The School District of Palm Beach County

Berkshire Elementary School

2017-18 Schoolwide Improvement Plan

Berkshire Elementary School

1060 KIRK RD, West Palm Beach, FL 33406

https://bkes.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	91%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Berkshire Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- 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.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:
• Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and

technology to maximize student potential.
• Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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, Parent and Family Engagement Plan (PFEP), 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 Postive Behavior Support (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 PBS Team members, SBT interventions, 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 members, SBT interventions, behavior support cohort, 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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/Certified School Counselors and a weekly report is generated. 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	34	27	26	33	28	23	0	0	0	0	0	0	0	171
One or more suspensions	0	1	2	6	6	4	0	0	0	0	0	0	0	19
Course failure in ELA or Math	65	111	74	95	64	62	0	0	0	0	0	0	0	471
Level 1 on statewide assessment	0	0	0	67	78	62	0	0	0	0	0	0	0	207

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	16	22	13	61	56	48	0	0	0	0	0	0	0	216

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. Teachers will utilize LLI and other research based materials during the day 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 Certified School Counselors and attendance clerks..

Students in grades K-5 are provided various opportunities to utilize interactive technology such as mini iPads and Chromebooks to enhance instruction, Imagine Learning, iStation, and iReady.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP 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/443507.

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
- Remind (app)

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

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
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

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, ESE Contact, General Education Teacher, Certified School Counselor, ESOL Coordinator, Science Resource, 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 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.

SBT Leader: The SBT Leader position will assist the principal in overseeing the entire RTI process at the school. The SBT Leader 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 students receiving interventions.

The ESE Contact: The ESE contact will actively participate in the SBT meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESE contact will also collaborate with general education, special education teachers and parents to develop an Individual Educational Plan (IEP), create and/or modify 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 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 Certified School Counselor: The Certified School Counselor will actively participate in the SBT meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. 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 PBS and collaborate with individual teachers and parents 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 school leadership team. The leadership team is comprised of the following team members: Principal, Assistant Principal, Teacher on Special Assignment (TOSA), SBT leader, ESE Contact, General Education Teacher, Certified School Counselor, ESOL Coordinator, Science Resource Teacher 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:

Step 1- The Core Curriculum is evaluated and academic targets are set
Step 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.
Step 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 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 Leadership 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.

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 SBT team monitors the fidelity of the 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
Maria Patino	Parent
Gaetanne Breus	Education Support Employee
Natalia Egan	Teacher
Kimberly Dupont	Teacher
Roselly Tejada	Teacher
Karen Valencia	Parent
Leonardo Rizco	Business/Community
Nayeli Martinez-Massey	Parent
Winston Andrade	Business/Community
Lindsey Kirkpatrick	Parent
Stephen Greenstein	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
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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. Parents are encouraged to provide input. 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. The SAC members voted on and approved:
1. Five hundred dollars to be utilized for the ISA Sixteenth School of the Year Award in Washington D.C.
2. Three hundred dollars to be utilized for three kindergarten teachers to be trained on Estrellitas Reading
Program
3. Five hundred dollars to be uitilized for materials and resources for the SECME Club

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
Bellerice, Rachel	Administrative Support
Velasquez, Marisol	Administrative Support
ROSSER, DEBBIE	Teacher, K-12
Zorrilla, Natalia	Teacher, K-12

b. Duties

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

The LLT promotes literacy in the following manner:
1.Targets lowest 25% ensuring professional development on the use of interventions that match student deficits
2. Supports the implementation of a literacy rich classroom environment including digital learning.
3. Planning a comprehensive Family Literacy Night.
4. Overseeing the implementation of Balanced Literacy in grades K-5.
5. Curriculum planning provided for K-5 teachers during the summer.
6. Sustain students literacy proficiency via the Summer Slide Program.

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Positive working relationships between teachers are encouraged throughout the year. Professional Learning Communities 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, PLC 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 mentors, 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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.
• Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating
work samples that are standards-based and rigorous.
• Students are actively engaged in a coherent progression of mathematical practices that relate new concepts
to prior skills and target the aspect of rigor called for by the standards.

Berkshire utilizes district resources such as Blender, Unify, and research based instructional programs and materials that are supported and adopted by the district.

