
Title I Comprehensive Schoolwide Plan
BERKSHIRE ELEMENTARY SCHOOL (0601)

ELA

1. List prioritized needs statements.

69% of third through fifth grade students and 87% of fifth 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 48% proficiency in third through fifth as a whole, specific areas of concern for both groups include vocabulary and comprehension. As mentioned above, progress is being made towards the end of the year FAST ELA goal of 48% proficiency for 3rd through 5th as a whole. ~ Third grade is on track to meet their ELA goal (PM1 18%, PM2 34%, EOY goal 53%) ~ Fourth grade is on track to meet/exceed their ELA goal (PM1 19%, PM2 33%, EOY goal 44%) ~ Fifth grade is continuing to make progress towards their ELA goal (PM1 24%, PM2 25%, EOY goal 50%) The iReady reading achievement for all students third through fifth grade scoring one or more grade levels below remains at 61%. Specific areas of concern in reading include students scoring one or more grade levels below in Vocabulary (64%) and Comprehension (62%). Moreover, the average reading achievement for all ELL students scoring one or more grade levels below is 83%. Specific areas of concern for our ELL students are Vocabulary (84%) and Comprehension (85%) The average reading achievement for all SWD students scoring one or more grade levels below is 82%. Specific areas of concern for our SWD students are also Vocabulary (84) and Comprehension (84%).

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

~ Limited phonics attainment in the primary grades ~ 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. ~ Targeted standards are not being addressed with fidelity during small group instruction. ~ Decrease in Home-school connections resulting in lower student achievement

3. Share possible solutions that address the root causes.

~ Implement Just Words Phonics program in intermediate grades. ~ Intervene using Fundations Double Dose as needed in intermediate grades. ~ Provide targeted Professional Development to include PD Huddles throughout the year ~ Third through fifth grade Afterschool Tutorial ~ Continue the use of Bridging strategies to support students in making connections between the two languages ~ Provide fluid small group instruction with a focus on vocabulary, comprehension, and other areas based on data findings throughout the year. ~ Academic Tutors and support staff provide additional small group instruction ~ Get a public library card and visit the library regularly ~ Turn captions on when watching TV (Turn off volume) to better grasp the language ~ Create fun reading activities at home, i.e. read recipes and create shopping lists ~ Ensure homework is done ~ Online/digital, technological, and traditional resources, materials, and supplies (including technology) to support student learning for students, teachers, and parents.

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

- Communication

~ Post regularly on Class DoJo ~ Phone calls, parent conferences ~ ParentLinks: Text, email, phone call

- Parent Training

~ Understanding Data (Revamp Tech It Up Night) ~ Training to provide reading strategies and resources to bridge the home-school connection.

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

- School

Both stakeholders and parents are satisfied with current agreement.

- Students

Responsible use of school technology, especially assigned Chromebook.

- Parents

Data Chats with teachers.

- Staff Training

~ Build staff capacity to create stronger parent relationships through effective parent conferences ~ Improving communication with families

- Accessibility

~ Providing translations during meetings ~ Handicap parking, elevators, handicap accessible restrooms, etc.

Math

1. List prioritized needs statements.

70% of third through fifth grade students, 95% of fourth grade ELLs, 94% of fourth grade SWD, and 96% of fifth grade SWD did not score a level 3 or higher on PM2. The iReady Math achievement for all students third through fifth grade scoring one or more grade levels below is 67%, ELL one or more grade levels below is 82%, and SWD scoring one or more grade levels below is 89%. Areas of concern in math for the groups include students scoring one or more grade levels below specifically in Geometry and Measurement: ~ 3rd-5th grade Geometry (69%) and Measurement (64%) ~ All ELL students Geometry (82%) and Measurement (78%) ~ All SWD students Geometry (85%) and Measurement (82%) Nevertheless, progress is being made towards the end of the year Math goal of 55% proficiency for third through fifth grade as a whole. ~ 3rd Grade is on track to exceed their Math goal (PM1 5%, PM2 30%, EOY goal 62%) ~ 4th Grade AMP is on track to meet their Math goal (PM1 6%, PM2 62%, EOY goal 100%) ~ 5th Grade AMP is on track to meet their Math goal (PM1 26%, PM2 75%, EOY goal 100%) A closer look at the data reveals that fourth grade and fifth grade classes can achieve their end of year goals with extra support. ~ 4th Grade (PM1 2%, PM2 6%, EOY goal 24%) ~ 5th Grade (PM1 1%, PM2 16%, EOY goal 46%)

