

The School District of Palm Beach County

# Berkshire Elementary School



2016-17 Schoolwide Improvement Plan

# Berkshire Elementary School

1060 KIRK RD, West Palm Beach, FL 33406

<https://bkes.palmbeachschools.org>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	84%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

## School Grades History

<b>Year</b>	<b>2017-18</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>
<b>Grade</b>	B	B*	B	B

*\*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 11/16/2016.

## 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 a monitoring status of "Former F" (see page 4). 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
<b>8-Step Planning and Problem Solving Implementation</b>	<b>20</b>
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
<b>Appendix 1: Implementation Timeline</b>	<b>40</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>42</b>
Professional Development Opportunities	42
Technical Assistance Items	45
<b>Appendix 3: Budget to Support Goals</b>	<b>45</b>

## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Berkshire Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

##### a. 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

##### b. 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.

**c. 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, Teacher on Special Assignment (TOSA) and administration.

**d. 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,

Teacher on Special Assignment (TOSA) and administration.

- Both long and short term positive reinforcer/incentive programs 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. Classroom guidance, Individual and group counseling provided by certified school counselors.
4. Coordination of services with community agencies.

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.

### 3. Early Warning Systems

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

#### a. 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, Teacher on Special Assignment (TOSA), administration, and the school based team process.

#### b. Provide the following data related to the school's early warning system

##### 1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	33	38	33	30	30	23	0	0	0	0	0	0	0	187
One or more suspensions	6	0	3	6	3	6	0	0	0	0	0	0	0	24
Course failure in ELA or Math	1	2	0	4	0	0	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	0	57	39	0	0	0	0	0	0	0	96

##### 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	6	7	8	9	10	11		12
Students exhibiting two or more indicators	21	24	27	69	48	56	0	0	0	0	0	0	0	245



**c. 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, Reading Plus, 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.

**B. Family and Community Engagement**

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

**1. 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. Â§ 6314(b)(1)(F).

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

Yes

**1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/313807>.

**2. Description**

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

**2. 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;

- 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 Curriculum Nights, Parent Fairs, Multi-cultural Fair, etc.

**C. Effective Leadership**

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

**1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

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
Bellerice, Rachel	Administrative Support
KOZAIN, MATILDE	Instructional Coach
LINDER, KIMBERLY	School Counselor
VIDAL, FATIMA	Instructional Coach
Velasquez, Marisol	Administrative Support
LOPEZ SERRANO, YANIRA	Teacher, K-12
ROSSER, DEBBIE	Other
Zorrilla, Natalia	Teacher, K-12
McMenamin, Jemma	Teacher, K-12

**b. Duties**

**1. 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.

**2. 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.

**2. School Advisory Council (SAC)**

**a. Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Diana Pérez	Principal
Solymar Figueroa	Teacher
Maria Patino	Parent
Deslee Francis-Grant	Parent
Debbie Rosser	Teacher
Vivian Olivo	Parent
Gaetanne Breus	Education Support Employee
Leonardo Rizco	Business/Community
Maria Ortiz	Parent
Maria Patino	Parent
Maureen Davis	Teacher
Hance Padgareth	Parent
Natalia Zorrilla	Teacher
Yolanda Maldonado	Parent

**b. Duties**

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

**a. 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.

*b. 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.

*c. 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.

**2. 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.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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.

## D. Public and Collaborative Teaching

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

### 1. 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.

### 2. 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.

### 3. 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.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

**1. 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, Professional Learning Communities provide opportunities for grade levels to review standards, deepen and revise their understanding of the Florida standards, and brainstorm available resources to support alignment.

#### b. Instructional Strategies

**1. 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 Instructional Leadership Team meets regularly to collaborate and make decisions regarding instruction at Berkshire. Grade level meetings, PLC's, 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 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
- Utilizing iReady with fidelity for Math and 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 student performance on state standards.
- Analyzing the results on assessments to guide further instruction.
- Participating in Webinars to support the decision making process

**2. 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.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

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

#### 1. 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 26, 2016. 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.

## b. College and Career Readiness

**1. 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

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

N/A

**3. 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

**4. 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

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

## 1. Data to Support Problem Identification

### b. 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:

*No files were uploaded*

## 2. 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.

## B. 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.

## C. Strategic Goals

## 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 deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.
  
- G2.** If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

## Strategic Goals Detail

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

**G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1a

G083864

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
ELA Achievement District Assessment	56.0
FSA ELA Achievement	60.0

**Targeted Barriers to Achieving the Goal** 3

- Limited understanding of the rigor and intent of the Florida Standards.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Through Professional Learning Communities teachers will develop fluency by unpacking the Florida Standards.
- Use data to guide productive collaborative planning sessions.