Peer-Peer Observations 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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.
• Students take ownership of their learning through voice and choice in order to demonstrate mastery through
a variety of means.
• Students take ownership of a culture of learning in a strategy-rich environment which uses space and
technology to maximize student potential

The Instructional Leadership Team meets regularly to collaborate and make decisions regarding instruction at Berkshire. Grade level meetings, PLC's, and SBT are additional venues used to analyze and compare data. Student data is analyzed and compared to expectations according to the Language Arts Florida Standards (LAFS). The results of the above mentioned data analysis and assessments are utilized to drive literacy instruction aligned with the district's 5-year goal of increasing student reading proficiency on grade level by 3rd grade.

Berkshire also ensures successful implementation of the following to assist with increasing student proficiency:
- Utilizing a Balanced Literacy Approach including mini lessons, whole group, small group, and independent reading
-Implement Double Down in ELA classrooms
- Utilizing iReady with fidelity for Math and Reading
- Establish and maintain a schedule that provides an uninterrupted 90-120 minute ELA block
- Providing iii instruction during the day as well as daily after school tutorials and Saturday tutorials
- Providing resources to support instruction (classroom libraries, leveled books for small group instruction, texts to support units of study)
- Providing Project based learning opportunities in select classes
- Administering assessments which measures student performance on state standards.
- Analyzing the results on assessments to guide further instruction.
- Participating in Webinars to support the decision making process

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: 5,000

Select 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 and increasing student proficiency.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

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 iReady

Strategy: Before School Program
Minutes added to school year: 1,080

Morning Math Tutorial is an opportunity for students to continue their progress in Math. Students participating in Morning Math Tutorial will receive additional instruction in small groups that is beneficial as we prepare for the Florida Standards Assessments (FSA) and ongoing student proficiency.

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
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 iReady

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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

As an early intervention to increase reading on grade level by third grade and to increase student school readiness to enter kindergarten, Berkshire offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later in life.

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 Kindergarten Readiness Screener (FLKRS/STAR Early Literacy) is administered to assess the readiness of each child for kindergarten. The FLKRS/STAR Early Literacy 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, 2017. 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. The school sends parent letters home with the students inviting parents with incoming Kindergarten students to attend. Berkshire also advertises at each of the surrounding 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 provided in English and Spanish. Berkshire also offers one Pre-K unit and instruction is delivered by a certified teacher on a full time basis.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"Â? 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.

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

G094926

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	76.0
ELA Achievement District Assessment	57.0
FSA ELA Achievement - Grade 3	56.0

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 1/26/2018

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 5/31/2018

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

🔍 G094926

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

🔍 B255402

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

🔍 S269897

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

Quarterly, from 8/14/2017 to 6/1/2018

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 9/4/2017 to 6/1/2018

Evidence of Completion

Sign-in Sheets, Agendas, Work Products

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 8/7/2017 to 6/1/2018

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 6/1/2018

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

Weekly, from 8/7/2017 to 6/1/2018

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

Quarterly, from 8/14/2017 to 6/1/2018

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

🔑 S269898

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 8/21/2017 to 6/1/2018

Evidence of Completion

schedules, student groups, lesson plans, data

Action Step 2 5

Academic tutor will provide instruction in reading and math

Person Responsible

DIANA PEREZ

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Schedule, student roster, lesson plans, student data