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

~ Struggles with 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 manipulative to acquire the skills) ~ Teacher's limited use of small group instruction with fidelity to address targeted standards ~ Decrease in Home-school connections resulting in lower student achievement

3. Share possible solutions that address the root causes.

~ Provide targeted 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. ~ Third through fifth grade Afterschool Tutorial ~ Spiral Reviews daily with fidelity ~ Academic Tutors and support staff provide additional small group instruction. ~ Include district approved resources in Principal's Monthly Newsletter ~ Monitor homework, including completion and progress of iReady and IXL computer programs. ~ Support teachers with effective planning and implementation of small group instruction. ~ Online/digital, technological, and traditional resources, materials, and supplies (including technology) to support student learning for students, teachers, and parents.

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

- Communication

~ Post regularly on Class DoJo ~ Phone calls, parent conferences ~ ParentLinks: Text, email, phone call

- Parent Training

~ Understanding Data (Revamp Tech It Up Night) ~ Training to provide math strategies and resources to bridge the home-school connection.

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

- School

Both stakeholders and parents are satisfied with current agreement.

- Students

Responsible use of school technology, especially assigned Chromebook.

- Parents

Data Chats with teachers.

- Staff Training

~ Build staff capacity to create stronger parent relationships through effective parent conferences ~ Improving communication with families

- Accessibility

~ Providing translations during meetings ~ Handicap parking, elevators, handicap accessible restrooms, etc.

Science

1. List prioritized needs statements.

57% of our students are meeting the threshold as compared to the District's 51% on the Winter Science Diagnostics. Moreover, the 2% proficiency gain 55% (FY25) to 57% (FY26) shows that we are making progress towards our intended outcome and the effectiveness of interventions. Despite the progress from 55% to 57%, there is still a 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.

~ Teacher capacity with science standards and effective content delivery. ~ 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. ~ Lack of hands on science experiments ~ Decrease in Home-school connections resulting in lower student achievement

3. Share possible solutions that address the root causes.

~ Collaborate and partner with highly effective Central Region school to build capacity with our fifth grade science teachers ~ Spiral Reviews to support students in having continuous exposure to science standards and vocabulary especially for Nature of Science and prior-grade benchmarks ~ 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. ~ Purchase supplies (consumable and non-consumable) for science experiments either at school or home ~ Utilize Science digital programs with fidelity during the science block such as IXL and Generation Genius. ~ Provide an afterschool SECME Science Club ~ Practice science experiments at home ~ Watch educational science programs including Discovery Channel and How It's Made TV Program ~ Visit the Science Museum ~ Online/digital, technological, and traditional resources, materials, and supplies (including technology) to support student learning for students, teachers, and parents.

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

• Communication

~ Post regularly on Class DoJo ~ Phone calls, parent conferences ~ ParentLinks: Text, email, phone call

- Parent Training

~ Understanding Data (Revamp Tech It Up Night) ~ Training to provide science strategies and resources to bridge the home-school connection.

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

- School

Both stakeholders and parents are satisfied with current agreement.

- Students

Responsible use of school technology, especially assigned Chromebook.

- Parents

Data Chats with teachers.

- Staff Training

~ Build staff capacity to create stronger parent relationships through effective parent conferences ~ Improving communication with families

- Accessibility

~ Providing translations during meetings ~ Handicap parking, elevators, handicap accessible restrooms, etc.