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

Conduct a midyear review

**Person Responsible**

DIANA PEREZ

**Schedule**

On 1/23/2017

**Evidence of Completion**

Midyear review feedback document

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

Conduct an end of year review

**Person Responsible**

DIANA PEREZ

**Schedule**

On 5/31/2017

**Evidence of Completion**

End of year review feedback document

**G2.** If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1a

G083865

**Targets Supported** 1b

Indicator	Annual Target
ELA Achievement District Assessment	56.0
FSA ELA Achievement	60.0
Math Achievement District Assessment	63.0
FSA Mathematics Achievement	65.0
Science Achievement District Assessment	45.0
FCAT 2.0 Science Proficiency	49.0

**Targeted Barriers to Achieving the Goal** 3

- Students have limited science and mathematics vocabulary, lack of hands on experiences, and limited exposure to real world problem solving tasks.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- 

**Plan to Monitor Progress Toward G2.** 8

Conduct a midyear review

**Person Responsible**  
DIANA PEREZ

**Schedule**  
On 1/23/2017

**Evidence of Completion**  
Midyear review feedback document

**Plan to Monitor Progress Toward G2.** 8

Conduct an end of year review

**Person Responsible**  
DIANA PEREZ

**Schedule**  
On 5/31/2017

**Evidence of Completion**  
End of year review feedback document

## 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 deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1

G083864

**G1.B1** Limited understanding of the rigor and intent of the Florida Standards. 2

B222791

**G1.B1.S1** Develop the capacity to deliver effective instruction. 4

S235099

### Strategy Rationale

By increasing the understanding of the intent of the standards, teachers will be able to provide more targeted and rigorous instruction.

### Action Step 1 5

Reading coach will use the coaching model to build the capacity of K5 teachers by providing data driven professional development.

#### Person Responsible

LORI STEPHENS

#### Schedule

Daily, from 8/9/2016 to 6/2/2017

#### Evidence of Completion

Coaching log, agendas, sign-in sheets

### Action Step 2 5

Professional development opportunities will be available to provide high-quality research-based strategies targeted to the needs of the school.

#### Person Responsible

LORI STEPHENS

#### Schedule

Daily, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

Sign-in Sheets, Agendas, Work Products



**Action Step 3** 5

Select Staff will attend the Soluciones Conference for Professional Development on Best Practice ELL Instructional Strategies

**Person Responsible**

DIANA PEREZ

**Schedule**

On 7/31/2016

**Evidence of Completion**

Approved TDE & Travel Documents

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

Conduct Instructional Team meetings to provide feedback.

**Person Responsible**

DIANA PEREZ

**Schedule**

Semiannually, from 9/5/2016 to 6/2/2017

**Evidence of Completion**

admin team meeting agenda/sign-in/notes, Fidelity Reflection Template, Data

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

Monitor Professional Development trainings for fidelity

**Person Responsible**

DIANA PEREZ

**Schedule**

On 6/2/2017

**Evidence of Completion**

Review sign-in sheets and work product and provide feedback and support as needed.

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

Conduct Instructional Team meetings to provide feedback.

**Person Responsible**

DIANA PEREZ

**Schedule**

On 6/2/2017

***Evidence of Completion***

Data (RRR, i-Ready, Diagnostic, FSA and FCAT 2.0)

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

Monitor Professional Development trainings for effectiveness

**Person Responsible**

DIANA PEREZ

**Schedule**

On 6/2/2017

***Evidence of Completion***

Class Walk throughs and Data

**G1.B1.S2** Provide instructional programming customized to the individual strengths, needs, interests and aspirations of each learner. 4

 S235100

### **Strategy Rationale**

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.

### **Action Step 1** 5

Reading resource teacher will provide push-in support for small group instruction.

#### **Person Responsible**

LORI STEPHENS

#### **Schedule**

Daily, from 8/9/2016 to 6/2/2017

#### **Evidence of Completion**

schedules, student groups, lesson plans, data

### **Action Step 2** 5

Academic tutor will provide instruction in reading with technology infusion

#### **Person Responsible**

DIANA PEREZ

#### **Schedule**

Daily, from 8/15/2016 to 6/2/2017

#### **Evidence of Completion**

Schedule, student roster, student data

**Action Step 3** 5

Provide computer based learning opportunities utilizing current technology.

