

Berkshire Elementary School



2014-15 School Improvement Plan

Berkshire Elementary School

1060 KIRK RD, West Palm Beach, FL 33406

www.edline.net/pages/berkshire_elementary_school

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

86%

Alternative/ESE Center

No

Charter School

No

Minority

89%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	A	A

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Espanyol

La mision de la escuela primaria Berkshire es desarrollar mentes jovenes en una economia global cambiante con las habilidades del siglo 21 proporcionando una comunidad preocupada por el bienestar, diverse e inclusiva donde todos son valorados.

Provide the school's vision statement

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

Espanyol

La escuela primaria Berkshire esta comprometida a proporcionar una experiencia educative sana, integral, creative, diversa y solidaria a cada estudiante para alcanzar su maximo potencial con un personal continuo, para garantizar el maximo editor de los estudiantes en sus conocimientos, la tecnologia, sus destrezas, la Erica y el caracter necesario para ser ciudadanos responsables y productivos, en sus vidas plenas.

School Environment

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

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

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

World's Fair, Multi-cultural night

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

During preschool and monthly faculty meetings, teachers are provided with specific practices that will be incorporated via Berkshire's SWPBS Universal Guidelines. Teachers and staff are expected to continue to model and teach specific expectations as outlined in Berkshire's SWPBS Universal Guidelines. Students demonstrating these expectations will be recognized with Berkie bucks, student recognition and small tokens. Teachers will utilize teaching videos to encourage and support positive behaviors.

Involve non-instructional staff including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic

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

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

Our school implements a School-wide Positive Behavior Support System. With this system, students are encouraged to follow positive routines and procedures as well as be safe, be positive and be a learner. Our school wide behavioral system consists of the following;

- * Students are taught via video and student/teacher interaction the expectations in the classroom as well as throughout the school environment. These lessons starts the first day of school. Reteaching of behavioral expectations are reinforced throughout the school year as needed.
- * Staff receives training during preschool faculty meetings. Training's are also provided throughout the year.

Teachers having difficulty implementing PBS are supported by team leaders, behavior support cohort, and administration.

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

The school based team meets regularly to review and collaborate on identified students that may need social/emotional support. The team outlines a plan of action to support the student in need. Support may include but is not limited Mentoring programs such as Boys Town and pairing Berkshire staff with students based on needs, Counseling, etc. School counselors will connect families to appropriate agencies to meet the child's individual emotional and social needs. A Parent Fair will be held to increase parents awareness of services offered via 211, Boys Town, Good Samaritan Medical Center, etc. Wiz Kids (grant) targets students with warning signs, free to students, Berkshire staff facilitates. Provides project based learning and enrichment. Students must reside in Berkshire's sac area.

Early Warning Systems

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

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

Students with excessive absences are flagged by the attendance clerk and their names are given to the school counselor. The counselor communicates with parents in an attempt to correct the problem. Outside agencies are recommended as needed. A check in system and/or mentor will be provided for students who have been suspended. The SBT will develop a behavior plan for any child who is continuing to struggle with adhering to school expectations.

All level 1 students receives immediate intensive intervention and are progressed monitored through the classroom teacher, administration, and the school based team process.

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

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

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

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

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

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

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

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

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

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

Parent University is a powerful on-going training to provide support to parents in addressing barriers and key issues to better support their child.

Parents have an opportunity to meet teachers and administration during Opening House, curriculum nights, Parent Fairs, Multi-cultural Fair, etc.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Bishop, Maria	Principal
STARLING, DARLENE	Assistant Principal
FERNANDEZ, DIANA	Administrative Support
FREY, LAUREN	Teacher, ESE
LUDWIG, PATTY	Other
STEPHENS, LORI	Instructional Coach
ROSSER, DEBBIE	Other

Duties

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

The leadership team is comprised of the following team members: Administration: Principal, Assistant Principal, School Psychologist, SBT leader/ RTI Facilitator, ESE Contact, General Education Teacher, Learning Team Facilitator, Speech Language Pathologist, Guidance Counselor, Reading Coach, 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.