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: \$280,106.00

Acct Description	Description								
Certified Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Beginning in January or early February, certified teachers will provide afterschool tutorial to remediate Standards in ELA/Math for students Grades 3-5.	7	\$37.00	2	1.5	8	Certified	Original	\$6,216.00
	Beginning in October, certified teachers will provide ELA/Math tutorial afterschool for students Grades 3-5 to remediate standards.	6	\$37.00	2	1.5	7	Certified	Original	\$4,662.00
Resource Teacher	Resource Teacher will provide students in Grades K-5 hands-on science experiences by facilitating science lab activities on the fine arts wheel to provide extended deep understanding of science standards at each grade level taught in the regularly scheduled science course corresponding to each grade level.								
Out-of-system Subs	Item		Quantity	Rate	Days	Hours	Weeks	Type	Total
	Seven Sub Days for Position 10074896, Resource Teacher -On the Wheel - Ms. Maritza Torres.		1	\$18.00	7	6.5	1	Original	\$796.00
Supplies	Item	Quantity	Rate	Supply Type			Type	Total	
	Copy Paper, Color Paper, Cardstock	1	\$2,077.80	General Supplies			Original	\$2,077.80	
	FL BEST ELA Workbooks	1	\$1,550.00	Instructional Materials			Original	\$1,550.00	

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Language Arts (R/ELA), Mathematics and Science instructional support during the day for at-risk students in all grade levels, Kindergarten (K) through fifth (5th) grades, beginning in August 2026 and culminating in May 2027.								

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: \$6,888.00

Acct Description	Description								
Parent Support by Comm Language Facilitator	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Community Language Facilitator to provide translation servivces for parent trainings/meetings	1	\$27.00	2	2	1	Non-Certified	Original	\$108.00

Acct Description	Description								
Childcare	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Child Care for Parent Engagement Trainings	2	\$23.00	2	2	1	Non-Certified	Original	\$180.00
Online subscription	Item	Quantity	Rate				Type	Total	
	Smore Newsletter	1	\$179.00				Original	\$179.00	
	Ron Clark App	1	\$3,600.00				Original	\$3,600.00	
Supplies	Item	Quantity	Rate	Supply Type			Type	Total	
	Ink/Toner (flyers, K-5 test results, and newsletters for parents)	1	\$1,000.00	Technology			Original	\$1,000.00	
	Flipside Letter and Number Dry Erase Learning Mats (Set of 6)	10	\$6.97	General Supplies			Original	\$69.70	
	Communicator Folders, K-2	485	\$1.68	General Supplies			Original	\$814.80	
	Color Copy Paper (Neon Paper: Bright Orange, Solar Yellow, Pulsar Pink)	1	\$730.06	General Supplies			Original	\$730.06	
	KleenSlate Dry Erase Markers, Pack of 36	2	\$56.22	General Supplies			Original	\$112.44	

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: \$187,294.00

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.
Coach	Math Coach will provide math support through the coaching model for classroom teachers in grades K-5.

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.

The School Advisory Council (SAC) is designed to be a collaborative body that reflects the unique diversity and needs of our school community. The following procedures ensure a fair, transparent, and inclusive selection process.

1. Identification of Candidates ~ The process begins with broad community outreach. The school hosts dedicated stakeholder meetings where the roles and responsibilities of the SAC are explained. During these sessions, interested individuals—including parents, staff, and community members—are invited to submit their names for consideration.
2. The Election Process ~ SAC members are officially identified and confirmed during scheduled SAC meetings. To maintain a democratic balance, the election process follows these guidelines:
 - Peer Elections: Each constituent group elects its own representatives (e.g., parents elect parent members, teachers elect teacher members).
 - Diverse Representation: The selection criteria prioritize a membership that mirrors the culture, ethnicity, and demographic population of the school.
 - Staff Integration: Berkshire staff members are elected to ensure the council remains focused on strengthening the home-school connection and family engagement.
3. Key Roles and Stakeholders ~ A successful SAC relies on the active participation of three primary groups:
 - Stakeholder Group - Primary Responsibility School Administration - Act as institutional leads and provide data-driven insights for school improvement.
 - SAC Chair serves as the vital liaison between the school, parents, and the broader community to ensure clear communication.
 - Parent Members - Provide an essential perspective on the student experience and ensure parent voices are heard in decision-making.