**Person Responsible**

DIANA PEREZ

**Schedule**

On 9/30/2016

**Evidence of Completion**

purchase order, requisition

**Action Step 4** 5

Provide students with extended learning opportunities to increase proficiency. (Tutorial)

**Person Responsible**

DARLENE STARLING

**Schedule**

Daily, from 11/1/2016 to 2/23/2017

**Evidence of Completion**

teacher and student sign-in sheets, lesson plans

**Action Step 5** 5

Provide students in K-5 an opportunity to increase literacy proficiency via i-Ready implementation.

**Person Responsible**

LORI STEPHENS

**Schedule**

Daily, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

i-Ready Data Reports, Schedule, Rosters

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Conduct Instructional Leadership meetings to monitor fidelity

**Person Responsible**

DIANA PEREZ

**Schedule**

Semiannually, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

admin team meeting agenda/sign-in/notes, Fidelity Reflection Template, Data

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Monitor student proficiency

**Person Responsible**

DIANA PEREZ

**Schedule**

On 6/2/2017

**Evidence of Completion**

admin team meeting agenda/sign-in/notes, Fidelity Reflection Template, Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Conduct Instructional Leadership meetings to monitor the effectiveness

**Person Responsible**

DIANA PEREZ

**Schedule**

On 6/2/2017

**Evidence of Completion**

Data (RRR, i-Ready, Diagnostics, FSA and FCAT 2.0)

**G1.B1.S3** Embed cultural competence, equity, and access within the instructional practices. 4

S235101

**Strategy Rationale**

Because of the demographics of our school and the surrounding community, it is necessary to include personnel on our faculty to increase cultural competence, equity, and access between the school and community.

**Action Step 1** 5

Community Language Facilitator will provide academic support for a multilingual student population. Facilitator will assist with parent contact and the translation of school based communications.

**Person Responsible**

DARLENE STARLING

**Schedule**

Daily, from 8/11/2016 to 6/2/2017

**Evidence of Completion**

schedules, student groups, student work samples, samples of school based communications

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Meet with Community Language Facilitator to provide feedback.

**Person Responsible**

DIANA PEREZ

**Schedule**

On 6/2/2017

**Evidence of Completion**

admin team meeting agenda/sign-in/notes, Fidelity Reflection Template, Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Meet with Community Language Facilitator to provide feedback.

**Person Responsible**

DIANA PEREZ

**Schedule**

On 6/2/2017

***Evidence of Completion***

Translation Samples, Parent Conferences, Walkthroughs

**G2.** If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1

G083865

**G2.B1** Students have limited science and mathematics vocabulary, lack of hands on experiences, and limited exposure to real world problem solving tasks. 2

B222793

**G2.B1.S1** Provide instructional programming customized to the individual strengths, needs, interests and aspirations of each learner. 4

S235102

### Strategy Rationale

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.

### Action Step 1 5

Math resource teacher will provide push-in support for small group instruction.

#### Person Responsible

SUSANA SANCHEZ

#### Schedule

Daily, from 8/9/2016 to 6/2/2017

#### Evidence of Completion

schedules, student groups, lesson plans, data

### Action Step 2 5

Provide students with extended learning opportunities to increase proficiency in all core subjects.

#### Person Responsible

DARLENE STARLING

#### Schedule

Daily, from 11/1/2016 to 2/23/2017

#### Evidence of Completion

teacher and student sign-in sheets, lesson plans



**Action Step 3** 5

Science resource teacher will provide push-in support for small group instruction.

**Person Responsible**

SUSANA SANCHEZ

**Schedule**

Daily, from 8/9/2016 to 6/2/2017

**Evidence of Completion**

schedules, student groups, lesson plans, data

**Action Step 4** 5

Provide computer-based learning opportunities utilizing current technology

**Person Responsible**

SUSANA SANCHEZ

**Schedule**

Daily, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Lesson Plans, Informal Observations, student roster

**Action Step 5** 5

Instructional and Resource Materials will be used to enhance classroom instruction

**Person Responsible**

DIANA PEREZ

**Schedule**

On 9/30/2016

**Evidence of Completion**

Purchase order requisition

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Conduct Instructional Leadership meetings to monitor fidelity of implementation