Reading Coach: The Reading Coach actively participates in the SBT/RTI meetings. The Reading Coach will collaborate with general education and special education teachers to create goals and

interventions for individual students. The Reading Coach will provide guidance and resources in the area of reading behaviors 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 Psychologist: The psychologist will actively participate in all SBT/RTI meetings. This will include collection, interpretation, and analysis of data, facilitating development of intervention plans, providing support for intervention fidelity and documentation, providing professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation, and facilitating data based decision making activities.

The Guidance Counselor: The guidance 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 guidance counselor will also provide social and behavioral interventions and track and monitor their progress. The guidance counselor will also provide ongoing professional development in PBIS and meet with individual teachers to help create appropriate interventions for individual students.

Speech Language Pathologist: The speech pathologist will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The Speech Pathologist will also collaborate with general education and special education teachers to create goals and interventions for individual students. The Speech Pathologist 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.

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, School Psychologist, SBT leader, RTI Facilitator, ESE Contact, General Education Teacher, Speech Language Pathologist, Guidance, and Reading 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. 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.

Step1: 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 n reading and mathematics. One paraprofessional position has hired to assist with bilingual teachers, parent/community involvement, and parent training. 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 guidance 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 update our action plans during Learning Team Meetings and SWPBS committee meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SWPBS programs.

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

Housing Programs: N/A

Head Start: N/A

Adult Education Career and Technical Education: N/A

Job Training: N/A

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Maria Bishop	Principal
Orlanda Mastrapa	Teacher
Darlene Starling	Education Support Employee
Perla Martinez	Parent
Maribel Williams	Parent
Nery Mejia Cerna	Parent
Shamsey Fleming	Parent
Denise Gomez	Parent
Zenaida Aguilar	Parent
Maria Calderon	Parent
Beatriz Castellon	Parent
Kelin Alvarenga	Parent
Barbara Guerra	Parent
Nichole Vaughn	Parent
Carlos Castro	Teacher
Yakelin Gomez-Gonzalez	Parent
Eduardo Alvarez-Perez	Parent
Kirenica Apizar	Parent

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

Last year, school improvement funds were received late in the year. Our plans are to use these funds for professional development (Digital training for teachers).

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Bishop, Maria	Principal
STARLING, DARLENE	Assistant Principal
STEPHENS, LORI	Instructional Coach
ROSSER, DEBBIE	Other
LUDWIG, PATTY	Other
FERNANDEZ, DIANA	Administrative Support
FREY, LAUREN	Other

Duties

Describe how the LLT promotes literacy within the school

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

following manner;

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

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

Public and Collaborative Teaching

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

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

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

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, data disaggregation, and planning and collaboration through learning team meetings and professional learning communities.

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. Teaching staff members are also supported by the reading coach and the Positive Behavior Support (PBS) team.

1. Jasmine Sepulveda (Grade 3) Debbie Rosser (mentor), Jenny Moote (Team Leader/Buddy)
2. Elizabeth Cupp (Grade 3) Marisol Velasquez (Mentor), Jenny Moote (Team Leader/Buddy)
3. Desiree Washburn Barden (Grade 2) Matilde Kozain (Mentor) Kristen Delatorre (Team Leader/Buddy)
4. Yelitza Cruz (ESE Teacher) Lauren Dumski-Narvell (Mentor) Lauren Frey (Team Leader/Buddy)

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Berkshire utilizes District resources such as Learning Village, Performance Matters, and research based instructional programs and materials that are supported and adopted by the District.

Instructional Rounds collaboration and feedback before, during and after classroom visits is a critical component to assist in evaluating the effectiveness of aligning instruction to Florida standards. Additionally, Learning Team Meetings provides opportunities for grade levels to unpack standards, depend and revise their understanding of the new Florida standards, and brainstorm available resources to support alignment.