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

The development of the Schoolwide Plan is a data-driven, transparent process that integrates the voices of all stakeholders. By reviewing past performance and setting future goals together, we ensure the plan truly reflects the needs of the Berkshire community. Stakeholders are involved through a structured review of essential school metrics. This collaborative evaluation includes: ~ Data Analysis: Reviewing student achievement data and demographic trends. ~ Feedback Loops: Analyzing climate surveys and training evaluations from the previous year. ~ Document Revision: Collaboratively updating the Parent Compact and PFEP to ensure they align with current community needs. To ensure consistency, Berkshire schedules specific windows for staff and community input. Group Date Purpose Berkshire Staff February 2, 2026 Initial data review and internal needs assessment. Community Stakeholders February 4, 2026 Collaborative input session and draft review. Annual Planning February 2027 Evaluation of current year's success and 2027-28 plan development. Beyond the annual February intensive sessions, stakeholders have a standing invitation to participate in the decision-making process: ~ SAC Meetings: Held the first Wednesday of each month at 5:30 p.m. ~ District Surveys: Administered annually to gather broad-based feedback on school climate and academic rigor. ~ CNA Stakeholder Meetings: Dedicated sessions for deep-dives into school-wide data and resource allocation. Our Commitment: Every stakeholder has a seat at the table. These meetings provide a formal platform for parents and staff to voice their perspectives, ensuring the Schoolwide Plan is a "living document" that evolves with our students.

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

At Berkshire, we ensure that Title I Parent and Family Engagement funds are directly informed by the voices of those they serve. Through a collaborative review process, stakeholders determine how these resources can best bridge the gap between school and home. Input is gathered through a "multi-touch" approach to ensure a wide range of perspectives: ~ Annual CNA Stakeholder Meeting: A dedicated session held in February to review the Comprehensive Needs Assessment and set funding priorities. ~ Monthly SAC Meetings: Ongoing parent input sessions where feedback is formally documented through meeting minutes and sign-in sheets. ~ Continuous Feedback Loops: Data is collected year-round via parent training evaluations and annual District surveys to adjust spending as needs evolve. Based on the feedback collected during the February meetings, stakeholders identified a high demand for academic empowerment and digital literacy. Funding prioritized for Literacy & Academic Support resources targeting foundational skills, vocabulary building, and reading comprehension to help parents implement these strategies at home. Implementation of Technology Training sessions will also be funded to help parents effectively use school platforms to monitor and support student progress. Funds will be allocated for supplies and materials for Parent Trainings. We will continue to use training evaluations to refine the content and delivery of future family workshops.

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 9, 2026 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 PowerPoint, a sign in sheet for attendance, school documents to be presented such as the FY27 PFEP, School Parent Compact, pens, and computer.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

The Dialogue Doctor: Prescriptions for Healthier Meetings

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

The training will focus on "diagnostic" communication—meaning staff learn to identify the underlying needs of a parent and "prescribe" collaborative solutions. Staff will learn how to increase and improve parent-teacher relationships during conferences by implementing the following strategies: 1. The "Pre-Op" (Preparation) Draft "Low-Stakes" Invites: Send welcoming, jargon-free invitations that frame the meeting as a "consultation" rather than a "check-up," reducing parent anxiety before they even arrive. Curate a "Patient History" Folder: Prepare a streamlined portfolio of student work and growth data so the teacher isn't scrambling for evidence mid-conversation. 2. The "Bedside Manner" (The Meeting) The "Glow" Lead: Start the meeting with a "Healthy Vital Sign"—a specific, positive anecdote about the student's character or progress to build immediate rapport. Active Listening Triage: Use specific prompts to receive input and feedback, such as: "What is the one thing you're seeing at home that I might be missing at school?" The "Language Lab": Swap "clinical" educator speak (like "standardized benchmarks") for "accessible" language (like "the goals we want them to reach by June"). 3. The "Prescription" (Action Plan) Co-Construct a "Treatment Plan": Instead of telling the parent what to do, teachers will learn to ask, "Which of these two strategies feels most doable for your schedule this week?" The "Positive Prognosis" Exit: End the meeting on a high note by summarizing the agreed-upon next steps and expressing genuine optimism for the student's "recovery" or continued growth.

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

Staff will learn to issue 'Open-Door Referrals,' inviting parents to transition from bystanders to active specialists in their child's academic wellness. By refining our bedside manner, we ensure parents leave feeling like Consulting Partners and valued members of the Berkshire staff. This approach doesn't just treat the symptoms of a single meeting; it establishes a Long-term Care Plan that strengthens and sustains the parent-teacher relationship throughout the entire school year.

- What will teachers submit as evidence of implementation?