**Person Responsible**

DIANA PEREZ

**Schedule**

Semiannually, from 9/5/2016 to 6/2/2017

**Evidence of Completion**

admin team meeting agenda/sign-in/notes, Fidelity Reflection Template, Data

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Monitor student proficiency

**Person Responsible**

DIANA PEREZ

**Schedule**

On 6/2/2017

**Evidence of Completion**

admin team meeting agenda/sign-in/notes, Fidelity Reflection Template, Data

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Conduct an Instructional Leadership meeting to provide feedback

**Person Responsible**

DIANA PEREZ

**Schedule**

On 6/2/2017

**Evidence of Completion**

Data (RRR, i-Ready, Diagnostic, FSA and FCAT 2.0)

**G2.B1.S2** Develop the capacity to deliver effective instruction. 4

S235103

**Strategy Rationale**

By increasing the understanding of the intent of the standards, teachers will be able to provide more targeted and rigorous instruction.

**Action Step 1** 5

Math coach will use the coaching model to build the capacity of K5 teachers by providing data driven professional development.

**Person Responsible**

SUSANA SANCHEZ

**Schedule**

Daily, from 8/9/2016 to 6/2/2017

**Evidence of Completion**

Coaching log, agendas, sign-in sheets

**Action Step 2** 5

Professional development opportunities will be available to provide high-quality research-based strategies targeted to the needs of the school.

**Person Responsible**

SUSANA SANCHEZ

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Sign-in Sheets, Agendas, Work Products

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Conduct Instructional Team meetings to provide feedback

**Person Responsible**

DIANA PEREZ

**Schedule**

Semiannually, from 9/5/2016 to 6/2/2017

**Evidence of Completion**

admin team meeting agenda/sign-in/notes, Fidelity Reflection Template, Data

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Monitor Professional Development trainings for fidelity

**Person Responsible**

DIANA PEREZ

**Schedule**

On 6/2/2017

**Evidence of Completion**

Review sign in sheets and work product and provide feedback and support as needed

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Conduct Instructional Leadership meeting to monitor for effectiveness

**Person Responsible**

DIANA PEREZ

**Schedule**

On 6/2/2017

**Evidence of Completion**

Data (RRR, iReady, Diagnostics, FSA and FCAT 2.0)

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Monitor Professional Development trainings for effectiveness

**Person Responsible**

DIANA PEREZ

**Schedule**

On 6/2/2017

***Evidence of Completion***

Class Walkthroughs and Data

**G2.B1.S3** Align new and existing parent and community partnerships. 4

S235104

**Strategy Rationale**

To build parent capacity to provide support at home.

**Action Step 1** 5

Provide parent training and activities on strategies for parents to use at home with students

**Person Responsible**

DIANA PEREZ

**Schedule**

Triannually, from 8/8/2016 to 3/31/2017

**Evidence of Completion**

Sign-in sheets, agendas, parent evaluations

**Action Step 2** 5

Ongoing communication with parents regarding student progress, school-wide events, parent trainings.

**Person Responsible**

DIANA PEREZ

**Schedule**

On 8/31/2016

**Evidence of Completion**

Purchase order requisition

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Conduct Instructional Leadership meetings to monitor for fidelity

**Person Responsible**

DIANA PEREZ

**Schedule**

On 6/2/2017

***Evidence of Completion***

analysis of parent evaluations/parent sign-in sheets, reflection

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Conduct instructional leadership meetings to monitor effectiveness