Instructional Strategies

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

The Berkie Cohort and Leadership Team meets regularly to collaborate and make decisions regarding the literacy instruction at Berkshire. Grade level meetings, LTMs, and RTI are additional venues used to analyze and compare data. Student data is analyzed and compared to expectations according to the Language Arts Florida Standards (LAFS). The results of the above mentioned data analysis and assessments are utilized to drive literacy instruction.

Berkshire also ensures successful implementation of the following to assist with increasing student proficiency;

- Utilizing a Balance Literacy Approach including mini lessons, whole group, small group, and independent reading
- Establish and maintain a schedule that provides an uninterrupted 90 minute reading block
- Establish and maintain a schedule that provides an uninterrupted 45-60 minute writing block
- Providing iii instruction during the day as well as daily after school tutorials
- Providing resources to support instruction (classroom libraries, leveled books for small group instruction, texts to support units of study)
- Administering assessments which measures instructed standards
- Participating in Webinars to support the decision making process

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

Strategy: Extended School Day

Minutes added to school year: 6,000

Select 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

Bishop, Maria, maria.bishop@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: Weekend Program

Minutes added to school year: 1,080

Provide Reading, Writing and Math Tutorial on Saturday

Strategy Rationale

The extra instruction via Saturday tutorials will assist in closing the learning gap.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bishop, Maria, maria.bishop@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:

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

Bishop, Maria, maria.bishop@palmbeachschools.org

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

Formative and summative assessments and Lesson Plans.

Student Transition and Readiness

PreK-12 Transition

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

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

At Berkshire Elementary School, 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 19, 2014. Data will be used to plan daily academic instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic skills. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains to determine the need for changes to the instructional/intervention programs. A Kindergarten round-up is held in the spring of each school year at Berkshire. We send parent letters home with our students inviting parents with incoming Kindergarten students to attend. We also advertise at each of our day care centers notifying the parents of the meeting. Agenda items include K Readiness; reading at home; ELL programs including dual language; ESE programs and Family Involvement evenings. All information is offered in English and Spanish. Berkshire also offers Pre-K instruction with a certified teacher on a full time basis. We have one Pre-K classroom.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

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.** Increase student writing within all contents.
- G2.** Increase student engagement in complex and rigorous task through Instructional Rounds Model.

Strategic Goals Detail

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

G1. Increase student writing within all contents. **1a**

 G048338

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	72.0
AMO Math - All Students	78.0
FCAT 2.0 Science Proficiency	
CELLA Writing Proficiency	

Resources Available to Support the Goal **2**

- LAFS resources (websites, videos, rigorous text) Lucy Calkins Units of Study, Mentor text, variety of reading materials such as poems, articles, non fiction, etc.

Targeted Barriers to Achieving the Goal **3**

- Student's lack of exposure to write about reading using text evidence. The ability to implement this strategy is a critical component in mastering the new Florida State Standards Writing requirements

G2. Increase student engagement in complex and rigorous task through Instructional Rounds Model. 1a

G042263

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0
AMO Math - All Students	78.0
AMO Reading - All Students	72.0

Resources Available to Support the Goal 2

- Reading Coach, Reading Consultants, District Reading and Math staff developers, Professional resources, Instructional Rounds, Heinemann Resource Materials.

Targeted Barriers to Achieving the Goal 3

- Instructional staff has limited background knowledge and skills to engage students in rigorous tasks.
- Consistency of implementation of common core reading instruction
- Students not meeting grade level standards

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

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. Increase student writing within all contents. **1**

 G048338

G1.B1 Student's lack of exposure to write about reading using text evidence. The ability to implement this strategy is a critical component in mastering the new Florida State Standards Writing requirements **2**

 B120545

G1.B1.S1 Students will be taught how to write about reading across the content areas using specific text evidence **4**

 S132420

Strategy Rationale

This strategy will Increase students' writing time as well as increase writing in the content areas.

