, DARLENE	Assistant Principal
STEPHENS, LORI	Instructional Coach
LUDWIG, PATTY	Other
NORVELL, LAUREN	Other
KOZAIN, MATILDE	Teacher, K-12
vidal, fatima	Instructional Coach

**Duties**

***Describe how the LLT promotes literacy within the school***

Berkshire's Literacy is promoted via the Berkie Cohort. The Berkie Cohort includes a literacy leader from each grade level, reading coaches, a representative from ESOL and ESE, and administration. The cohort analyzes literacy data to identify strengths and weaknesses in literacy. Goals are established for areas of weakness and a plan of action is developed. The cohort meets monthly to review and evaluate the progress of goal attainment.

The Berkie Cohort promotes literacy in the following manner:

- 1.Targets lowest 25% ensuring professional development on the use of interventions that match student deficits
- 2.Increase vocabulary development for students across all disciplines.
- 3.Oversee the progress of building and leveling classroom libraries to ensure that students have a variety of books to choose from that match their text levels and interests.
- 4.Planning a comprehensive Family Literacy Night.
- 5.Overseeing the implementation of Readers Workshop in grades K-5.

The cohort also reviews and evaluates the implementation of the district literacy initiatives. The cohort will collaborate to identify ways to ensure the initiatives are implemented with fidelity at Berkshire.

**Public and Collaborative Teaching**

*The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).*

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Positive working relationships between teachers are encouraged throughout the year. Learning Team Meetings and grade level planning allows collaboration opportunities and team building. Learning meetings occur bi-weekly by grade level. Research-based protocols are utilized to maintain focus on students' academic needs. Instruction is modified based on the needs of students.

**ESE/BPIE**

General and special education staff will use regularly scheduled time, Learning Team Meetings and Grade Level Common Plannings to collaborate and plan lessons and assessments for all students. Schedules and instructional plans are monitored regularly by school administrators. Student improvement is monitored and instruction is modified as needed based on decisions made



through  
collaboration.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. The assistant principal will conduct monthly meetings with new teachers. The new 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 a clinical educator certified mentor, a buddy within their grade level, and administration. All other new teachers will be paired with a buddy.
3. 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.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The mentoring program is supervised by the assistant principal. 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.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Berkshire utilizes district resources such as Blender, Performance Matters, and research based instructional programs and materials that are supported and adopted by the district. Instructional Rounds will be used to foster collaboration and provide feedback before, during and after classroom visits is a critical component to assist in evaluating the effectiveness of aligning instruction to Florida standards. Additionally, Learning Team Meetings provides opportunities for grade levels to review standards, deepen and revise their understanding of the Florida standards, and brainstorm available resources to support alignment.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The Berkie Cohort and Leadership Team meets regularly to collaborate and make decisions regarding the literacy instruction at Berkshire. Grade level meetings, LTMs, and RTI 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.

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
- Establish and maintain a schedule that provides an uninterrupted 90 minute reading block
- Establish and maintain a schedule that provides an uninterrupted 30-60 minute writing block
- Providing iii instruction during the day as well as daily after school tutorials
- Providing resources to support instruction (classroom libraries, leveled books for small group instruction, texts to support units of study)
- Administering assessments which measures instructed standards
- Participating in Webinars to support the decision making process

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 6,000

Select second third, fourth and fifth grade students will receive weekly extended day tutorials

**Strategy Rationale**

The extra small group instruction via extended day tutorials will assist in closing the learning gap.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

STARLING, DARLENE, darlene.starling@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Formative and summative assessments, Diagnostics, and RRR

**Strategy:** Summer Program

**Minutes added to school year:** 2,700

Summer tutorial for K-2 students performing below grade level

**Strategy Rationale**

The extra instruction via summer tutorials in K-2 will assist in closing the learning gap.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

MASTRAPA, ORLANDO, orlando.mastrapa@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Formative and summative assessments and Lesson Plans.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

