
Title I Comprehensive Schoolwide Plan
BERKSHIRE ELEMENTARY SCHOOL (0601)

ELA

1. List prioritized needs statements.

68% of 3rd-5th grade students and 90% of 5th grade ELLs did not score a level 3 or higher on PM2. Although progress is being made towards the end of year ELA goal of 45% proficiency in third through fifth as a whole, specific areas of concern for both groups include vocabulary and comprehension: ~ 3rd-5th Vocabulary and Comprehension is 59% ~ 5th grade ELLs Vocabulary and Comprehension is 71% As mentioned above, progress is being made towards the end of the year FAST ELA goal of 45% proficiency for 3rd through 5th as a whole. With that being said, the team decided to add 1 more percent to match the goal from the previous year which was not achieved. • Third grade is on track to exceed their ELA goal (PM1 18%, PM2 35%, EOY goal 42%) • Fourth grade is on track to meeting their ELA goal (PM1 19%, PM2 28%, EOY goal 42%) • Fifth grade is continuing to make progress towards their ELA goal (PM1 26%, PM2 34%, EOY goal 48%) The iReady reading achievement for all students' 3rd through 5th scoring one or more grade levels below remains at 57%. Specific areas of concern in reading include students scoring one or more grade levels below in * Phonics (39%), *Vocabulary (59%), *Comprehension (59%). Moreover, the average reading achievement for all ELL students scoring one or more grade levels below is 74%. Specific areas of concern for our ELL students are: * Phonics (51%), *Vocabulary (71%), *Comprehension (71%)

2. List the root causes for the needs assessment statements you prioritized.

~ ELL students are continuing to struggle with transferring acquired knowledge from English to Spanish and vice versa especially at home. ~ Teachers are experiencing challenges with providing instructional delivery to support students in transferring knowledge across languages. ~ Identifying appropriate resources to address this barrier is an additional challenge ~ Targeted standards are not being addressed with fidelity during small group instruction

3. Share possible solutions that address the root causes.

~ Increase the use and visibility of cognates in the classroom ~ Provide targeted Professional Development to include PD Huddles throughout the year ~ 3rd - 5th Afterschool Tutorial ~ Continue the use of Bridging strategies to support students in making connections between the two languages ~ Fluid small group instruction with a focus on vocabulary, comprehension, and other areas based on data findings throughout the year.

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

- **Communication**

Parent Communication is critical in reaching our school ELA goal. Effective parent communication involves the utilization of a variety of resources including Google Classroom, School Website, Class Dojo, Remind, and contacting parents via phone calls. Also, Parent Teacher Conferences provide an additional outlet to communicate with parents on where their students are academically in reading. Student work samples are also shared with parents to demonstrate their child's progress.

- **Parent Training**

Berkshire will offer two parent training opportunities to support parents in better helping their child at home to increase reading skills and comprehension. 1. Tech it Up Night ~ Parents are guided through multiple computer programs and given examples on how to monitor and review student progress. This is a hands-on computer training. 2. Literacy Night will provide fun and engaging activities that address the areas of phonics, comprehension, and vocabulary. Students and parents will participate in hands-on rotational models of activities.

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

- **School**

No changes were recommended by any stakeholders.

- **Students**

No changes were recommended by any stakeholders.

- **Parents**

No changes were recommended by any stakeholders.

- Staff Training

Teachers will receive two Title I staff trainings focusing on communication and relationship building. Teachers will be given examples and provided handouts with tips and strategies to improve parental involvement and establish meaningful relationships. The following trainings will be provided; 1. Let's Communicate with Parents 2. Conducting Effective Parent Conferences

- Accessibility

Parents will have access to a translator during meetings. Parents will also be provided information in written form and oral presentation. To meet the needs of our parents, flexible meeting times will be provided, Handicapped parking spaces, Handicapped restrooms, and an Elevator.

Math

1. List prioritized needs statements.

78% of 3rd-5th grade students and 97% of 4th grade ELLs did not score a level 3 or higher on PM2. Areas of concern in math for both groups include students scoring one or more grade levels below specifically in Geometry and Measurement: ~ 3rd-5th grade Geometry (68%) and Measurement (70%) ~ All ELL students Geometry (86%) and Measurement (78%) Nevertheless, progress is being made towards the end of the year Math goal of 55% proficiency for 3rd through 5th as a whole. • 3rd grade is on track to exceed their Math goal (PM1 4%, PM2 26%, EOY goal 46%) • 5th grade AMP is on track to exceed their Math goal (PM1 23%, PM2 74%, EOY goal 100%) A deeper dive into the data reveals that 4th grade, 4th grade AMP, and 5th grade classes will need extra support to achieve their end of year goals. • 4th grade (PM1 1%, PM2 3%, EOY goal 30%) • 4th grade AMP (PM1 6%, PM2 15%, EOY goal 98%) • 5th grade (PM1 3%, PM2 8%, EOY goal 62%) The iReady math achievement for all students scoring one or more grade levels below remains at 72%. Areas of concern in math are students scoring one or more grade levels below specifically in Geometry (68%) and Measurement/Data (70%). A closer look at the data indicates the average math achievement for all ELL students scoring one or more grade levels below is 80%. The greatest areas of concern are Geometry (86%) which remains the same and Measurement (78%).