Action Step 1 **5**

Students will write about content in their journals using evidence from text in all content areas

Person Responsible

Maria Bishop

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

Journals showing evidence of writing across the content using specific evidence

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

Administration and teachers will monitor students' journals during classroom walk throughs and LTM's

Person Responsible

Maria Bishop

Schedule

Monthly, from 9/12/2014 to 5/29/2015

Evidence of Completion

observation and journals

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

Classroom walkthroughs to monitor implementation and the amount of student writing occurring in all subject areas

Person Responsible

Maria Bishop

Schedule

Weekly, from 9/12/2014 to 5/29/2015

Evidence of Completion

observation status and students' journals

G1.B1.S2 Students will be instructed on note-taking and text marking strategies 4

 S132519

Strategy Rationale

Note taking is critical in supporting students in citing text evidence

Action Step 1 5

Students will be instructed on proper note-taking and text marking strategies.

Person Responsible

Maria Bishop

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student journals

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

Administration will monitor effective instruction on note taking and text marking via classroom walkthroughs

Person Responsible

Maria Bishop

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

lobservaion tool data

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

Administration will provide feedback to teachers on observations and collected student work. Teachers will reflect on feedback and readjust their instruction as needed.

Person Responsible

Maria Bishop

Schedule

Biweekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

observation tools and feedback notes

G1.B1.S3 Professional development will be provided to teachers through district Literacy Cohort training and LTMs on writing about reading using specific text evidence 4

 S132520

Strategy Rationale

Professional development will provide teachers with effective tools to implement rigorous writing instruction.

Action Step 1 5

Teachers will participate in professional development during LTMs and through the Berkie Cohort training

Person Responsible

Maria Bishop

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

sign in sheets and agendas

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

Administration will conduct classroom walkthroughs to observe the implementation of professional development strategies learned in writing instruction

Person Responsible

Maria Bishop

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

observation tools and schedule of walkthroughs

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

Walkthrough data will be monitored to determine effective implementation of writing instruction

Person Responsible

Maria Bishop

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Walkthrough results and student's writing journals

G2. Increase student engagement in complex and rigorous task through Instructional Rounds Model. 1

G042263

G2.B1 Instructional staff has limited background knowledge and skills to engage students in rigorous tasks. 2

B103058

G2.B1.S1 Our staff will undertake an inclusive professional development process through the Instructional Rounds Model. This professional development will include a series of walk throughs utilizing a team approach. 4

S124608

Strategy Rationale

This professional development will provide explicit strategies for teachers to use in their class environment to increase the level of rigorous engaging tasks.

Action Step 1 5

Organize subcommittees of team members to serve as a "Berkie Cohort" and/or "Math/Science Committee" member. Committees will meet to outline on-going professional development opportunities

Person Responsible

Maria Bishop

Schedule

On 9/1/2015

Evidence of Completion

Sign-in sheets

Action Step 2 5

Extensive professional development will be provided throughout the FY15 school year by Reading coach and district resource staff including specialists

Person Responsible

Maria Bishop

Schedule

On 4/30/2015

Evidence of Completion

Agendas, sign-in sheets, and sample documentation

Action Step 3 5

Employ reading consultants to work with teachers in K-5 on balance literacy strategies

Person Responsible

Maria Bishop

Schedule

Quarterly, from 11/3/2014 to 5/29/2015

Evidence of Completion

Agendas, sign in sheets, student data, classroom walkthrough

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

Conduct on-going teacher observations utilizing Instructional Rounds walk throughs and Marzano Teacher Evaluation System to monitor for improved complex and rigorous tasks presented during professional development sessions.

Person Responsible

Maria Bishop

Schedule

Monthly, from 10/1/2014 to 4/30/2015

Evidence of Completion

Completed observations and student achievement data

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

Effectiveness will be monitored via the following methods;

Marzano Observations
Student Documentation in Journals
Higher Order Questioning
Performance Matters tasks
Diagnostic Assessments results
Florida Standard Assessment results

Person Responsible

Maria Bishop


Schedule

Monthly, from 9/18/2014 to 5/29/2015

Evidence of Completion

Student Journals, Marzano Observation Data, Teacher Feedback both verbal and written

G2.B1.S2 Teachers will engage in on-going collaboration meetings (LTM, PD, etc.) where rigorous learning goals and scales are created and student work is analyzed for the level of rigor and complex task. 4

 S124798

Strategy Rationale

Collaboration with "rigor" as the focus will help all instructional staff have universal expectations for rigor and will provide support needed.

