
Title I Comprehensive Schoolwide Plan
HERITAGE ELEMENTARY SCHOOL (2571)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

-Grades 3-5 needs to increase proficiency by 16%; 34% to 50% -Grades K-2 needs to increase proficiency by 10%; 48% to 58% -Increase subgroup areas by 5%: ELL Females 6% to 11%, ELL Males 14% to 19%, SWD Females 11% to 16%; SWD Males 8% to 13%

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

-Students need to keep reading and writing journals to review concepts and for vocabulary reinforcement -Students need to have a vocabulary enriched environment -Parents and teachers need to meet face to face to discuss academic and behavior strengths and weaknesses -PLC and PD planning to build high expectations & student performance in ELA

3. Share possible solutions that address the root causes.

-During PLC teachers will collaborate and model lessons for each other to increase gradual release -Implement more rigor to differentiated instruction -Group students based on their needs -Monitor student progress with data chats -Implement a dedicated grade level Parent Conference Day

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

• Communication

School will commit to providing high academic, standards-based, and culturally inclusive learning that meets the needs of each child while addressing Reading, Speaking, and Writing proficiencies.

• Parent Training

Parent training will include supports for parents/families to work with their children at home and include technical support in their native language.

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

- **School**

The school will implement grade level planning times to address increasing students' ELA skills.

- **Students**

Students will commit to doing their best during grade level challenge days and SWAG ticket celebrations (School-wide behavior incentive program).

- **Parents**

Parents will commit to keeping a positive, two-way, communication with their child's teacher on an on-going basis.

- **Staff Training**

Staff trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home and provide support to parents during parent conferences and when requested in a timely matter.

- **Accessibility**

Parent meetings, translation support, and access to the campus will be announced at the beginning of the school year, at all parent meetings, via marquee and school-wide communication methods several days in advance of the event and provide information on local support agencies when requested.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

- Grades 3-5 needs to increase math proficiency to 50%; 38% to 50% - Grades K-2 needs to increase math proficiency by 5%; 62% to 67% - Increase subgroup areas by 5%: ELL Females 34% to 39%, ELL Males 56% to 61%, SWD Females 79% to 84%; SWD Males 73% to 78%

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

-Students need to keep math journals to review concepts and for reinforcement -Students need to have practice/training to do their work on a designated work space especially while working on the computer -Parents and teachers need to meet face to face to discuss academic and behavior strengths and weaknesses -PLC and PD planning to build high expectations & student performance in Math

3. Share possible solutions that address the root causes.

-Implement computer skills training as part of weekly instruction -Using Professional Learning Community (PLC) where teachers will collaborate and work together to plan -Monitor student progress with data chats -Implement Math Challenges per grade level -Implement a dedicated grade level conference day - Online resources

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

• Communication

The school will implement a dedicated grade level parent conference day and provide information in native language with a focus on building math skills.

• Parent Training

Parent training will include supports for parents/families to work with their children at home and include technical support.

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

• School

School will implement grade level deep-dive planning times to address math improvement.

- **Students**

Students will commit to doing their best to complete all assignments and to ask for help when needed, both academically and emotionally, as well as work towards earning SWAG recognition throughout the day from any adult on campus.

- **Parents**

Parents will commit to keeping positive, two-way, communication with their child's teacher on an on-going basis.

- **Staff Training**

Staff trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home and provide support to parents during parent conferences and when requested in a timely matter.

- **Accessibility**

Parent meetings, translation support, and access to the campus will be announced at the beginning of the school year, at all parent meetings, via marquee and school-wide communication methods several days in advance of the event and provide information on local support agencies when requested.

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

-Grade 5 needs to increase proficiency scores from 40% to 50%

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

-Students need to keep science journals to review concepts and for reinforcement -Students need more exposure to hands-on experiments -Parents and teachers need to meet to discuss academic and behavior concerns -lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) - lack of time and personnel to provide additional interventions for students

3. Share possible solutions that address the root causes.

-Fair Game support will be provided by FA Teachers -Implementing Science rotational model -Develop ELA connections to Science content and plan for small group instruction -Science vocabulary will be explicitly taught -Implementing a dedicated grade level conference day - Parent engagement trainings - -PLC and PD planning to build high expectations & student performance in Science

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

- Communication

Provide information in native language and supports with CLF to address Science proficiency.