2. List the root causes for the needs assessment statements you prioritized.

~ Teacher's limited knowledge of the rigor of the Florida Standards ~ Delivering effective instruction and best teaching practices ~ Student lack understanding of mathematical content vocabulary and implementation ~ Students lack of foundational skills and concrete instruction (i.e. use of manipulatives to acquire the skills) ~ Teacher's limited use of small group instruction with fidelity to address targeted standards

3. Share possible solutions that address the root causes.

~ Provide target Professional Development Huddles throughout the school year to address the rigor of the standards, to develop methods to effectively teach the content, and how to implement the use of manipulatives during instruction. ~ Math Coach to provide resources, model lessons, and support with student instruction. ~ 3rd - 5th Afterschool Tutorial ~ Academic Tutors and support staff during small group instruction. ~ Support the teachers with effective planning and implementation of small group instruction.

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

- **Communication**

Parent Communication is a vital component in reaching our Math goal. Effective parent communication involves the utilization of a variety of resources including Google Classroom, School Website, Class Dojo, Remind, and contacting parents via phone calls. Also, Parent Teacher Conferences provide an additional outlet to communicate with parents on where their students are academically in math. Student work samples are also shared with parents to demonstrate their child's progress.

- **Parent Training**

Berkshire will offer two parent training opportunities to support parents in better helping their child at home to increase math skills and build vocabulary. 1. Tech it Up Night ~ Parents are guided through multiple computer programs and given examples on how to monitor and review student progress. This is a hands-on computer training. 2. Math and Science Night will provide fun and engaging activities that address the areas of geometry, measurement and data, as well as vocabulary. Students and parents will participate in hands-on math/science activities conducted as a rotational model.

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

- **School**

No changes were recommended by any stakeholders.

- **Students**

No changes were recommended by any stakeholders.

- **Parents**

No changes were recommended by any stakeholders.

- **Staff Training**

Teachers will receive two Title I staff trainings focusing on communication and relationship building. Teachers will be given examples and provided handouts with tips and strategies to improve parental involvement and establish meaningful relationships. The following trainings will be provided; 1. Let's Communicate with Parents 2. Conducting Effective Parent Conferences

- **Accessibility**

Parents will have access to a translator during meetings. Parents will also be provided information in written form and oral presentation. To meet the needs of our parents, flexible meeting times will be provided, Handicapped parking spaces, Handicapped restrooms, and an Elevator.

Science

1. List prioritized needs statements.

55% of our students are meeting the threshold as compared to the District's 48% on the Winter Science Diagnostics. Moreover, the 3% proficiency gain 52% (FY24) to 55% (FY25) shows that we are making progress towards our intended outcome and the effectiveness of interventions. Despite the progress from 52% to 55%, there is still a 50% deficiency in the Nature of Science area. This suggests that while overall improvement is happening, this particular domain remains a challenge.

2. List the root causes for the needs assessment statements you prioritized.

~ Lack of Early Emphasis – The Nature of Science isn't prioritized early, leading to gaps in understanding that persist. ~ Fragmented Integration – Concepts may not be consistently reinforced across different units. ~ Skill-Based Challenges – Students might lack experience with scientific reasoning, inquiry, or the ability to analyze evidence. ~ Curriculum Pacing – If pacing moves quickly into content-heavy topics, there may be less opportunity for foundational science skills. ~ Science vocabulary knowledge and needing visual representation to better understand.

3. Share possible solutions that address the root causes.

~ Adjust curriculum pacing (Build foundational skills and provide short frequent experiments) ~ Spiral Reviews to support students in having continuous exposure to science standards and vocabulary ~ Push in support from the Science Resource Teacher during the science block and Fine arts rotations ~ Continue to incorporate hands-on instruction to build understanding of abstract concepts. ~ Utilize Science digital programs with fidelity during the science block ~ Science vocabulary exposure and more visuals ~ Provide an afterschool SECME Science Club

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

• Communication

Parent Communication is a valuable component in reaching our Science goal. Effective parent communication involves the utilization of a variety of resources including Google Classroom, School Website, Class Dojo, Remind, and contacting parents via phone calls. Also, Parent Teacher Conferences provide an additional outlet to communicate with parents on where their students are academically in science. Student work samples are also shared with parents to demonstrate their child's progress.

• Parent Training

Berkshire will offer two parent training opportunities to support parents in better helping their child at home to increase science proficiency and build science vocabulary. 1. Tech it Up Night ~ Parents are guided through multiple computer programs and given examples on how to monitor and review student progress. This is a hands-on computer training. 2. Math and Science Night will provide fun and engaging activities that address the areas of geometry, measurement and data, as well as vocabulary. Students and parents will participate in hands-on math/science activities conducted as a rotational model.

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

- **School**

No changes were recommended by any stakeholders.

- **Students**

No changes were recommended by any stakeholders.

- **Parents**

No changes were recommended by any stakeholders.

- **Staff Training**

Teachers will receive two Title I staff trainings focusing on communication and relationship building. Teachers will be given examples and provided handouts with tips and strategies to improve parental involvement and establish meaningful relationships. The following trainings will be provided; 1. Let's Communicate with Parents 2. Conducting Effective Parent Conferences

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Action Step: Classroom Instruction

Provide whole and small group instruction as well as extended learning opportunities that are rigorous, standards-based, and differentiated for all students based on multiple data sources.