At Berkshire Elementary School, a staggered start will be utilized for kindergarten. During the first week of school, only a third of the kindergarten students will report to school on a given day according to his/her last name. This will help to provide students with a smooth transition into kindergarten. All incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instruction/intervention programs. All students are assessed with a Broad Screen/Progress Monitoring Tool consisting of Letter Sounds, Phonemic Awareness and Word Reading. Specifically, the Florida Assessments for Instruction in Reading (FAIR) will be used to assess basic academic skill development and academic school readiness of incoming students. FAIR is a comprehensive set of reading assessments to support teachers and student learning. They focus on assessment for learning and provide information to support instructional decision-making. They focus on the elements of reading and are tied to the Common Core Standards. They provide individual student information to: evaluate progress towards end of year benchmarks; diagnose learning needs; set instructional goals; and monitor instructional progress. The Florida Kindergarten Readiness Screener (FLKRS) is administered to assess the readiness of each child for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) to gather information on a child's development in emergent literacy.

Screening data will be collected and aggregated prior to September 18, 2015. Data will be used to plan daily academic instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic skills. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains to determine the need for changes to the instructional/intervention programs. A Kindergarten round-up is held in the spring of each school year at Berkshire. We send parent letters home with our students inviting parents with incoming Kindergarten students to attend. We also advertise at each of our day

care centers notifying the parents of the meeting. Agenda items include K Readiness; reading at home; ELL programs including dual language; ESE programs and Family Involvement evenings. All information is offered in English and Spanish. Berkshire also offers Pre-K instruction with a certified teacher on a full time basis. We have one Pre-K classroom.

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

N/A

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

N/A

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

N/A

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we implement rigorous, research-based instruction that is aligned to the standards, interactive, and encourages students to build and apply knowledge, then by June 2016, academic achievement will increase across content areas.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** If we implement rigorous, research-based instruction that is aligned to the standards, interactive, and encourages students to build and apply knowledge, then by June 2016, academic achievement will increase across content areas. 1a

G069730

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	51.0
Math Gains	60.0
ELA/Reading Gains	51.0

**Resources Available to Support the Goal** 2

- district reading and math staff developers
- professional resources (materials and staff to train teachers)
- instructional materials (Heinmann resource materials, websites, videos, etc.)
- Title I funds for supplemental programs (personnel, supplies, professional development)

**Targeted Barriers to Achieving the Goal** 3

- Students lack background knowledge due to the lack of exposure to science vocabulary and grade level readability of the content (students with reading deficiencies).
- Students are not consistently exposed to real world problem solving tasks as well as opportunities to express new math concept as required by Florida Standards.
- Strategic planning for instruction hindered based on lack of time to delve deeply into standards, item specifications, etc.

**Plan to Monitor Progress Toward G1.** 8

Administrators will review student data from Performance Matters, RRR, diagnostic assessments, and the PB Performance Assessment.

**Person Responsible**

DIANA PEREZ

**Schedule**

Monthly, from 8/17/2015 to 6/2/2016

**Evidence of Completion**

assessment reports

**Plan to Monitor Progress Toward G1. 8**

Results of evaluations given to parents throughout the year to determine effectiveness.

**Person Responsible**

DIANA PEREZ

**Schedule**

Every 2 Months, from 8/17/2015 to 6/2/2016

***Evidence of Completion***

evaluations



## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If we implement rigorous, research-based instruction that is aligned to the standards, interactive, and encourages students to build and apply knowledge, then by June 2016, academic achievement will increase across content areas. **1**

 G069730

**G1.B1** Students lack background knowledge due to the lack of exposure to science vocabulary and grade level readability of the content (students with reading deficiencies). **2**

 B181400

**G1.B1.S1** Increase reading comprehension and introduce strategies that integrate new knowledge and ideas across all grade levels and content areas. **4**

 S192930

### Strategy Rationale

#### Action Step 1 **5**

Add science lab to fine arts rotation for grades K-5.