Action Step 3 5

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

Person Responsible

DARLENE STARLING

Schedule

Daily, from 10/9/2017 to 3/16/2018

Evidence of Completion

teacher and student sign-in sheets, lesson plans

Action Step 4 5

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

Person Responsible

LORI STEPHENS

Schedule

Daily, from 8/15/2017 to 6/1/2018

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 8/7/2017 to 6/1/2018

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 6/1/2018

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 6/1/2018

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

🔑 S269899

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 8/10/2017 to 6/1/2018

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 6/1/2018

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

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Translation Samples, Parent Conferences, Walkthroughs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M385574	Conduct a midyear review	PEREZ, DIANA	1/26/2018	Midyear review feedback document	1/26/2018 one-time
G1.B1.S2.A3 A360890	Provide students with extended learning opportunities to increase proficiency. (Tutorial)	STARLING, DARLENE	10/9/2017	teacher and student sign-in sheets, lesson plans	3/16/2018 daily
G1.MA2 M385575	Conduct an end of year review	PEREZ, DIANA	5/31/2018	End of year review feedback document	5/31/2018 one-time
G1.B1.S1.MA1 M385565	Conduct Instructional Team meetings to provide feedback.	PEREZ, DIANA	8/7/2017	Data (RRR, i-Ready, DIagnostic, FSA and FCAT 2.0)	6/1/2018 weekly
G1.B1.S1.MA4 M385566	Monitor Professional Development trainings for effectiveness	PEREZ, DIANA	8/14/2017	Class Walk throughs and Data	6/1/2018 quarterly
G1.B1.S1.MA1 M385567	Conduct Instructional Team meetings to provide feedback.	PEREZ, DIANA	8/7/2017	admin team meeting agenda/sign-in/ notes, Fidelity Reflection Template, Data	6/1/2018 semiannually
G1.B1.S1.MA2 M385568	Monitor Professional Development trainings for fidelity	PEREZ, DIANA	8/1/2017	Review sign-in sheets and work product and provide feedback and support as needed.	6/1/2018 one-time
G1.B1.S1.A1 A360886	Reading coach will use the coaching model to build the capacity of K5 teachers by providing data...	STEPHENS, LORI	8/14/2017	Coaching log, agendas, sign-in sheets	6/1/2018 quarterly
G1.B1.S1.A2 A360887	Professional development opportunities will be available to provide high-quality research-based...	STEPHENS, LORI	9/4/2017	Sign-in Sheets, Agendas, Work Products	6/1/2018 daily
G1.B1.S2.MA1 M385569	Conduct Instructional Leadership meetings to monitor the effectiveness	PEREZ, DIANA	8/7/2017	Data (RRR, i-Ready, Diagnostics, FSA and FCAT 2.0)	6/1/2018 one-time
G1.B1.S2.MA1 M385570	Conduct Instructional Leadership meetings to monitor fidelity	PEREZ, DIANA	8/7/2017	admin team meeting agenda/sign-in/ notes, Fidelity Reflection Template, Data	6/1/2018 semiannually
G1.B1.S2.MA3 M385571	Monitor student proficiency	PEREZ, DIANA	8/14/2017	admin team meeting agenda/sign-in/ notes, Fidelity Reflection Template, Data	6/1/2018 one-time
G1.B1.S2.A1 A360888	Reading resource teacher will provide push-in support for small group instruction.	STEPHENS, LORI	8/21/2017	schedules, student groups, lesson plans, data	6/1/2018 daily
G1.B1.S2.A2 A360889	Academic tutor will provide instruction in reading and math	PEREZ, DIANA	8/14/2017	Schedule, student roster, lesson plans, student data	6/1/2018 daily
G1.B1.S2.A4 A360891	Provide students in K-5 an opportunity to increase literacy proficiency via i-Ready.	STEPHENS, LORI	8/15/2017	i-Ready Data Reports, Schedule, Rosters	6/1/2018 daily
G1.B1.S3.MA1 M385572	Meet with Community Language Facilitator to provide feedback.	PEREZ, DIANA	8/10/2017	Translation Samples, Parent Conferences, Walkthroughs	6/1/2018 weekly
G1.B1.S3.MA1 M385573	Meet with Community Language Facilitator to provide feedback.	PEREZ, DIANA	8/14/2017	admin team meeting agenda/sign-in/ notes, Fidelity Reflection Template, Data	6/1/2018 one-time
G1.B1.S3.A1 A360892	Community Language Facilitator will provide academic support for a multilingual student population....	STARLING, DARLENE	8/10/2017	schedules, student groups, student work samples, samples of school based communications	6/1/2018 daily

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

Quarterly, from 8/14/2017 to 6/1/2018

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 9/4/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Reading coach will use the coaching model to build the capacity of K5 teachers by providing data driven professional development.	$0.00
2	G1.B1.S1.A2	Professional development opportunities will be available to provide high-quality research-based strategies targeted to the needs of the school.	$0.00
3	G1.B1.S2.A1	Reading resource teacher will provide push-in support for small group instruction.	$0.00
4	G1.B1.S2.A2	Academic tutor will provide instruction in reading and math	$0.00
5	G1.B1.S2.A3	Provide students with extended learning opportunities to increase proficiency. (Tutorial)	$0.00
6	G1.B1.S2.A4	Provide students in K-5 an opportunity to increase literacy proficiency via i-Ready.	$0.00
7	G1.B1.S3.A1	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.	$0.00
		Total:	$0.00