Budget Total: \$277,240.51

Acct Description	Description																																				
Resource Teacher	Resource Teacher will provide push-in/pullout small group intervention support for students in Reading and Math for grades K-5.																																				
Out-of-system Subs	<table border="1"> <thead> <tr> <th data-bbox="432 345 1194 418">Item</th> <th data-bbox="1194 345 1346 418">Quantity</th> <th data-bbox="1346 345 1463 418">Rate</th> <th data-bbox="1463 345 1562 418">Days</th> <th data-bbox="1562 345 1673 418">Hours</th> <th data-bbox="1673 345 1797 418">Weeks</th> <th data-bbox="1797 345 1929 418">Type</th> <th data-bbox="1929 345 2024 418">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 418 1194 532">7 Sub Days for Resource Teacher Position 10074896 on the fine arts wheel.</td> <td data-bbox="1194 418 1346 532">1</td> <td data-bbox="1346 418 1463 532">\$18.00</td> <td data-bbox="1463 418 1562 532">7</td> <td data-bbox="1562 418 1673 532">6.5</td> <td data-bbox="1673 418 1797 532">1</td> <td data-bbox="1797 418 1929 532">Original</td> <td data-bbox="1929 418 2024 532">\$796.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	7 Sub Days for Resource Teacher Position 10074896 on the fine arts wheel.	1	\$18.00	7	6.5	1	Original	\$796.00											
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Write Score - Students will use this program to supplement writing instruction. Write Score provides tools to help teachers pinpoint instruction, and meet students' diverse literacy needs	560	\$11.56	Original	\$6,473.6	Non Certified, degreed (BA/BS), Out of System Tutor to provide push-in Reading/English Language Arts (R/ELA), Mathematics and Science instructional support for at-risk students in all grade levels, Kindergarten (K) through fifth (5th) grades, from August 2025 until May 2026..	1	\$18.00	5	6	35	Non-Certified w/ Degree	Original	\$18,900.0																
IXL Learning Math K-2nd - Students will use this program to supplement math instruction. Students in grades K-2 will utilize math for remediation, maintenance, and enrichment.	475	\$12.75	Original	\$6,056.2	Non-Certified out-of-system long-term tutor to provide push-in Reading/English Language Arts (R/ELA), Mathematics and Science instructional support for at-risk students in all grade levels, Kindergarten (K) through fifth (5th) grades, from August 2025 until May 2026.	2	\$15.00	5	6	35	Non-Certified	Original	\$31,500.0																
Resource Teacher	Science Resource Teacher to provide students in Kindergarten (K) through fifth (5th) grades hands-on science experiences by facilitating Science Lab activities on the fine arts wheel to provide extended deep understandi																												

Acct Description	Description					
	of science standards at each grade level taught in the regularly-scheduled Science course, corresponding to each grade level.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper, Colors and Hypercolors, Cardstock (colors and hyper)	1	\$1,435.91	General Supplies	Original	\$1,435.91
	Adjustment - benefits credit and final allocation	1	\$3,798.25	General Supplies	Other	\$3,798.25
	Just Words for Classroom and small groupUse	1	\$3,900.00	Instructional Materials	Original	\$3,900.00

Action Step: Parent & Family Engagement

Build the capacity of parents/families to support students learning at home through consistent ongoing school-home communication and grade level trainings including Kindergarten Round Up, Literacy and Math/Science Night.

Budget Total: \$7,869.74

Acct Description	Description					
Online subscription	Item	Quantity	Rate	Type	Total	
	Smore - to provide monthly communication with parents.	2	\$179.00	Original	\$358.00	
	Ron Clark App - Tracks points for houses and instantly recognizes students and notifies parents . Used as a communication tool for families and behavior management framework.	1	\$2,500.00	Original	\$2,500.00	
Postage	Item	Quantity	Rate	Type	Total	
	Postage for mailouts - Parent engagement invitations and academic interventions.	100	\$0.73	Original	\$73.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Materials and Manipulatives for Parent Nights	250	\$3.00	Program Supplies	Original	\$750.00
	Ink/Toner	1	\$1,060.00	Technology	Original	\$1,060.00
	Communicator Folders (K-2)	550	\$1.55	General Supplies	Original	\$852.50
	Copy Paper (Hyper Colors/Neon: Bright Orange, Solar Yellow, Pulsar Pink)	1	\$918.39	General Supplies	Original	\$918.39
	Primary Journals - Kindergarten Kickoff (set of 10)	15	\$39.99	General Supplies	Original	\$599.85

Acct Description	Description								
Childcare	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non-instructional staff will provide child care for three parent engagement trainings	3	\$23.00	3	2	1	Non-Certified	Original	\$405.00
Parent Support by Comm Language Facilitator	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	CLF translation assistance at parent engagement trainings	1	\$27.00	3	2	1	Non-Certified	Original	\$162.00

Action Step: Professional Learning

Teachers will be provided job embedded professional learning to increase teacher capacity to review data, curriculum planning, instructional practices based on the needs of the school.

Budget Total: \$274,302.00

Acct Description	Description
Coach	Literacy Coach to provide support through the coaching model for teachers of Reading/English Language Arts (R/ELA) courses in Kindergarten (K) through fifth (5th) grades to implement rigorous standards-based instruction to increase student achievement.
Coach	Math Coach to provide support through the coaching model for math teachers in Kindergarten (K) through fifth (5th) grades to implement rigorous standards-based instruction to increase student achievement.

Acct Description	Description
LTF	Learning team facilitator will facilitate teacher collaboration during weekly PLC meetings, pull and monitor school data, share findings with administration, and provide professional learning opportunities or secure content experts to provide professional learning for teachers.

Mission Statement

1. Mission Statement

Berkshire's mission statement is to increase home and school partnerships, build better student/teacher relationships, and to motivate parents to actively participate in their child's educational success.