#### Person Responsible

DIANA PEREZ

#### Schedule

On 6/2/2016

#### Evidence of Completion

lesson plans, class roster

**Action Step 2** 5

Parent information meetings to ensure that parents understand science standards and resources available to help students at home.

**Person Responsible**

ORLANDO MASTRAPA

**Schedule**

Semiannually, from 8/17/2015 to 6/2/2016

**Evidence of Completion**

sign in sheets, agenda

**Action Step 3** 5

Reading coach will build capacity of teachers to implement strategies and increase comprehension of rigorous texts.

**Person Responsible**

DIANA PEREZ

**Schedule**

Daily, from 8/17/2015 to 6/2/2016

**Evidence of Completion**

coaching log, professional develop (agendas, sign ins, and handouts)

**Action Step 4** 5

The reading interventionist and reading resource teacher will provide students with targeted reading support through tier 2, 3, iii, and LLI instruction in small group settings.

**Person Responsible**

LAUREN NORVELL

**Schedule**

Daily, from 8/17/2015 to 6/2/2016

**Evidence of Completion**

push-in/pull-out schedule, rosters of students served, sample lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Administrators will conduct classroom walkthroughs and review lesson plans

**Person Responsible**

DIANA PEREZ

**Schedule**

Every 3 Weeks, from 8/17/2015 to 6/2/2016

**Evidence of Completion**

evidence of review of lesson plans and class rosters

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Administrators will attend the parent meetings and review the parent evaluations.

**Person Responsible**

DIANA PEREZ

**Schedule**

Every 2 Months, from 8/17/2015 to 6/2/2016

**Evidence of Completion**

evidence of review of parent evaluations and sign-in sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Administrators will hold instructional meetings.

**Person Responsible**

DIANA PEREZ

**Schedule**

Biweekly, from 8/31/2015 to 6/2/2016

**Evidence of Completion**

evidence of the review coach's log, PD agendas, sign-in sheets and handouts

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Administrators will hold instructional meetings.

**Person Responsible**

DIANA PEREZ

**Schedule**

Biweekly, from 8/31/2015 to 6/2/2016

**Evidence of Completion**

evidence of review of student progress, evidence of resource teachers collaborating with classroom teachers

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Administrators will conduct classroom walkthroughs and review student assessment data.

**Person Responsible**

DIANA PEREZ

**Schedule**

Every 3 Weeks, from 8/17/2015 to 6/2/2016

**Evidence of Completion**

review student data, feedback from walkthroughs, LTM notes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Administrators will attend parent involvement meetings and review parent evaluations.

**Person Responsible**

DIANA PEREZ

**Schedule**

Every 2 Months, from 8/17/2015 to 6/2/2016

**Evidence of Completion**

evidence of review of parent evaluations, track attendance (sign-in sheets)

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Administrators will review student assessment data and conduct classroom walkthroughs to monitor instructional strategies.

**Person Responsible**

DIANA PEREZ

**Schedule**

Every 3 Weeks, from 8/17/2015 to 6/2/2016

***Evidence of Completion***

coach's log detailing coaching cycle, class assessment data, feedback from walkthroughs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Administrators will conduct classroom walkthroughs and review student assessment data.

**Person Responsible**

DIANA PEREZ

**Schedule**

Every 3 Weeks, from 8/17/2015 to 6/2/2016

***Evidence of Completion***

evidence of progress monitoring of students, unit tests

**G1.B2** Students are not consistently exposed to real world problem solving tasks as well as opportunities to express new math concept as required by Florida Standards. 2

 B181401

**G1.B2.S1** Consistently expose students to real world problem solving tasks as well as opportunities to express new math concepts as required by Florida standards. 4

 S192931

### Strategy Rationale

#### Action Step 1 5

Math coach will build teacher capacity to differentiate instruction and provide students practical applications of math concepts.

#### **Person Responsible**

SUSANA SANCHEZ

#### **Schedule**

Weekly, from 8/17/2015 to 6/2/2016

#### **Evidence of Completion**

coach's schedule, coaching log, observation notes, LTM sign in sheets

#### Action Step 2 5

Math resource teacher and tutors will provide students with opportunities (such as hands on activities and computer based programs) to engage in small group, tiered math instruction.