Action Step 1 5

Weekly LTM and monthly PD scheduled to facilitate collaboration on rigor and complex tasks

Person Responsible

Maria Bishop

Schedule

Weekly, from 9/9/2014 to 4/29/2015

Evidence of Completion

Observation of math, science, and reading blocks

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

Administration will participate in LTMs and PD to monitor implementation of strategies discussed through classroom observations and review of student assessment data

Person Responsible

Maria Bishop

Schedule

Daily, from 9/9/2014 to 5/29/2015

Evidence of Completion

Data from Marazano Observations, student journals, and student achievement

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

Effectiveness will be monitored via the following methods;

- * Student Journals and work
- * Learning Goals and Scales

Person Responsible

Maria Bishop

Schedule

Daily, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student achievement data and student journals and work

G2.B1.S3 Teachers will incorporate rigorous academic journals in all subject areas where students will be required to record and represent their application of knowledge. Teachers will be able to monitor the level of application through the journals and provide strategies for parents to use at home. 4

 S124836

Strategy Rationale

Students will have a formal system for documenting their understanding and application of their knowledge in a more in depth way.

Action Step 1 5

Students will utilize academic journals in all subject areas and receive instruction on how to record and represent their knowledge at the expected level of rigor.

Person Responsible

Maria Bishop

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

Documentation of observations and feedback conferences

Action Step 2 5

Parents will be provided on-going training to infuse literacy in the core content areas to extend the learning process at home

Person Responsible

Maria Bishop

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

agendas, sign ins, evaluations

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

Administration and teachers will monitor the journals for rigor.

Person Responsible

Maria Bishop

Schedule

Daily, from 9/2/2014 to 5/29/2015

Evidence of Completion

Student academic journals

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

Effectiveness of implementation of rigor via academic journals, will be monitored by administration and teachers.

Person Responsible

Maria Bishop

Schedule

On 5/29/2015

Evidence of Completion

Student academic journals

G2.B1.S4 Administration will follow an extensive classroom observation schedule including pre and post conferences providing feedback to teachers. Feedback will be specific to the level of rigor observed as evidenced by student work **4**

 S124869

Strategy Rationale

Providing constant, descriptive feedback to teachers regarding their lessons will guide improvement

Action Step 1 **5**

Administrators will complete daily informal and formal walkthrough and observations based on an extensive observation schedule. Teachers will receive specific feedback on the implementation of the Instructional Rounds Model via pre- and post conferences.

Person Responsible

Maria Bishop

Schedule

Daily, from 9/8/2014 to 4/30/2015

Evidence of Completion

i-Observation data

Plan to Monitor Fidelity of Implementation of G2.B1.S4 **6**

Monthly Leadership Meetings to review completion of schedules, observations, and conferences

Person Responsible

Maria Bishop

Schedule

Monthly, from 9/22/2014 to 5/1/2015

Evidence of Completion

Leadership data

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Walkthrough data will be reviewed to determine improvement based on the Instructional Rounds Model.

Person Responsible

Maria Bishop


Schedule

Biweekly, from 9/22/2014 to 5/1/2015

Evidence of Completion

Walkthrough Data

G2.B2 Consistency of implementation of common core reading instruction 2

 B113940

G2.B2.S1 Resource teachers will provide Tier 3 interventions 4

 S125392

Strategy Rationale

To address the high number of students in Tier 3

Action Step 1 5

Resource teachers will provide small group instruction utilizing research-based LLI materials and technology

Person Responsible

Maria Bishop

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lesson plans, student attendance and logs