Involvement of Stakeholders

Name	Title
Diana Fernandez	Principal
Darlene Starling	Assistant Principal
Kelli Wusterhausen	LTF
Heather Roberts	Parent
Amanda Stockwell	Parent
Tom Mulligan	Business Partner
Luis Rodriguez	Teacher/SAC Chair
Carissa Garnett	Berkie Afterschool Director

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

SAC meetings are used to identify and determine SAC members. School hosts stakeholder meetings and invite interested individuals to join SAC. School administrators are key stakeholders of the school. The SAC Chair serves as a liaison between the school, parents and community. SAC members represent a diverse parent group that represent the culture and population of the school, and who can provide input from the parent's perspective. Lastly, the Berkshire staff plays an integral role in engaging families and increasing the home/school connection.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Berkshire staff and Stakeholders were involved in the development of the CNA/SWP/PFEP. Both reviewed key information (student data, survey results, previous Parent Compact, and PFEP) and shared their input. Berkshire staff met on February 3, 2025 and Stakeholders met on February 5, 2025. In February 2026, Berkshire staff and Stakeholders will be involved in the development of the plans by providing input at CNA Stakeholder Meeting and SAC meetings, participating in District surveys and discussions. SAC meetings are held on the first Wednesday of each month at 5:30 p.m. During the meeting with stakeholders in February 2026, we will review key information such as training evaluations, student data, and survey results to address the continuing needs of Berkshire. Berkshire staff and stakeholders will have an opportunity for input on the development of the CNA/SWP/PFEP.

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

During the CNA Stakeholder Meeting in February, input was received from all stakeholders. As a result, it was determined that foundational skills, vocabulary building, and comprehension would best support parents with the implementation of these strategies at home. Additionally, a technology training to continue supporting and monitoring their child's progress. A parent input meeting is held during our monthly SAC meeting. Parents feedback is documented via meeting minutes and sign-in sheets. Stakeholder input throughout the year will be documented in SAC minutes, parent training evaluations, and surveys. Title I funds were used for FY26 to purchase supplies for our parent trainings and Kindergarten Round-up.

Name	Title
Diana Fernandez	Principal
Darlene Starling	Assistant Principal
Luis Rodriguez	Teacher/SAC Chair
Eulalia Tatis	Administrative Secretary

Annual Parent Meeting

1. What is the actual date, time and location of the Annual Meeting?

The Title I Annual Meeting will be held on Wednesday, September 10, 2025 at 5:00pm in Berkshire Cafeteria.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Stakeholders will be notified of the meeting via one or more of the following methods: Parentlink, Marquee, Class Dojo, School Newsletter, Invitation.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

The following materials/supplies will be needed for the Title I Annual Meeting: District Title I Vodcast or PowerPoint, a sign in sheet for attendance, school documents to be presented such as the FY26 PFEP, School Parent Compact, pens, and computer.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Effectively Communicating with Parents via Technology

- What specific strategy, skill or program will staff learn to implement with families?

Staff will be given simple, clear and easily accessible apps/tools to use when communicating with parents. Tools may include one or more of the following: Class Dojo App, SIS Gateway, Remind App, and/or Ron Clark app. Teachers will learn how to navigate apps in order to increase effective parental communication and build positive parent/teacher relationships.

- What is the expected impact of this training on family engagement?

Teachers will be able to communicate more effectively with parents on a regular basis resulting in positive parent/teacher relationships. As far as the impact on family engagement, parents will receive information in a timely manner, parents will be empowered to work with teachers as allies, and support their student in meeting grade level standards.

- What will teachers submit as evidence of implementation?

Documentation of parent communication and/or app setup utilizing one of the shared technology methods of communication presented in the training.

- Month of Training

Monday, September 8, 2025

- Responsible Person(s)

Cabrera, Gilbert, Stockwell, Vega, Visbal, Wusterhausen

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Parent Teacher Conferences Made Easy

- What specific strategy, skill or program will staff learn to implement with families?

Staff will participate in a training to increase and improve parent teacher relationships during parent conferences. Teachers will learn how to... ~ send welcoming invites to parents ~ prepare questions, resources, and student materials prior to the meeting ~ start the meeting with positive student information ~ receive input and feedback from parents ~ end the meeting on a positive note

- What is the expected impact of this training on family engagement?

Teachers will be able to extend a welcoming invitation to parents to become an integral part of their child's education. In addition, parents will view themselves as true partners in their child's education and a valued member of Berkshire. Parent/teacher relationships will be improved and maintained throughout the year.

- What will teachers submit as evidence of implementation?

Teachers will provide conference notes showing evidence of shared information from the training.

- Month of Training

Monday, November 3, 2025

- Responsible Person(s)

Wusterhausen, Stockwell, Glover

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Tech It Up Night 2026

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will be able to navigate adaptive technology platforms such as iReady, SIS Gateway, Class Dojo, etc. Furthermore, parents will learn to access student data, monitor student usage, lessons being completed, and support students with grade level standards as well as remedial skills needed to advance academically. Parents will feel empowered and more equipped when supporting students at home.

- Describe the interactive hands-on component of the training.

A rotational model will be provided for parents to explore each adaptive platform as the presenters model the use and benefit of each platform. Parents will use student laptops during the training for a hands-on experience.

- What is the expected impact of this training on student achievement?

Parental support with adaptive technology expectations will help increase student achievement. By extending student academic monitoring from school to home will ensure students are practicing remedial, grade level, and/or enrichment skills with fidelity.

- Date of Training

Thursday, September 25, 2025 @ 5:30pm

- Responsible Person(s)

Kelli Wusterhausen, Ashley Glover, Matilde Kozain, Fatima Vidal, Maritza Torres, and Hector Arbelo

- Resources and Materials

Computers, access to technology platforms, Resource packet, pens, agenda, station labels, copy paper, chart paper, sign-in sheets, parent surveys, etc.

- Amount (e.g. \$10.00)

\$200.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Math and Science Night 2026

- What specific strategy, skill or program will parents learn to implement with their children at home?

To extend students learning at home, parents will rotate through standards based math and science focused stations. To ensure that parents will be comfortable implementing these strategies at home, staff will model how to utilize the resources. Additionally, during each rotation parents will practice using the resources and asking questions.