Evidence of implementation will be captured through Patient Progress Notes (conference notes), showcasing the shared goals and 'treatment plans' developed between Berkshire staff and families.

- Month of Training

September 14, 2026

- Responsible Person(s)

Kelli Wusterhausen, Luis Rodriguez, Nicole White

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Digital Boundaries: Communicating Effectively Without Burning Out

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

In this training the focus will shift from just "using tech" to "managing tech." The goal will be to protect teacher well-being while actually improving the quality of parent interactions. A few of the specific strategies and skills staff would walk away with include establishing and communicating a Digital Availability Window to denote appropriate office hours and implementing a unified communication platform such as Class DoJo.

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

The Digital Boundaries training transforms family engagement by replacing reactive, overwhelming messaging with a structured and predictable communication. By mastering tools like scheduled messaging and "office hours," teachers can provide information in a timely, consistent manner that respects the schedules of busy working families without sacrificing their own well-being. This shift moves parents from being passive recipients of information to empowered academic allies who understand exactly how to support grade-level standards at home. Ultimately, when communication is clear and boundaries are respected a collaborative space is developed where teachers and parents can focus entirely on student success.

- What will teachers submit as evidence of implementation?

To demonstrate that they have successfully integrated these strategies into their daily routine, teachers can submit a screenshot of a scheduled message or announcement that shows information being sent during optimal engagement hours rather than late at night.

- Month of Training

November 2, 2026

- Responsible Person(s)

Kelli Wusterhausen, Amanda Stockwell, Hector Arbelo

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Tech Savvy Parents

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

Parents will master the 'Home-to-School Sync' strategy, gaining the skills to move beyond simple monitoring to active academic support. By navigating platforms like iReady, SIS Gateway, and Class Dojo, parents will learn to interpret student data as a roadmap for growth. Specifically, participants will learn to identify standard-specific gaps and implement remedial 'bridge' activities at home. This training transforms technology from a mystery into a tool, leaving parents fully equipped to co-pilot their child's academic journey and accelerate progress toward grade-level mastery.

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

This year, we are moving from 'watching' to 'doing' through an Active Simulation Circuit we will call the "Tech Immersion" Experience. Parents will step into the student experience using school-issued laptops, navigating a series of 'Real-Life Missions' across our core platforms. Presenters will facilitate a high-energy rotational model where parents: ~ Solve it in SIS: Find a specific target menu item and identify specific student information i.e. attendance, grades, test scores, etc. ~ Analyze with iReady: Locate their child's 'Growth-to-Date' chart and identify one specific skill to practice tonight. ~ Connect via Dojo: Practice sending a quick message to the teacher. This hands-on circuit ensures that parents don't just see the platforms—they master the exact clicks needed to support their child the very next morning.

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

The expected impact of this training is an increase in student engagement and assignment completion by establishing a real-time accountability loop between home and school. By empowering parents to interpret adaptive data, we shift home-learning from passive supervision to active academic coaching, directly supporting the mastery of grade-level standards and the closing of remedial gaps.

- Date of Training

Thursday, September 24, 2026 @ 5:30pm

- Responsible Person(s)

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

- Resources and Materials

Student Chromebooks, access to technology platforms, resource packet, Powerpoint presentation, agenda, pens, sign in sheets, parent surveys, etc.

- Amount (e.g. \$10.00)

\$50.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Mission: Possible – (Math & Science Edition)

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

Objective: To equip our "Parent Agents" with the elite strategies and tactical tools needed to extend student learning beyond the classroom walls. The Strategy: To ensure a successful mission, parents will rotate through Standards-Based Math and Science Training Stations. This isn't just a lecture—it's a hands-on simulation. You won't just see the resources; you'll master them. Your Tactical Training Includes: ~ The Blueprint Phase (Modeling): Our expert faculty "Commanders" will demonstrate the exact strategies students use to decode complex math and investigate scientific phenomena. ~ Field Exercises (Guided Practice): You will move from observer to operative by practicing these methods in real-time. This is your chance to trial the resources and "Ask the Experts" before you deploy them at home. ~ The Tech Toolkit (Implementation): Leave with a clear "Game Plan" for utilizing school resources, ensuring you can troubleshoot homework hurdles and spark scientific curiosity with confidence.