G2.B3 Students not meeting grade level standards 2

B114040

G2.B3.S1 Provide extended learning opportunities 4

S125517

Strategy Rationale

increase student proficiency

Action Step 1 5

Berkshire will provide extended learning opportunities through tutorials

Person Responsible

Maria Bishop

Schedule

Weekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

sign ins (students/teachers), lesson plans, student proficiency

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Organize subcommittees of team members to serve as a "Berkie Cohort" and/or "Math/Science Committee" member. Committees will meet to outline on-going professional development opportunities	Bishop, Maria	8/11/2014	Sign-in sheets	9/1/2015 one-time
G2.B1.S2.A1	Weekly LTM and monthly PD scheduled to facilitate collaboration on rigor and complex tasks	Bishop, Maria	9/9/2014	Observation of math, science, and reading blocks	4/29/2015 weekly
G2.B1.S3.A1	Students will utilize academic journals in all subject areas and receive instruction on how to record and represent their knowledge at the expected level of rigor.	Bishop, Maria	9/8/2014	Documentation of observations and feedback conferences	5/29/2015 daily
G2.B1.S4.A1	Administrators will complete daily informal and formal walkthrough and observations based on an extensive observation schedule. Teachers will receive specific feedback on the implementation of the Instructional Rounds Model via pre- and post conferences.	Bishop, Maria	9/8/2014	i-Observation data	4/30/2015 daily
G2.B2.S1.A1	Resource teachers will provide small group instruction utilizing research-based LLI materials and technology	Bishop, Maria	9/8/2014	Lesson plans, student attendance and logs	5/29/2015 daily

Palm Beach - 0601 - Berkshire Elementary School - 2014-15 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.B3.S1.A1	Berkshire will provide extended learning opportunities through tutorials	Bishop, Maria	9/29/2014	sign ins (students/teachers), lesson plans, student proficiency	5/29/2015 weekly
G1.B1.S1.A1	Students will write about content in their journals using evidence from text in all content areas	Bishop, Maria	9/8/2014	Journals showing evidence of writing across the content using specific evidence	5/29/2015 daily
G1.B1.S2.A1	Students will be instructed on proper note-taking and text marking strategies.	Bishop, Maria	9/15/2014	Student journals	5/29/2015 weekly
G1.B1.S3.A1	Teachers will participate in professional development during LTMs and through the Berkie Cohort training	Bishop, Maria	9/29/2014	sign in sheets and agendas	5/29/2015 monthly
G2.B1.S1.A2	Extensive professional development will be provided throughout the FY15 school year by Reading coach and district resource staff including specialists	Bishop, Maria	8/28/2014	Agendas, sign-in sheets, and sample documentation	4/30/2015 one-time
G2.B1.S3.A2	Parents will be provided on-going training to infuse literacy in the core content areas to extend the learning process at home	Bishop, Maria	9/8/2014	agendas, sign ins, evaluations	5/29/2015 monthly
G2.B1.S1.A3	Employ reading consultants to work with teachers in K-5 on balance literacy strategies	Bishop, Maria	11/3/2014	Agendas, sign in sheets, student data, classroom walkthrough	5/29/2015 quarterly
G1.B1.S1.MA1	Classroom walkthroughs to monitor implementation and the amount of student writing occurring in all subject areas	Bishop, Maria	9/12/2014	lobservation status and students' journals	5/29/2015 weekly
G1.B1.S1.MA1	Administration and teachers will monitor students' journals during classroom walk throughs and LTMs	Bishop, Maria	9/12/2014	lobservation and journals	5/29/2015 monthly
G1.B1.S2.MA1	Administration will provide feedback to teachers on observations and collected student work. Teachers will reflect on feedback and readjust their instruction as needed.	Bishop, Maria	9/22/2014	lobservation tools and feedback notes	5/29/2015 biweekly
G1.B1.S2.MA1	Administration will monitor effective instruction on note taking and text marking via classroom walkthroughs	Bishop, Maria	9/8/2014	lobservation tool data	5/29/2015 daily
G1.B1.S3.MA1	Walkthrough data will be monitored to determine effective implementation of writing instruction	Bishop, Maria	9/22/2014	Walkthrough results and student's writing journals	5/29/2015 weekly
G1.B1.S3.MA1	Administration will conduct classroom walkthroughs to observe the implementation of professional development strategies learned in writing instruction	Bishop, Maria	9/22/2014	lobservation tools and schedule of walkthroughs	5/29/2015 weekly
G2.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	Effectiveness will be monitored via the following methods; Marzano Observations Student Documentation in Journals Higher Order Questioning Performance Matters tasks Diagnostic Assessments results Florida Standard Assessment results	Bishop, Maria	9/18/2014	Student Journals, Marzano Observation Data, Teacher Feedback both verbal and written	5/29/2015 monthly
G2.B1.S1.MA1	Conduct on-going teacher observations utilizing Instructional Rounds walk throughs and Marzano Teacher Evaluation System to monitor for improved complex and rigorous tasks presented during professional development sessions.	Bishop, Maria	10/1/2014	Completed observations and student achievement data	4/30/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	Effectiveness will be monitored via the following methods; * Student Journals and work * Learning Goals and Scales	Bishop, Maria	9/15/2014	Student achievement data and student journals and work	5/29/2015 daily
G2.B1.S2.MA1	Administration will participate in LTMs and PD to monitor implementation of strategies discussed through classroom observations and review of student assessment data	Bishop, Maria	9/9/2014	Data from Marazano Observations, student journals, and student achievement	5/29/2015 daily
G2.B1.S3.MA1	Effectiveness of implementation of rigor via academic journals, will be monitored by administration and teachers.	Bishop, Maria	9/8/2014	Student academic journals	5/29/2015 one-time
G2.B1.S3.MA1	Administration and teachers will monitor the journals for rigor.	Bishop, Maria	9/2/2014	Student academic journals	5/29/2015 daily
G2.B1.S4.MA1	Walkthrough data will be reviewed to determine improvement based on the Instructional Rounds Model.	Bishop, Maria	9/22/2014	Walkthrough Data	5/1/2015 biweekly
G2.B1.S4.MA1	Monthly Leadership Meetings to review completion of schedules, observations, and conferences	Bishop, Maria	9/22/2014	Leadership data	5/1/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Increase student engagement in complex and rigorous task through Instructional Rounds Model.