- Describe the interactive hands-on component of the training.

Recent parent trainings have shown that parents prefer participating in a rotational mode of learning, parents will participate in hands- on training related to Florida Standards (Math) and Next Generation Sunshine State Standards (Science). Parents will receive strategies and resources to use at home.

- What is the expected impact of this training on student achievement?

Students will be more engaged in the scientific process when parents are practicing science activities and science vocabulary as well as interacting with their student at home. An increase in student achievement will occur due to parents being informed of the steps and processes of multiple math problems to reinforce skills taught in the classroom.

- Date of Training

Wednesday, November 19, 2025 @ 6:00pm

- Responsible Person(s)

Math and Science Committee

- Resources and Materials

Math and science strategies to use at home, manipulatives, scientific method resources, copy paper, chart paper, sign-in sheets, parent surveys, etc.

- Amount (e.g. \$10.00)

\$200.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Literacy Night 2026

- What specific strategy, skill or program will parents learn to implement with their children at home?

To extend students learning at home, parents will rotate through standards based literacy related stations to learn strategies and best practices relating to Florida Standards. The learned strategies will support literacy proficiency at home and increase student achievement overall.

- Describe the interactive hands-on component of the training.

Implementing a rotational model, parents will engage in practicing and/or making instructional materials to reinforce learning at home. The stations will include activities to support phonics, vocabulary, and reading comprehension.

- What is the expected impact of this training on student achievement?

Student Achievement to increase as a result of parents reinforcing independent reading and posing similar questions that teachers assess in the classroom.

- Date of Training

Wednesday, January 28, 2026 @ 6:00pm

- Responsible Person(s)

Literacy Committee

- Resources and Materials

Reading strategies to use at home, free books, copy paper, chart paper, sign-in sheets, parent surveys, etc.

- Amount (e.g. \$10.00)

\$200.00

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

The District Multicultural Department provides information and resources to ensure equitable opportunities for all. This department support families with student registration, immunizations via the immunization van, as well as food banks locations and other needed resources and agencies.

- Based on the description list the documentation you will provide to showcase this partnership.

Translated documents, flyers, and brochures

- Frequency

As needed

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Rotary Club

- Describe how agency/organization supports families.

The Rotary Clubs partners with Berkshire to improve student achievement and support families. They provide dictionaries to our third grade students, support underprivileged families with donations, and provide funds to the school to purchase books, materials, and incentives.

- Based on the description list the documentation you will provide to showcase this partnership.

Email sent to staff, Thank you letter, Photos of interaction, and/or calendar documentation

- Frequency

Annually

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Teaching With Love and Compassion Academy and Little Foot Learning Center

- Describe how agency/organization supports families.

Teaching With Love and Compassion Academy and Little Foot Learning Center are nearby preschools that partner with Berkshire staff to provide information and materials to distribute to their families to prepare students for kindergarten entry.

- Based on the description list the documentation you will provide to showcase this partnership.

Kindergarten Round-up, Flyers, Educational resources for families.

- Frequency

Annually

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

The school will provide families with timely information about Title I programs by using flyers, SIS Gateway, ParentLink, marquee, school website, Class Dojo App, Remind App, and announced during School Advisory Council.

- List evidence that you will upload based on your description.

Agendas, sign-in sheets, ParentLink, flyers, SAC notes, school website.

- Description

Parents will be informed about curriculum and proficiency levels of their students through parent conferences, copies of iReady reports, progress reports, IEP/LEP Meetings, and via SIS Gateway.

- List evidence that you will upload based on your description.

Conference notes, student technology reports (i.e. iReady, Benchmark, Dreambox), IEP/LEP documents, and/or SIS Gateway documents

- Description

Parents will be informed about academic assessments used to measure student progress and achievement levels through parent conferences, copies of iReady reports, progress reports, IEP/LEP Meetings, and SIS Gateway.

- List evidence that you will upload based on your description.

Conference notes, IEP/LEP documents, student technology reports (i.e. iReady, Benchmark, Dreambox)

- Description

The school will provide families with information about opportunities for them to participate in decision making related to their child's education through flyers, newsletters, SIS Gateway, parent link, marquee, school website; announced during School Advisory Council, CNA process, SEQ survey. In addition, notes will be sent home inviting parents to IEP and LEP meetings.

- List evidence that you will upload based on your description.

Academic meeting notes (SBT, IEP, etc.), copy of flyers, parent invitations, SAC notes, and/or Parentlink scripts

- Description

School will offer flexible times for meetings, training and events. These activities will be offered during a variety of days of the week and times (morning and evenings). Childcare will be provided as needed and when possible.

- List evidence that you will upload based on your description.

ESE Parent Participation form, ELL committee meeting parent invitation letter, Parentlink scripts, and/or flyers

Accessibility

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

Berkshire Elementary Community Language Facilitators (CLFs) work with students, families, and staff to facilitate and enhance communication and parental involvement. In order to provide accommodations for parents with limited English proficiency the CLF facilitators will attend meetings and conferences as needed. All school communication is translated in the appropriate languages for families prior to being sent out.

- List evidence that you will upload based on your description.

Parent Conference Notes (where CLF provided translation), Title I Information (i.e. Parent Trainings, Parent Compact, PFEP Summaries), School Information Flyers

- Description

Berkshire Elementary staff will use District resources to provide interpreters as well as appropriate staff from Region Support Teams, which enables the school to communicate effectively with stakeholders. A hearing assistance system is available upon request. Also, accessible is a handicapped ramp, an elevator, handicapped parking located in the front of the school, as well as handicapped restrooms throughout the school. If necessary, school will contact the district office for support.