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

To prepare parents for "fieldwork" at home, this event features a high-energy, rotational training circuit where they move from theory to action. Sector 1: Math Intelligence (Florida B.E.S.T. Standards) Step into the "Code-Breaking Lab." Here, parents won't just look at math problems; they will use the same manipulatives and visual models the children use in class. We will bridge the gap between "the way we used to do it" and the current Florida Standards, giving them the tactical advantage during homework hour. Sector 2: Science Recon (NGSSS Focus) Enter the "Innovation Zone" for a deep dive into the Next Generation Sunshine State Standards. This rotation is 100% hands-on. Parents will conduct "Rapid-Fire Experiments" using household items, learning how to guide children through the Scientific Method without needing a PhD. Sector 3: The Resource Armory In this final rotation, parents will be issued a "Mission Toolkit." Staff will model exactly how to deploy these resources. They will have the opportunity to: ~ Test-Drive digital platforms and physical learning tools. ~ Practice specific questioning strategies to spark "Aha!" moments. ~ Debrief with our expert educators to ensure they leave with zero "intel gaps."

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

When parents and teachers align their "tactical approach," the impact on student success is measurable and immediate. By participating in Mission Possible, we expect to see the following breakthroughs: 1. Scientific Intelligence & Engagement By mastering NGSSS-aligned vocabulary and practicing hands-on experiments at home, students will move from passive observers to active investigators. When a parent speaks the "language of science," the student's engagement triples. This consistent reinforcement at home ensures that the scientific process becomes second nature, leading to higher proficiency in classroom labs and assessments. 2. Mathematical Precision & Fluency The "fog of homework" is lifted when parents are informed of the specific Florida B.E.S.T. Standards and the multi-step processes used in class. By reinforcing these exact skills at home, students receive a consistent message, reducing confusion and increasing their "Time on Task." This alignment directly correlates to: ~ Increased Confidence: Students tackle complex problems without hesitation. ~ Skill Retention: Methods taught in the "Field Training" rotations ensure that skills stick long after the school bell rings. ~ Academic Gains: A unified front between home and school is the #1 predictor of increased scores on progress monitoring and standardized assessments. 3. The "Force Multiplier" Effect When parents model curiosity and persistence using the provided resources, students internalize a Growth Mindset. This shift doesn't just improve one grade—it builds a foundation for lifelong learning.

• Date of Training

Thursday, November 12, 2026 @ 5:30pm

• Responsible Person(s)

Hector Arbelo, Maritza Torres, Althea Stanley-Lee, Science Committee

• Resources and Materials

Science Parent experiments: Baking soda, vinegar, Alka-Seltzer, etc. Math Parent experiments: marshmallows and spaghetti (geometry), Hot Wheels(speed/ force/motion), etc.

• Amount (e.g. \$10.00)

\$200.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Sailing Through Stories (Literacy Night Cruise)

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

Focusing on high-leverage, evidence-based strategies rooted in the Science of Reading, the skills implemented will be easy for parents to mirror at home. ~ Phonics Fish: Hooked on sounds, Skill: Phonemic Awareness (the ability to hear and manipulate sounds). ~ Vocabulary Voyage: Expanding your child's word bank, Skill: Semantic Mapping (Connecting a new word to words or ideas already known) and Context Clues. ~ Fluency Fins: Keeping the reading pace smooth, Skill: Reading with accuracy, speed, and expression (Prosody). ~ Comprehension Coral: Finding the hidden meaning in the reef, Skill: Narrative Structure (How a story is built from start to finish) and Summarizing.

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

To make the training truly interactive, parents will cycle through a series of "Literacy Life-Skills" stations where they transition from observers to active participants. At each stop, families engage in activities using manipulatives and visual aids to model the exact reading routines they will implement at home. By practicing these strategies in a coached environment, parents gain hands-on experience with the tools and techniques required to support their child's development. The evening concludes with a collaborative "make-and-take" session, ensuring every family departs with a physical toolkit of resources and a clear, practiced roadmap for their next home reading session.