#### **Person Responsible**

DIANA PEREZ

#### **Schedule**

Weekly, from 8/17/2015 to 6/2/2016

#### **Evidence of Completion**

schedule, sample lesson plans, student rosters

**Action Step 3** 5

Hold parent meetings to ensure parents understand math standards and resources available to help students at home.

**Person Responsible**

SUSANA SANCHEZ

**Schedule**

Every 2 Months, from 8/17/2015 to 6/2/2016

***Evidence of Completion***

sign in sheets, agendas

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Administrators will hold instructional meetings.

**Person Responsible**

DIANA PEREZ

**Schedule**

Biweekly, from 8/31/2015 to 6/2/2016

***Evidence of Completion***

evidence of review coach's log, agenda, sign-in sheets, handouts

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Administrators will hold instructional meetings.

**Person Responsible**

DIANA PEREZ

**Schedule**

Biweekly, from 8/31/2015 to 6/2/2016

***Evidence of Completion***

evidence of review of lesson plans, collaboration with classroom teachers, observation/ conference notes

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Administrators will attend the parent involvement meetings and review the parent evaluations.

**Person Responsible**

DIANA PEREZ

**Schedule**

Every 2 Months, from 8/17/2015 to 6/2/2016

**Evidence of Completion**

evidence of review of agenda, sign-in sheets, and parent evaluations

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Administrators will review student assessment data and conduct classroom walkthroughs to monitor instructional strategies.

**Person Responsible**

DIANA PEREZ

**Schedule**

Every 3 Weeks, from 8/17/2015 to 6/2/2016

**Evidence of Completion**

coach's log detailing coaching cycle, class assessment data, feedback from walkthroughs

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Administrators will conduct classroom walkthroughs and review student data.

**Person Responsible**

DIANA PEREZ

**Schedule**

Every 3 Weeks, from 8/17/2015 to 6/2/2016

**Evidence of Completion**

evidence of progress monitoring of students, unit tests



**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Administrators will attend the parent involvement meetings and review the parent evaluations.

**Person Responsible**

DIANA PEREZ


**Schedule**

Every 2 Months, from 8/17/2015 to 6/2/2016

**Evidence of Completion**

evidence of review of agenda, sign-in sheets, and parent evaluations

**G1.B3** Strategic planning for instruction hindered based on lack of time to delve deeply into standards, item specifications, etc. 2

 B181402

**G1.B3.S1** Provide opportunities for common planning and attend professional development. 4

 S192932

**Strategy Rationale**

**Action Step 1 5**

Teachers will meet to plan for their content areas.

**Person Responsible**

DIANA PEREZ

**Schedule**

Semiannually, from 9/10/2015 to 6/2/2016

**Evidence of Completion**

lesson plans, agenda, sign-in sheets

**Action Step 2** 5

Reading consultant will provide professional development

**Person Responsible**

DIANA PEREZ

**Schedule**

Semiannually, from 9/1/2015 to 6/2/2016

**Evidence of Completion**

agenda, sign-in sheets, lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Administration will conduct walktroughs and review lesson plans

**Person Responsible**

DIANA PEREZ

**Schedule**

Quarterly, from 9/1/2015 to 6/2/2016

**Evidence of Completion**

evidence of review of lesson plans, sign-in sheets, and agendas

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Administrators will review student data from Performance Matters, RRR, diagnostic assessments, and the PB Performance Assessment.