- List evidence that you will upload based on your description.

Photos of handicapped parking, elevator, restrooms, and audio enhancement, written request to District/Region for staff to support parents (as needed)

- Description

For migratory families, Berkshire supports and enhance communication through services provided by the ELL Coordinator, the Community Language Facilitators (CLFs), and data processor who supports the families in completing school registration. The school will coordinate with the Migrant Department as needed to provide additional support to our migratory working families. The school will host Google Meets as needed to share information and connect families with the migrant program in the district. Key information will be shared regarding migrants during our Annual Title I Meeting in September.

- List evidence that you will upload based on your description.

Documents from the Migrant Department, Title I Annual Meeting presentation slides on Migrants, Berkshire Dual Language Program application/information, and/or ELL Coordinator documents.

- Description

Berkshire Elementary follows the McKinney-Vento Homeless Assistance Act and works with the District's McKinney-Vento Program to ensure students have equal access to the same educational opportunities as non homeless students. Donated uniforms, school supplies and/or backpacks are provided to homeless students as needed by the Certified School Counselors. The school also participates in Childhood Hunger Initiative that provides weekend meals for underprivileged students. The school provides accommodations for families experiencing homelessness by meeting with families and ensuring they feel welcomed and offer to provide assistance and support in any way that we can. Key information will be shared regarding homelessness during our Annual Title I Meeting in September.

- List evidence that you will upload based on your description.

Student Housing Questionnaire with notes/data, Photos documenting donations and supplies, McKinney Vento information/resources, and/or Title I Annual Meeting presentation slides on homelessness.

Other Activities

1. Activity #1

- Name of Activity

Parent University

- Brief Description

Parent University provides monthly training and resources to support families in improving student achievement, attendance and behavior.

2. Activity #2

- Name of Activity

Hispanic Heritage Night

- Brief Description

Hispanic Heritage Night promotes cultural awareness. Students and parents actively engage in sharing their cultural traditions through music, dance, poetry, etc. Local schools and community partners participate in this event.

3. Activity #3

- Name of Activity

Black History Program

- Brief Description

The Black History Program event promotes cultural awareness and information on influential individuals that have impacted our history. Students and parents actively engage in sharing their cultural traditions through music, dance, poetry, etc. Local schools and community partners participate in this event.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Our school implements School-wide Positive Behavior Support integrated with Skills for Life and Learning using a positive and proactive approach to support all students. Our students learn positive routines and expectations. These skills are continually reviewed and reinforced throughout the year in a safe learning environment. Our students become positive, responsible, safe students who are willing to learn. Additionally, the Skills for Life and Learning initiative has been integrated school-wide consistently utilizing Florida's Social & Emotional Health competencies/skills. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SWPBS/SLL programs. During preschool and monthly faculty meetings, teachers are provided with specific practices that will be incorporated via Berkshire SWPBS Universal Guidelines. Teachers and staff are expected to continue to model and teach specific expectations as outlined in Berkshire SWPBS Universal Guidelines. Students demonstrating these expectations will be recognized with a variety of positive long and short term reinforcements including PAWSome tickets, Berkie bucks, student and staff recognition and tangible and intangible rewards. Teachers will utilize teaching videos to encourage and support positive behaviors. Involve non-instructional staff including office staff, 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. Skills for Life and Learning has been integrated with SwPBS through Morning Meetings, Welcoming Rituals and or Optimistic Closures at all staff meetings and providing Adult Social Emotional Learning support for staff and students. Our Certified School Counselors (CSC) provide various models of counseling support, which include: individual, small group, and classroom guidance. Counselors focus on students needs including: anxiety, divorce, grief counseling, self-esteem, bullying, decision making, conflict resolution, etc. Our counselors also support family needs as well through home visits and connections to community resources. - Certified School Counselors Support may include but is not limited to: Utilizing the Sanford Harmony Curriculum for classroom guidance to support Skills for Life and Learning and ReThink to use to support students with life skills, character, resiliency, and mental health education/topics. Providing support for our McKinney Vento and Foster students The school-based Holiday Hope program supports families during the holidays by providing clothes and gifts for students Partner with Back to Basics to provide uniforms for students in need Monitoring attendance school-wide to communicate regularly with parents and provide support to families to reduce chronic absenteeism and late arrivals Classroom guidance, Individual and group counseling provided by certified school counselors Coordination of services with community agencies Parent University classes designed to help parents learn how to improve their skills in areas such as the use of technology and positive parenting to help their children succeed in their education. Berkshire Career Day strives to provide students with deep and meaningful educational experiences that stimulate learning and motivate them to continue their education. Students interact with a diverse range of professional speakers and learn about their work, showing them the potential career paths that lie ahead based on their interests and skills. The school counselors and the Behavioral Health Professional provide a curriculum to the entire school on Child Trafficking Prevention and Substance Abuse. This year we implemented the Ron Clark Academy researched based system that has proven to create a positive school climate and community for staff and students. The RCA system builds character, fosters positive relationships and school spirit Character education is taught schoolwide on morning announcements, through the RCA system and infused in all guidance lessons taught by school counselors. Students are rewarded monthly for displaying the character pillar of the month.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