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

By bridging the gap between classroom instruction and home routines, this training transforms parents from passive observers into active "Literacy Lifeguards" who can reinforce evidence-based skills with precision. Research consistently shows that when parents move beyond simply "reading to" their child and begin utilizing structured strategies—like phonemic segmenting and questioning—students show measurable gains in decoding accuracy and reading comprehension. This "Deep Dive" approach creates a consistent literacy environment that reduces the learning gaps, ultimately accelerating the student toward grade-level fluency. By the end of the term, the expected impact is a classroom of students who don't just recognize words, but possess the stamina and "navigational tools" to dive into complex texts with confidence.

- Date of Training

January 27, 2026 @ 5:30pm

- Responsible Person(s)

Matilde Kozain, Fatima Vidal, Ashley Glover, Literacy Committee

- Resources and Materials

Literacy station materials, resource packets, agenda, pens, sign in sheets, parent surveys, etc.

- Amount (e.g. \$10.00)

\$100.00

Coordination and Integration

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

- Name of Agency

McKinney-Vento Program

- Describe how agency/organization supports families.

At Berkshire, we are dedicated to ensuring that every student has an equal path to excellence, regardless of their background or starting point. The McKinney-Vento program mission is to work collaboratively with all stakeholders to remove barriers to learning, provide the essential resources for homeless students and serves as a vital bridge between our schools and our diverse community, From the moment a family joins our district, this department is there to provide comprehensive support, including: ~ Inform parents, guardians, or youth of their educational rights ~ Link homeless students with educational and other services ~ Provide school supplies, including school uniforms and toiletries ~ Coordinate District transportation services to maintain home school stability ~ Ensure that free school breakfast and lunch is provided ~ Facilitate parent engagement in each child's schooling ~ Collaborate with District personnel and community agencies ~ Provide outreach services to students living in temporary residences By fostering an environment of inclusivity and providing tangible support, the McKinney-Vento Program ensures that every family is empowered and every child is ready to thrive.

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

Emails with McKinney-Vento, completed Student Housing Questionnaire, McKinney-Vento/Homeless SIS notes entered for students, email regarding transportation from McKinney-Vento, etc.

- Frequency

As needed

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

- Name of Agency

Rotary Club

- Describe how agency/organization supports families.

Berkshire is proud to partner with the Rotary Club to enhance student achievement and foster a supportive environment for every family. Through their "Dictionary Project" and generous grants for instructional materials and student incentives, the Rotary Club directly impacts the daily learning experience of our students. Beyond the classroom, their commitment to supporting underprivileged families ensures that our entire school community remains strong, stable, and ready to learn.

- 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.

At Berkshire, we believe that a successful transition to kindergarten begins long before the first day of school. To ensure our incoming students are "kindergarten ready" from day one, we work in close strategic partnership with Teaching With Love and Compassion Academy and Little Foot Learning Center. By aligning our expectations and sharing high-quality information with families early on, we create a cohesive educational bridge that empowers every child to enter our halls with confidence and a strong foundation for lifelong learning.

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

Kindergarten Kick off, 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

To ensure parents and families are well-informed, the school will provide timely updates on Title I programs and activities using a multi-platform approach. Information will be shared via SIS Gateway, ParentLink, Class Dojo, and Remind, as well as through physical flyers, the school website, and the marquee. All Title I-related announcements will also be a standing item on the School Advisory Council (SAC) agenda, with all materials provided in a language and format accessible to our diverse community.

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

Parent Family Engagement Plan (PFEP), Parent Training (Invitation/sign-in sheets), and SAC Meeting (invitation/sign-in sheets)

- Description

Communication regarding the school's curriculum and student proficiency levels is facilitated through a multi-tiered reporting system. This includes the dissemination of iReady data, formal progress reports, and real-time updates via the SIS Gateway. Furthermore, in-depth discussions regarding student performance and expected learning outcomes occur during parent-teacher conferences and mandated IEP/LEP meetings to ensure all families understand the academic requirements for their child's success."

- 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

The school ensures that all stakeholders are well-informed regarding the diverse academic assessments used to evaluate student mastery of State academic standards. Evidence of student progress and achievement levels is disseminated through the distribution of iReady diagnostic reports, official progress reports, and real-time data access via the SIS Gateway. Furthermore, educators provide detailed interpretations of assessment results during individual parent-teacher conferences and specialized IEP/LEP meetings to ensure a clear understanding of each student's standing relative to state-mandated benchmarks.