**Person Responsible**

DIANA PEREZ

**Schedule**

Monthly, from 10/1/2015 to 6/2/2016

**Evidence of Completion**

assessment reports

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

**Palm Beach - 0601 - Berkshire Elementary School - 2015-16 SIP**

*Berkshire Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Add science lab to fine arts rotation for grades K-5.	PEREZ, DIANA	8/17/2015	lesson plans, class roster	6/2/2016 one-time
G1.B2.S1.A1	Math coach will build teacher capacity to differentiate instruction and provide students practical applications of math concepts.	SANCHEZ, SUSANA	8/17/2015	coach's schedule, coaching log, observation notes, LTM sign in sheets	6/2/2016 weekly
G1.B3.S1.A1	Teachers will meet to plan for their content areas.	PEREZ, DIANA	9/10/2015	lesson plans, agenda, sign-in sheets	6/2/2016 semiannually
G1.B1.S1.A2	Parent information meetings to ensure that parents understand science standards and resources available to help students at home.	MASTRAPA, ORLANDO	8/17/2015	sign in sheets, agenda	6/2/2016 semiannually
G1.B2.S1.A2	Math resource teacher and tutors will provide students with opportunities (such as hands on activities and computer based programs) to engage in small group, tiered math instruction.	PEREZ, DIANA	8/17/2015	schedule, sample lesson plans, student rosters	6/2/2016 weekly
G1.B3.S1.A2	Reading consultant will provide professional development	PEREZ, DIANA	9/1/2015	agenda, sign-in sheets, lesson plans	6/2/2016 semiannually
G1.B1.S1.A3	Reading coach will build capacity of teachers to implement strategies and increase comprehension of rigorous texts.	PEREZ, DIANA	8/17/2015	coaching log, professional develop (agendas, sign ins, and handouts)	6/2/2016 daily
G1.B2.S1.A3	Hold parent meetings to ensure parents understand math standards and resources available to help students at home.	SANCHEZ, SUSANA	8/17/2015	sign in sheets, agendas	6/2/2016 every-2-months
G1.B1.S1.A4	The reading interventionist and reading resource teacher will provide students with targeted reading support through tier 2, 3, iii, and LLI instruction in small group settings.	NORVELL, LAUREN	8/17/2015	push-in/pull-out schedule, rosters of students served, sample lesson plans	6/2/2016 daily
G1.MA1	Administrators will review student data from Performance Matters, RRR, diagnostic assessments, and the PB Performance Assessment.	PEREZ, DIANA	8/17/2015	assessment reports	6/2/2016 monthly
G1.MA2	Results of evaluations given to parents throughout the year to determine effectiveness.	PEREZ, DIANA	8/17/2015	evaluations	6/2/2016 every-2-months
G1.B1.S1.MA1	Administrators will conduct classroom walkthroughs and review student assessment data.	PEREZ, DIANA	8/17/2015	review student data, feedback from walkthroughs, LTM notes	6/2/2016 every-3-weeks
G1.B1.S1.MA6	Administrators will attend parent involvement meetings and review parent evaluations.	PEREZ, DIANA	8/17/2015	evidence of review of parent evaluations, track attendance (sign-in sheets)	6/2/2016 every-2-months