**Person Responsible**

DIANA PEREZ

**Schedule**

On 6/2/2017

***Evidence of Completion***

Parent feedback on evaluations and surveys, sign-in sheets

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B1.S1.A3 A303037	Select Staff will attend the Soluciones Conference for Professional Development on Best Practice...	PEREZ, DIANA	7/1/2016	Approved TDE & Travel Documents	7/31/2016 one-time
G2.B1.S3.A2 A303052	Ongoing communication with parents regarding student progress, school-wide events, parent...	PEREZ, DIANA	8/8/2016	Purchase order requisition	8/31/2016 one-time
G2.B1.S1.A5 A303048	Instructional and Resource Materials will be used to enhance classroom instruction	PEREZ, DIANA	9/1/2016	Purchase order requisition	9/30/2016 one-time
G1.B1.S2.A3 A303040	Provide computer based learning opportunities utilizing current technology.	PEREZ, DIANA	8/2/2016	purchase order, requisition	9/30/2016 one-time
G1.MA1 M307818	Conduct a midyear review	PEREZ, DIANA	1/23/2017	Midyear review feedback document	1/23/2017 one-time
G2.MA1 M307829	Conduct a midyear review	PEREZ, DIANA	1/23/2017	Midyear review feedback document	1/23/2017 one-time
G2.B1.S1.A2 A303045	Provide students with extended learning opportunities to increase proficiency in all core subjects.	STARLING, DARLENE	11/1/2016	teacher and student sign-in sheets, lesson plans	2/23/2017 daily
G1.B1.S2.A4 A303041	Provide students with extended learning opportunities to increase proficiency. (Tutorial)	STARLING, DARLENE	11/1/2016	teacher and student sign-in sheets, lesson plans	2/23/2017 daily
G2.B1.S3.A1 A303051	Provide parent training and activities on strategies for parents to use at home with students	PEREZ, DIANA	8/8/2016	Sign-in sheets, agendas, parent evaluations	3/31/2017 triannually
G1.MA2 M307819	Conduct an end of year review	PEREZ, DIANA	5/31/2017	End of year review feedback document	5/31/2017 one-time
G2.MA2 M307830	Conduct an end of year review	PEREZ, DIANA	5/31/2017	End of year review feedback document	5/31/2017 one-time
G1.B1.S1.MA1 M307809	Conduct Instructional Team meetings to provide feedback.	PEREZ, DIANA	8/22/2016	Data (RRR, i-Ready, Diagnostic, FSA and FCAT 2.0)	6/2/2017 one-time
G1.B1.S1.MA4 M307810	Monitor Professional Development trainings for effectiveness	PEREZ, DIANA	8/22/2016	Class Walk throughs and Data	6/2/2017 one-time
G1.B1.S1.MA1 M307811	Conduct Instructional Team meetings to provide feedback.	PEREZ, DIANA	9/5/2016	admin team meeting agenda/sign-in/ notes, Fidelity Reflection Template, Data	6/2/2017 semiannually
G1.B1.S1.MA2 M307812	Monitor Professional Development trainings for fidelity	PEREZ, DIANA	8/22/2016	Review sign-in sheets and work product and provide feedback and support as needed.	6/2/2017 one-time
G1.B1.S1.A1 A303035	Reading coach will use the coaching model to build the capacity of K5 teachers by providing data...	STEPHENS, LORI	8/9/2016	Coaching log, agendas, sign-in sheets	6/2/2017 daily
G1.B1.S1.A2 A303036	Professional development opportunities will be available to provide high-quality research-based...	STEPHENS, LORI	8/22/2016	Sign-in Sheets, Agendas, Work Products	6/2/2017 daily
G2.B1.S1.MA1 M307820	Conduct an Instructional Leadership meeting to provide feedback	PEREZ, DIANA	8/22/2016	Data (RRR, i-Ready, Diagnostic, FSA and FCAT 2.0)	6/2/2017 one-time
G2.B1.S1.MA1 M307821	Conduct Instructional Leadership meetings to monitor fidelity of implementation	PEREZ, DIANA	9/5/2016	admin team meeting agenda/sign-in/ notes, Fidelity Reflection Template, Data	6/2/2017 semiannually