The MTSS process begins with ensuring that effective Core Instruction (Tier 1) is in place. Using the decision tree, the School-Based Leadership Team (SBT) or Response to Intervention (RtI) team identifies students who are not meeting Core instructional targets and/or require behavioral intervention. Identified students receive supplemental intervention (Tier 2) support from an interventionist and are monitored throughout the school year. The team meets regularly to review and discuss universal screening data, diagnostic data, and evidence-based intervention data. Based on this information, the team uses initial baseline data to identify the target area, select a progress monitoring tool, and implement an evidence-based intervention to develop a student SMART goal. The interventionist collects assessment data every ten days for students receiving supplemental intervention and every five days for those requiring intensive intervention. The team follows the Problem-Solving Model for all meetings. This four-step process includes identifying the problem, analyzing its root causes, developing an implementation plan, and evaluating its effectiveness. Based on data and discussion, the SBT team applies the RtI decision rules to analyze graphed progress monitoring data. This determines whether students show a positive, questionable, or poor response to intervention and whether additional academic and/or behavioral support (Tier 3) is necessary. Tier 2 students demonstrating a positive response to intervention will continue receiving support as-is. If progress continues, the intervention is gradually faded. Once intervention is removed, the student remains under SBT monitoring. If a student exhibits an inadequate or poor response, the team revisits the Problem-Solving Model. At this stage, the team assesses whether to intensify intervention (Tier 3). Student-specific factors and potential barriers are also considered to ensure alignment with the intervention goal. During the intensification process, the team ensures intervention integrity by evaluating variables such as session time, frequency, focus, data-based individualization, interventionist expertise, and intervention effectiveness. A Tier 3 goal is set for sixteen weeks. Throughout Tier 3 intervention, the interventionist provides targeted support and collects assessment data every five days. At Berkshire Elementary, the School-Based Team ensures that interventionists receive the necessary evidence-based systems, and professional development to implement interventions with fidelity. To maintain accountability, each case is assigned a liaison responsible for supporting the interventionist and compiling progress monitoring reports for future meetings.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Our school is providing students an opportunity to become bi-literate and bi-cultural in two languages, English and Spanish in a Dual Language Program. We are one of six schools in the county in collaboration with the Ministry of Education, Culture, and Sports in Spain as an International Spanish Academy since 2007. Students have the opportunity to be taught by visiting teachers from Spain. This year, Berkshire is beginning our fifth year of AVID implementation. Our focus is organizational data binders in 3rd-5th and focus note-taking in K-5. Students are offered: Art, Music, Violin (Partnership with TeamWork USA), Computer Coding Club (Robotics), Science Club, SECME, Physical Education, Media, Guidance, Dance, and Chorus. We also have a partnership with the Norton Museum where students infuse art into the core curriculum. Utilizing the school district's Strategic Plan theme "Academic Excellence and Growth", students will: engage in teaching and learning that results in academic excellence take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. 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 conducts walk-throughs and 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 B.E.S.T. Standards K-5. The results of the above-mentioned data analysis and assessments are utilized to drive literacy instruction aligned with the district's goal of ensuring consistent and effective literacy instruction in every PreK-3rd grade classroom. Berkshire also ensures successful implementation of the following to assist with increasing student achievement: - Utilizing a Balanced Literacy Approach including mini lessons, whole group, small group, and independent reading -Implement Double Down in ELA classrooms where possible -Pre-K program offers a 50/50 model designed to allow students to receive instruction in English and Spanish. - Utilizing iReady with fidelity for Reading and Math - Establish and maintain a schedule that provides an uninterrupted 120 minute ELA block - Providing differentiated instruction during the day as well as daily after school tutorials - Providing resources to support instruction (Benchmark program in English and Spanish, classroom libraries, leveled books for small group instruction and a brand new Ben Carson Reading Room) - Administering assessments which measure student performance on state standards. - Analyzing the results on assessments to guide further instruction. - Participating in Webinars to support the decision-making process - Utilizing Foundations Phonics to program to target early literacy skills in K-2 classrooms - Utilizing the UFLi Flamingo small group instruction framework to maximize the effectiveness of early literacy small group instruction in K-2 classrooms.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

As a Dual Language school, our students learn Spanish and/or English, not only is it preparing the students to be bi-literate and bi-cultural, but it also prepares them for post secondary opportunities, increases communication utilizing two languages, and builds confidence to become productive citizens in the workforce. Students in third, fourth and fifth grade have opportunities to qualify for the advanced mathematics program (AMP). This program is designed for students that are performing above grade level, The qualifying students would receive instruction on additional standards that belong to the next grade level. Students are taught in two models: whole class setting, and follow a rigorous scope and sequence. All students in third grade have the opportunity to participate in AMP. Data shows that exposing students to higher mathematical concepts increases student achievement. Berkshire strives to build pathways to rigorous coursework by offering a SECME club afterschool. Through the SECME club, students have a good chance for advancement or progress via district competitions. Students meet to engage in high interest STEM activities, and are motivated and mentored to pursue STEM programs in the future. To encourage college and career readiness and success, Berkshire partners with AVID (Advancement Via Individual Determination) to incorporate lifelong tools such as focus note taking, organizational skills, study skills, communication, problem solving, and self-advocacy. The program allows our students to develop the academic habits they will need to be successful in middle school and beyond. Working as an AVID school aligns with our school goals to accelerate and enhance the work that is already happening. Berkshire provides students with a deep and meaningful educational experience that stimulates learning and motivates them to continue their education. This is possible, thanks to the support and collaboration of parents and guardians. Berkshire receives support from presenters to share their professional or occupational experiences with students pertaining to their job duties, what type of skills are necessary for success in their field, and any other relevant information that can make the presentation as appealing as possible for our students. Berkshire partners with Florida Atlantic University and Palm Beach State College to interact with our 4th and 5th grade students. During this interaction, they answer questions about the students' college aspirations and career paths. Students dress in their various dream professions to familiarize with the skills and qualities they need to learn and identify different careers.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Berkshire offers a Dual-Language Pre-K Program which is 1 of only 3 Pre-K programs in the School District of Palm Beach County. It is a 50/50 model designed to allow students to receive instruction in English and Spanish throughout the day. Instruction is delivered by a certified teacher on a full time basis. Additionally, The VPK Curriculum provides Parent Resources during each unit to reinforce skills learned at home. Berkshire Pre-K uses Conscious Discipline that offers specific brain-friendly, research-based strategies for responding to each child's individual needs with wisdom. This highly effective approach is proven to increase self-regulation, sense of safety, connection, empathy and intrinsic motivation in both children and adults. Kindergarten Kick Off is held in the spring of each school year at Berkshire. The school sends parent letters home with the students inviting parents with incoming Kindergarten students to attend. Berkshire also advertises by providing flyers at each of the surrounding day care centers notifying the parents of the meeting and on the school marquee. A parent link is sent to remind parents. Different staff members are on the agenda to discuss items to include Kindergarten Readiness; reading at home; English Language Learners (ELL) programs including Dual Language; ESE programs and Family Involvement evenings, literacy and math strategies. Parents have the opportunity to tour the Kindergarten classrooms. All information is provided in English and Spanish. At the meeting, parents are given an educational packet so they can begin working on skills with the students. Once the students are registered, they receive additional educational materials. Kindergarten Kick Off is held in the spring of each school year at Berkshire. The school sends parent letters home with the students inviting parents with incoming Kindergarten students to attend. Berkshire also advertises by providing flyers at each of the surrounding day care centers notifying the parents of the meeting and on the school marquee. A parent link is sent to remind parents. Different staff members are on the agenda to discuss items to include Kindergarten Readiness; reading at home; English Language Learners (ELL) programs including Dual Language; ESE programs and Family Involvement evenings, literacy and math strategies. Parents have the opportunity to tour the Kindergarten classrooms. All information is provided in English and Spanish. At the meeting, parents are given an educational packet so they can begin working on skills with the students. Once the students are registered, they receive additional educational materials.