G1.B1.S1.MA7	Administrators will review student assessment data and conduct classroom walkthroughs to monitor instructional strategies.	PEREZ, DIANA	8/17/2015	coach's log detailing coaching cycle, class assessment data, feedback from walkthroughs	6/2/2016 every-3-weeks
G1.B1.S1.MA8	Administrators will conduct classroom walkthroughs and review student assessment data.	PEREZ, DIANA	8/17/2015	evidence of progress monitoring of students, unit tests	6/2/2016 every-3-weeks
G1.B1.S1.MA1	Administrators will conduct classroom walkthroughs and review lesson plans	PEREZ, DIANA	8/17/2015	evidence of review of lesson plans and class rosters	6/2/2016 every-3-weeks
G1.B1.S1.MA3	Administrators will attend the parent meetings and review the parent evaluations.	PEREZ, DIANA	8/17/2015	evidence of review of parent evaluations and sign-in sheets	6/2/2016 every-2-months
G1.B1.S1.MA4	Administrators will hold instructional meetings.	PEREZ, DIANA	8/31/2015	evidence of the review coach's log, PD agendas, sign-in sheets and handouts	6/2/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA5	Administrators will hold instructional meetings.	PEREZ, DIANA	8/31/2015	evidence of review of student progress, evidence of resource teachers collaborating with classroom teachers	6/2/2016 biweekly
G1.B2.S1.MA1	Administrators will review student assessment data and conduct classroom walkthroughs to monitor instructional strategies.	PEREZ, DIANA	8/17/2015	coach's log detailing coaching cycle, class assessment data, feedback from walkthroughs	6/2/2016 every-3-weeks
G1.B2.S1.MA5	Administrators will conduct classroom walkthroughs and review student data.	PEREZ, DIANA	8/17/2015	evidence of progress monitoring of students, unit tests	6/2/2016 every-3-weeks
G1.B2.S1.MA6	Administrators will attend the parent involvement meetings and review the parent evaluations.	PEREZ, DIANA	8/17/2015	evidence of review of agenda, sign-in sheets, and parent evaluations	6/2/2016 every-2-months
G1.B2.S1.MA1	Administrators will hold instructional meetings.	PEREZ, DIANA	8/31/2015	evidence of review coach's log, agenda, sign-in sheets, handouts	6/2/2016 biweekly
G1.B2.S1.MA3	Administrators will hold instructional meetings.	PEREZ, DIANA	8/31/2015	evidence of review of lesson plans, collaboration with classroom teachers, observation/conference notes	6/2/2016 biweekly
G1.B2.S1.MA4	Administrators will attend the parent involvement meetings and review the parent evaluations.	PEREZ, DIANA	8/17/2015	evidence of review of agenda, sign-in sheets, and parent evaluations	6/2/2016 every-2-months
G1.B3.S1.MA1	Administrators will review student data from Performance Matters, RRR, diagnostic assessments, and the PB Performance Assessment.	PEREZ, DIANA	10/1/2015	assessment reports	6/2/2016 monthly
G1.B3.S1.MA1	Administration will conduct walkthroughs and review lesson plans	PEREZ, DIANA	9/1/2015	evidence of review of lesson plans, sign-in sheets, and agendas	6/2/2016 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If we implement rigorous, research-based instruction that is aligned to the standards, interactive, and encourages students to build and apply knowledge, then by June 2016, academic achievement will increase across content areas.