**Palm Beach - 0601 - Berkshire Elementary School - 2016-17 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
G2.B1.S1.MA3 M307822	Monitor student proficiency	PEREZ, DIANA	8/22/2016	admin team meeting agenda/sign-in/ notes, Fidelity Reflection Template, Data	6/2/2017 one-time
G2.B1.S1.A1 A303044	Math resource teacher will provide push-in support for small group instruction.	SANCHEZ, SUSANA	8/9/2016	schedules, student groups, lesson plans, data	6/2/2017 daily
G2.B1.S1.A3 A303046	Science resource teacher will provide push-in support for small group instruction.	SANCHEZ, SUSANA	8/9/2016	schedules, student groups, lesson plans, data	6/2/2017 daily
G2.B1.S1.A4 A303047	Provide computer-based learning opportunities utilizing current technology	SANCHEZ, SUSANA	9/1/2016	Lesson Plans, Informal Observations, student roster	6/2/2017 daily
G1.B1.S2.MA1 M307813	Conduct Instructional Leadership meetings to monitor the effectiveness	PEREZ, DIANA	8/22/2016	Data (RRR, i-Ready, Diagnostics, FSA and FCAT 2.0)	6/2/2017 one-time
G1.B1.S2.MA1 M307814	Conduct Instructional Leadership meetings to monitor fidelity	PEREZ, DIANA	8/15/2016	admin team meeting agenda/sign-in/ notes, Fidelity Reflection Template, Data	6/2/2017 semiannually
G1.B1.S2.MA3 M307815	Monitor student proficiency	PEREZ, DIANA	8/22/2016	admin team meeting agenda/sign-in/ notes, Fidelity Reflection Template, Data	6/2/2017 one-time
G1.B1.S2.A1 A303038	Reading resource teacher will provide push-in support for small group instruction.	STEPHENS, LORI	8/9/2016	schedules, student groups, lesson plans, data	6/2/2017 daily
G1.B1.S2.A2 A303039	Academic tutor will provide instruction in reading with technology infusion	PEREZ, DIANA	8/15/2016	Schedule, student roster, student data	6/2/2017 daily
G1.B1.S2.A5 A303042	Provide students in K-5 an opportunity to increase literacy proficiency via i-Ready implementation.	STEPHENS, LORI	8/15/2016	i-Ready Data Reports, Schedule, Rosters	6/2/2017 daily
G2.B1.S2.MA1 M307823	Conduct Instructional Leadership meeting to monitor for effectiveness	PEREZ, DIANA	8/22/2016	Data (RRR, iReady, Diagnostics, FSA and FCAT 2.0)	6/2/2017 one-time
G2.B1.S2.MA4 M307824	Monitor Professional Development trainings for effectiveness	PEREZ, DIANA	8/22/2016	Class Walkthroughs and Data	6/2/2017 one-time
G2.B1.S2.MA1 M307825	Conduct Instructional Team meetings to provide feedback	PEREZ, DIANA	9/5/2016	admin team meeting agenda/sign-in/ notes, Fidelity Reflection Template, Data	6/2/2017 semiannually
G2.B1.S2.MA2 M307826	Monitor Professional Development trainings for fidelity	PEREZ, DIANA	8/22/2016	Review sign in sheets and work product and provide feedback and support as needed	6/2/2017 one-time
G2.B1.S2.A1 A303049	Math coach will use the coaching model to build the capacity of K5 teachers by providing data...	SANCHEZ, SUSANA	8/9/2016	Coaching log, agendas, sign-in sheets	6/2/2017 daily
G2.B1.S2.A2 A303050	Professional development opportunities will be available to provide high-quality research-based...	SANCHEZ, SUSANA	8/22/2016	Sign-in Sheets, Agendas, Work Products	6/2/2017 daily
G1.B1.S3.MA1 M307816	Meet with Community Language Facilitator to provide feedback.	PEREZ, DIANA	8/15/2016	Translation Samples, Parent Conferences, Walkthroughs	6/2/2017 one-time
G1.B1.S3.MA1 M307817	Meet with Community Language Facilitator to provide feedback.	PEREZ, DIANA	8/15/2016	admin team meeting agenda/sign-in/ notes, Fidelity Reflection Template, Data	6/2/2017 one-time
G1.B1.S3.A1 A303043	Community Language Facilitator will provide academic support for a multilingual student population....	STARLING, DARLENE	8/11/2016	schedules, student groups, student work samples, samples of school based communications	6/2/2017 daily
G2.B1.S3.MA1 M307827	Conduct instructional leadership meetings to monitor effectiveness	PEREZ, DIANA	9/5/2016	Parent feedback on evaluations and surveys, sign-in sheets	6/2/2017 one-time
G2.B1.S3.MA1 M307828	Conduct Instructional Leadership meetings to monitor for fidelity	PEREZ, DIANA	9/5/2016	analysis of parent evaluations/parent sign-in sheets, reflection	6/2/2017 one-time

## V. Professional Development Opportunities

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

**G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

**G1.B1** Limited understanding of the rigor and intent of the Florida Standards.

**G1.B1.S1** Develop the capacity to deliver effective instruction.

### PD Opportunity 1

Reading coach will use the coaching model to build the capacity of K5 teachers by providing data driven professional development.

#### Facilitator

Lori Stephens

#### Participants

Literacy Teachers

#### Schedule

Daily, from 8/9/2016 to 6/2/2017

### PD Opportunity 2

Professional development opportunities will be available to provide high-quality research-based strategies targeted to the needs of the school.