Professional Development

1. Professional Development

Differentiated instruction is a proven method to reduce the achievement gap and increase student achievement. This aligns with our school and district goal of ensuring students are reading on grade level by third grade. Teachers have an opportunity to participate in on-going professional development to include but not limited to; 1. District provided professional development in all subject areas. Teachers participate in district wide development opportunities during pre-school and throughout the year. To enroll into any professional development opportunities, district staff must search for the desired course in the "My eLearning" tile using keywords and/or title provided on the teacher support site. 2. Central Region provides a personalized professional development to Berkshire staff during PLC meetings. PD includes how to conduct purposeful small groups, and aggressive monitoring during lessons. 3. Berkshire instructional staff support teachers in the areas of reading, math, and science during grade level PLC meetings and PD days in which data is analyzed and research-based strategies are identified including the usage of cognates during lessons, anchor charts, small group instruction planning, and AVID strategies. 4. iReady and iStation professional development supports class instruction and district requirements. 5. Technology PD is provided frequently to support teachers with instructional delivery 6. Bi-weekly huddles are offered to staff based on requested topics to support instructional delivery and professional development. Topics have included, but are not limited to, Google Classroom, Generation Genius, iReady, iStation, report cards, and EDW reports.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

As a Dual Language school, it is critical that we are intentional in recruiting and retaining effective/highly effective teachers. The School District supports the recruitment and hiring process by organizing Job Fairs and incentives such as signing bonuses and pay for performance. Additionally, the school district works diligently to recruit applicants from Spain to teach in Berkshire's Dual Language Program on a 3 year VISA. Teachers have an option to extend their VISA for an additional year. As a school, we actively identify possible recruitments including Student Interns, Interim Teachers, Substitutes, and Academic Tutors who may be interested in becoming teachers. After the recruitment and hiring process, we ensure ongoing support in an effort to retain teachers at Berkshire. At the end of the summer, new hires and teachers new to Berkshire are invited to participate in a New Teacher Orientation at Berkshire. During the orientation, teachers receive information about the school, curriculum, professional development, school tours, and have the opportunity to collaborate with the reading and math coaches, resource teachers, learning team facilitator, and administrators. In addition, the district offers an Educator Support Program (ESP) that is supervised by the Assistant Principal and Reading Coach. The Educator Support Program requires that the Assistant Principal holds at least five to six meetings with new teachers, provides a mentor that is a clinical educator, and a grade level 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. The Voluntary Lead Mentor (VLM) meets monthly with mentors to provide resources to support new teachers and guide them along the path to certification. The VLM assures that new employees have all resources necessary to be successful teachers in our district. Instructional staff members are also supported by the instructional coaches and the Positive Behavior Support (PBS) team. Our Retention Program includes: 1. Teachers including teachers new to the field, new to Berkshire and/or new to the district. 2. New teachers to the field will be supported by mentors, a buddy within their grade level, and administration. All other new teachers will be paired with a buddy. 3. All teachers will be supported with new instructional initiatives, peer observations, data disaggregation, and planning and collaboration through learning team meetings. 4. The Principal and Assistant Principal will work with local colleges/universities to develop student teachers as prospective employees. 5. The Assistant Principal will encourage teachers to become leaders through clinical education courses. 6. The school is not an extended day school, but offers extended day tutorials for reading, math, science, and writing allowing all teachers the opportunity to earn additional pay. 7. The school offers clubs such as Art, Music, Chorus, Dual Language, Violin, Battle of the Books, Computer Coding, Science with paid stipends allowing all teachers to work in a field of interest. 8. There are two team leaders per grade level who receive paid stipends allowing all teachers to develop leadership skills. 9. Administration provides recognition to staff during special events happening in their lives. Additionally, teachers receive "Just Because" treats throughout the year.