G2.B1 Instructional staff has limited background knowledge and skills to engage students in rigorous tasks.

G2.B1.S1 Our staff will undertake an inclusive professional development process through the Instructional Rounds Model. This professional development will include a series of walk throughs utilizing a team approach.

PD Opportunity 1

Extensive professional development will be provided throughout the FY15 school year by Reading coach and district resource staff including specialists

Facilitator

"Berkie Cohort" and/or "Math/Science Committee"

Participants

K-5 Teachers

Schedule

On 4/30/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 2: Increase student engagement in complex and rigorous task through Instructional Rounds Model.	289,024
Grand Total	289,024

Goal 2: Increase student engagement in complex and rigorous task through Instructional Rounds Model.

Description	Source	Total
B1.S1.A2 - .5 Reading Coach	Title I Part A	36,529
B1.S1.A3 - Independent Balance Literacy Consultants	Title I Part A	17,600
B1.S1.A3 - Substitutes to cover classes during Professional Development	Title I Part A	15,000
B1.S1.A3 - Professional Development supplies	Title I Part A	2,000
B1.S2.A1 - Collaborative Planning	Title I Part A	8,000
B1.S3.A2 - Parent trainings and daily communication	Title I Part A	6,000
B2.S1.A1 - 2 Resource Teachers 1 + 2 (.5)	Title I Part A	131,757
B2.S1.A1 - iPads for instruction	Title I Part A	5,000
B2.S1.A1 - LLI kits for small group instruction and classroom libraries	Title I Part A	40,000
B2.S1.A1 - V-Math for instruction	Title I Part A	3,000
B3.S1.A1 - Tutorials	Title I Part A	24,138
Total Goal 2		289,024