#### Facilitator

Marisol Velasquez

#### Participants

All Teachers

#### Schedule

Daily, from 8/22/2016 to 6/2/2017

### PD Opportunity 3

Select Staff will attend the Soluciones Conference for Professional Development on Best Practice ELL Instructional Strategies

#### Facilitator

Mrs. Diana Perez

#### Participants

All Teachers

#### Schedule

On 7/31/2016

**G2.** If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

**G2.B1** Students have limited science and mathematics vocabulary, lack of hands on experiences, and limited exposure to real world problem solving tasks.

**G2.B1.S2** Develop the capacity to deliver effective instruction.

### PD Opportunity 1

Math coach will use the coaching model to build the capacity of K5 teachers by providing data driven professional development.

#### Facilitator

Susana Sanchez

#### Participants

Math Teachers

#### Schedule

Daily, from 8/9/2016 to 6/2/2017

## **PD Opportunity 2**

Professional development opportunities will be available to provide high-quality research-based strategies targeted to the needs of the school.

### **Facilitator**

Marisol Velasquez

### **Participants**

All Teachers

### **Schedule**

Daily, from 8/22/2016 to 6/2/2017

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Reading coach will use the coaching model to build the capacity of K5 teachers by providing data driven professional development.</b>				<b>\$36,577.28</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	0601 - Berkshire Elementary School	Title I, Part A	0.5	\$36,577.28
			<i>Notes: salary and benefits Lori Stephens</i>			
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Professional development opportunities will be available to provide high-quality research-based strategies targeted to the needs of the school.</b>				<b>\$16,254.76</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	0601 - Berkshire Elementary School	Title I, Part A		\$4,741.88
			<i>Notes: Part-time in systems for collaborative planning</i>			
	6400	510-Supplies	0601 - Berkshire Elementary School	Title I, Part A		\$1,758.13
			<i>Notes: Supplies (Paper, post-it notes, pens, highlighters, chart paper, markers)</i>			
	6400	510-Supplies	0601 - Berkshire Elementary School	Title I, Part A		\$4,754.75
			<i>Notes: Professional Learning Communities Book Study</i>			
	6400	750-Other Personal Services	0601 - Berkshire Elementary School	Title I, Part A		\$5,000.00
			<i>Notes: Subs for PD</i>			
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>Select Staff will attend the Soluciones Conference for Professional Development on Best Practice ELL Instructional Strategies</b>				<b>\$3,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	0601 - Berkshire Elementary School	Title I, Part A		\$3,500.00
			<i>Notes: Soluciones Conference</i>			
<b>4</b>	<b>G1.B1.S2.A1</b>	<b>Reading resource teacher will provide push-in support for small group instruction.</b>				<b>\$33,171.23</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0601 - Berkshire Elementary School	Title I, Part A	0.5	\$33,171.23
			<i>Notes: salary and benefits Lori Stephens</i>			

**Palm Beach - 0601 - Berkshire Elementary School - 2016-17 SIP**  
*Berkshire Elementary School*

<b>5</b>	<b>G1.B1.S2.A2</b>	<b>Academic tutor will provide instruction in reading with technology infusion</b>				<b>\$26,738.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	160-Other Support Personnel	0601 - Berkshire Elementary School	Title I, Part A		\$26,738.00
<i>Notes: salary and benefits 6 hours</i>						
<b>6</b>	<b>G1.B1.S2.A3</b>	<b>Provide computer based learning opportunities utilizing current technology.</b>				<b>\$11,957.05</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	360-Rentals	0601 - Berkshire Elementary School	Title I, Part A		\$84.95
<i>Notes: AZ Learning</i>						
	5100	644-Computer Hardware Non-Capitalized	0601 - Berkshire Elementary School	Title I, Part A		\$10,255.00
<i>Notes: Chromebooks (35)</i>						
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0601 - Berkshire Elementary School	Title I, Part A		\$1,617.10
<i>Notes: Chromebook charging cart</i>						
<b>7</b>	<b>G1.B1.S2.A4</b>	<b>Provide students with extended learning opportunities to increase proficiency. (Tutorial)</b>				<b>\$7,250.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0601 - Berkshire Elementary School	Title I, Part A		\$7,250.00
<i>Notes: Part time in system for tutorials</i>						
<b>8</b>	<b>G1.B1.S2.A5</b>	<b>Provide students in K-5 an opportunity to increase literacy proficiency via i-Ready implementation.</b>				<b>\$0.00</b>
<b>9</b>	<b>G1.B1.S3.A1</b>	<b>Community Language Facilitator will provide academic support for a multilingual student population. Facilitator will assist with parent contact and the translation of school based communications.</b>				<b>\$27,707.27</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		160-Other Support Personnel	0601 - Berkshire Elementary School	Title I, Part A		\$27,707.27
<i>Notes: salary and benefits Quinones</i>						
<b>10</b>	<b>G2.B1.S1.A1</b>	<b>Math resource teacher will provide push-in support for small group instruction.</b>				<b>\$33,171.23</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0601 - Berkshire Elementary School	Title I, Part A	0.5	\$33,171.23
<i>Notes: salary and benefits Susana Sanchez</i>						