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

Progress Report (Sent via SIS Gateway), Conference notes, IEP/LEP documents, student technology reports (i.e. iReady, Benchmark, Dreambox)

- Description

The school provides multiple avenues for families to engage in the decision-making process related to student achievement and institutional goals. Information regarding the Comprehensive Needs Assessment (CNA), School Advisory Council (SAC), and annual surveys (SEQ) is disseminated through the school website, ParentLink, and SIS Gateway. Additionally, the school ensures direct parent participation in individualized academic planning by providing timely, written notice for all IEP and LEP meetings. All outreach is conducted in a format and language that facilitates full and informed parental participation.

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

SAC Meeting (invitation/sign-in sheets) Title I Meeting (invitation/sign-in sheets), LEP Meeting Notes or Parent Teacher Conference

- Description

The school facilitates high levels of family involvement by providing flexible scheduling for all parent-teacher activities, academic trainings, and Title I events. By offering sessions during both morning and evening hours across multiple days of the week, the school seeks to eliminate scheduling conflicts that may hinder participation. Additionally, the school will provide childcare services during key events whenever feasible to ensure that childcare needs do not serve as a barrier to parental engagement and decision-making.

- 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

Our Community Language Facilitators (CLFs) serve as vital liaisons between the school, students, and families. By providing interpretation services for academic and administrative meetings, CLFs ensure that LEP families have an equitable voice in their child's education. To maintain transparency and inclusivity, Berkshire Elementary standardizes the translation of all school-wide correspondence, ensuring vital information is accessible to every household simultaneously.

- 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 Parentlink/Flyers

- Description

Berkshire Elementary is committed to maintaining an inclusive environment that ensures full participation for stakeholders with disabilities. In collaboration with District and Region Support Teams, the school provides specialized interpretation services and technical expertise to facilitate effective communication. Our campus adheres to comprehensive accessibility standards, featuring a hearing assistance system (available upon request), designated accessible parking, ramp access, elevator services, and ADA-compliant restrooms throughout the facility.

- 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

Recognizing the challenges of high-mobility lifestyles, Berkshire Elementary provides dedicated support for migratory families. From the point of registration, our staff ensures that administrative barriers are removed and communication remains accessible. We maintain a robust partnership with the District's Migrant Education Program (MEP), utilizing digital engagement tools like Google Meet to provide flexible, on-demand information sessions. These initiatives are formally highlighted during our Annual Title I Meeting in September to promote awareness and maximize family engagement.

- 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

At Berkshire Elementary, we are dedicated to providing stability and support for families experiencing housing transitions. Guided by the McKinney-Vento Act, we work tirelessly to ensure every student has an uninterrupted and high-quality educational experience. Our school counselors provide discreet access to donated uniforms and school supplies, while our partnership with the Childhood Hunger Initiative ensures students have access to nutritious meals over the weekend. We prioritize one-on-one outreach to ensure every family feels welcomed and empowered to succeed. Detailed information regarding these advocacy services is a core component of our Annual Title I Meeting.

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

Student Housing Questionnaire with notes, Photos documenting donations and supplies with captions, 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

The school facilitates Parent University, a monthly professional development series for families designed to foster a collaborative learning environment. These sessions provide evidence-based resources and actionable strategies aimed at accelerating student academic achievement, optimizing attendance rates, and promoting positive behavioral outcomes.

2. Activity #2

- Name of Activity

Hispanic Heritage Night

- Brief Description

Hispanic Heritage Night serves as a cornerstone for fostering inclusive excellence and cultural competency within our school community. This collaborative event integrates students, families, and community partners in a scholarly and artistic showcase of traditions—including music, choreography, and linguistics—designed to strengthen the home-school connection through shared cultural identity

3. Activity #3

- Name of Activity

Black History Program

- **Brief Description**

The school hosts a Black History Program to honor the achievements of pivotal historical figures and promote cross-cultural dialogue. This community-wide event leverages local partnerships to engage families in high-level cultural demonstrations such as poetry, dance, and music aimed at enriching student perspective and fostering a strong sense of community pride and identity.

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 Skills for Learning and Life 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 Skills for Learning and Life 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.

Professional Learning

1. Professional Learning

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.