**G1.B1** Students lack background knowledge due to the lack of exposure to science vocabulary and grade level readability of the content (students with reading deficiencies).

**G1.B1.S1** Increase reading comprehension and introduce strategies that integrate new knowledge and ideas across all grade levels and content areas.

### PD Opportunity 1

Reading coach will build capacity of teachers to implement strategies and increase comprehension of rigorous texts.

#### Facilitator

Teachers College - Columbia

#### Participants

select specific content area teachers

#### Schedule

Daily, from 8/17/2015 to 6/2/2016

**G1.B3** Strategic planning for instruction hindered based on lack of time to delve deeply into standards, item specifications, etc.

**G1.B3.S1** Provide opportunities for common planning and attend professional development.

### PD Opportunity 1

Teachers will meet to plan for their content areas.

#### Facilitator

Coaches and Resource Teachers

#### Participants

All teachers

#### Schedule

Semiannually, from 9/10/2015 to 6/2/2016

**PD Opportunity 2**

Reading consultant will provide professional development

**Facilitator**

Enid Martinez

**Participants**

Reading Teachers

**Schedule**

Semiannually, from 9/1/2015 to 6/2/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Add science lab to fine arts rotation for grades K-5.</b>				<b>\$5,783.72</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0601 - Berkshire Elementary School	Title I Part A		\$5,783.72
<i>Notes: Science lab materials, science experiment supplies (picture perfect science materials/books, journals, paper)</i>						
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Parent information meetings to ensure that parents understand science standards and resources available to help students at home.</b>				<b>\$4,927.72</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0601 - Berkshire Elementary School	Title I Part A		\$927.72
<i>Notes: Science Night, hands on science activities (paper, pens, pencils, folders, ink)</i>						
			0601 - Berkshire Elementary School	Title I Part A		\$4,000.00
<i>Notes: agendas and folders</i>						
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>Reading coach will build capacity of teachers to implement strategies and increase comprehension of rigorous texts.</b>				<b>\$36,604.23</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0601 - Berkshire Elementary School	Title I Part A		\$32,504.23
<i>Notes: 0.5 reading coach salary and benefits (Stephens)</i>						
			0601 - Berkshire Elementary School	Title I Part A		\$4,100.00
<i>Notes: Professional development for select content specific teachers (Teachers College-Columbia)</i>						
<b>4</b>	<b>G1.B1.S1.A4</b>	<b>The reading interventionist and reading resource teacher will provide students with targeted reading support through tier 2, 3, iii, and LLI instruction in small group settings.</b>				<b>\$136,700.63</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0601 - Berkshire Elementary School	Title I Part A	1.0	\$65,008.45
<i>Notes: 1.0 reading interventionist salary and benefits (Burnham)</i>						

Budget Data							
			0601 - Berkshire Elementary School	Title I Part A	0.5	\$32,504.23	
<i>Notes: 0.5 reading resource teacher salary and benefits (Dumski)</i>							
			0601 - Berkshire Elementary School	Title I Part A	0.5	\$32,504.23	
<i>Notes: 0.5 reading resource teacher salary and benefits (Stephens)</i>							
			0601 - Berkshire Elementary School	Title I Part A		\$5,783.72	
<i>Notes: Classroom supplies and supplemental curriculum resources (classroom libraries, books, journals, paper, pencils, erasers, binders, folders, ink)</i>							
			0601 - Berkshire Elementary School	Title I Part A		\$847.59	
<i>Notes: Teachers will meet to plan with their content areas for Instructional staff training</i>							
			0601 - Berkshire Elementary School	Title I Part A		\$52.41	
<i>Notes: Teacher supplies for staff development</i>							
<b>5</b>	<b>G1.B2.S1.A1</b>	<b>Math coach will build teacher capacity to differentiate instruction and provide students practical applications of math concepts.</b>					<b>\$35,945.40</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0601 - Berkshire Elementary School	Title I Part A	0.5	\$35,945.40	
<i>Notes: 0.5 math coach salary and benefits (Sanchez)</i>							
<b>6</b>	<b>G1.B2.S1.A2</b>	<b>Math resource teacher and tutors will provide students with opportunities (such as hands on activities and computer based programs) to engage in small group, tiered math instruction.</b>					<b>\$64,945.40</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0601 - Berkshire Elementary School	Title I Part A	0.5	\$35,945.40	
<i>Notes: 0.5 math resource teacher salary and benefits (Sanchez)</i>							
			0601 - Berkshire Elementary School	Title I Part A		\$20,000.00	
<i>Notes: HQ tutors</i>							
			0601 - Berkshire Elementary School	Title I Part A		\$9,000.00	
<i>Notes: on-line subscriptions ( TENMARKS (\$6270.00) and A-Z Learning (\$84.95) Remaining Balance - \$3645.05</i>							
<b>7</b>	<b>G1.B2.S1.A3</b>	<b>Hold parent meetings to ensure parents understand math standards and resources available to help students at home.</b>					<b>\$729.00</b>



<b>Budget Data</b>							
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0601 - Berkshire Elementary School	Title I Part A		\$729.00	
<i>Notes: math night supplies (such as manipulatives, paper, pencils)</i>							
<b>8</b>	<b>G1.B3.S1.A1</b>	<b>Teachers will meet to plan for their content areas.</b>					<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0601 - Berkshire Elementary School	General Fund		\$0.00	
<i>Notes: Subs for teachers to common plan</i>							
<b>9</b>	<b>G1.B3.S1.A2</b>	<b>Reading consultant will provide professional development</b>					<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0601 - Berkshire Elementary School	General Fund		\$0.00	
<i>Notes: Reading Consultant</i>							
<b>Total:</b>						<b>\$285,636.10</b>	