**Palm Beach - 0601 - Berkshire Elementary School - 2016-17 SIP**  
*Berkshire Elementary School*

<b>11</b>	<b>G2.B1.S1.A2</b>	<b>Provide students with extended learning opportunities to increase proficiency in all core subjects.</b>				<b>\$13,682.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0601 - Berkshire Elementary School	Title I, Part A		\$7,250.00
			<i>Notes: Part time in system for tutorials</i>			
	5100	390-Other Purchased Services	0601 - Berkshire Elementary School	Title I, Part A		\$6,432.00
			<i>Notes: Gabie Science Bus</i>			
<b>12</b>	<b>G2.B1.S1.A3</b>	<b>Science resource teacher will provide push-in support for small group instruction.</b>				<b>\$66,342.45</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0601 - Berkshire Elementary School	Title I, Part A	1.0	\$66,342.45
			<i>Notes: salary and benefits Maritza Torres</i>			
<b>13</b>	<b>G2.B1.S1.A4</b>	<b>Provide computer-based learning opportunities utilizing current technology</b>				<b>\$6,727.69</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0601 - Berkshire Elementary School	Title I, Part A		\$6,727.69
			<i>Notes: Mobi Interwrite Pads</i>			
<b>14</b>	<b>G2.B1.S1.A5</b>	<b>Instructional and Resource Materials will be used to enhance classroom instruction</b>				<b>\$3,083.63</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0601 - Berkshire Elementary School	Title I, Part A		\$3,083.63
			<i>Notes: Paper, composition notebooks, Science boards, copy paper, graphing notebooks, pencils, ink, erasers, and binders</i>			
<b>15</b>	<b>G2.B1.S2.A1</b>	<b>Math coach will use the coaching model to build the capacity of K5 teachers by providing data driven professional development.</b>				<b>\$36,577.28</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	0601 - Berkshire Elementary School	Title I, Part A	0.5	\$36,577.28
			<i>Notes: salary and benefits Susana Sanchez</i>			
<b>16</b>	<b>G2.B1.S2.A2</b>	<b>Professional development opportunities will be available to provide high-quality research-based strategies targeted to the needs of the school.</b>				<b>\$6,500.01</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

**Palm Beach - 0601 - Berkshire Elementary School - 2016-17 SIP**  
*Berkshire Elementary School*

	6400	100-Salaries	0601 - Berkshire Elementary School	Title I, Part A		\$4,741.88
			<i>Notes: Part-time in systems for collaborative planning</i>			
	6400	510-Supplies	0601 - Berkshire Elementary School	Title I, Part A		\$1,758.13
			<i>Notes: Supplies (Paper, post-it notes, pens, highlighters, chart paper, markers)</i>			
<b>17</b>	<b>G2.B1.S3.A1</b>	<b>Provide parent training and activities on strategies for parents to use at home with students</b>				<b>\$6,393.52</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	310-Professional and Technical Services	0601 - Berkshire Elementary School	Title I, Part A		\$425.00
			<i>Notes: Science Museum</i>			
	6150	510-Supplies	0601 - Berkshire Elementary School	Title I, Part A		\$4,468.52
			<i>Notes: Supplies (copy paper, refreshments, pens, markers, chart paper, folders, and ink.)</i>			
	6150	310-Professional and Technical Services	0601 - Berkshire Elementary School	Title I, Part A		\$1,500.00
			<i>Notes: Boys Town</i>			
<b>18</b>	<b>G2.B1.S3.A2</b>	<b>Ongoing communication with parents regarding student progress, school-wide events, parent trainings.</b>				<b>\$4,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0601 - Berkshire Elementary School	Title I, Part A		\$4,500.00
			<i>Notes: Agendas</i>			
					<b>Total:</b>	<b>\$340,133.40</b>