- Parent Training

Parent training will include supports for parents/families to work with their children at home and include technical support.

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

- School

School will implement a dedicated grade level parent-teacher conference day and a dedicated grade level specific deep-dive planning day to address Science instruction and skill building.

- **Students**

Students will commit to doing his/her best to complete all assignments and to ask for help when needed, both academically and emotionally, as well as work towards earning SWAG recognition throughout the day from any adult on campus.

- **Parents**

Parents will commit to keeping positive, two-way, communication with their child's teacher on an on-going basis.

- **Staff Training**

Staff trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home and provide support to parents during parent conferences and when requested in a timely matter.

- **Accessibility**

Parent meetings, translation support, and access to the campus will be announced at the beginning of the school year, at all parent meetings, via marquee and school-wide communication methods several days in advance of the event and provide information on local supportive agencies when requested.

Action Step: Classroom Instruction

Provide differentiated, small group instruction to students in order to reduce the achievement gaps. Support students in the RTI process both support and intensive support identified through the SBT process.

Budget Total: \$254,787.00

Acct Description	Description																																									
Resource Teacher	K-5 School-Based Team (SBT) Resource Teacher will provide RTI support by leading SBT in support to ensure students receive the interventions and supplemental support they need. Support will include analyzing, receiving and reviewing progress monitoring data prepared by teachers.																																									
Resource Teacher	Amend 27 -Resource teacher will target grades 3-5 using push-in/pull-out. (BT 490572)																																									
Computer HW; non-cap	<table border="1"> <thead> <tr> <th data-bbox="403 516 1146 592">Item</th> <th data-bbox="1146 516 1381 592">Quantity</th> <th data-bbox="1381 516 1545 592">Rate</th> <th data-bbox="1545 516 1845 592">Type</th> <th data-bbox="1845 516 2026 592">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="403 592 1146 669">Earbuds 2-5</td> <td data-bbox="1146 592 1381 669">315</td> <td data-bbox="1381 592 1545 669">\$1.83</td> <td data-bbox="1545 592 1845 669">Original</td> <td data-bbox="1845 592 2026 669">\$576.45</td> </tr> <tr> <td data-bbox="403 669 1146 745">Headphones K-1</td> <td data-bbox="1146 669 1381 745">100</td> <td data-bbox="1381 669 1545 745">\$5.13</td> <td data-bbox="1545 669 1845 745">Original</td> <td data-bbox="1845 669 2026 745">\$513.00</td> </tr> <tr> <td data-bbox="403 745 1146 821">Amend 27- Earbuds (BT 490572)</td> <td data-bbox="1146 745 1381 821">117</td> <td data-bbox="1381 745 1545 821">\$1.83</td> <td data-bbox="1545 745 1845 821">Amendment</td> <td data-bbox="1845 745 2026 821">\$214.11</td> </tr> </tbody> </table>						Item	Quantity	Rate	Type	Total	Earbuds 2-5	315	\$1.83	Original	\$576.45	Headphones K-1	100	\$5.13	Original	\$513.00	Amend 27- Earbuds (BT 490572)	117	\$1.83	Amendment	\$214.11																
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Acct Description	Description									
	Item	Quantity	Rate	Supply Type			Type	Total		
	Shipping	1	\$52.80	Instructional Materials			Original	\$52.80		
	Amend 27- Composition Books (BT 490572)	13	\$10.75	General Supplies			Amendment	\$139.75		
	Amend 27- Shipping (BT 490572)	1	\$12.93	General Supplies			Amendment	\$12.93		
	Amend 27- Copy Paper Case (BT 490572)	9	\$34.69	General Supplies			Amendment	\$312.21		
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	K-5 M-Thurs (8:30-12:00) - K-5 in class tutorial in ELA and Math	3	\$15.00	4	4	32	Non-Certified	Original	\$23,040.00	
	K-5 M-Thurs (8:30-12:00) - In class tutorial for K-5 in ELA and Math	2	\$37.00	4	4	31	Certified	Original	\$36,704.00	
	Amend 27- Increased HOURS OF CERTIFIED K-5 M-Thurs (8:30-12:00) - K-5 in class tutorial in ELA and Math AND **INCREASED THE HEADCOUNT TO 4** (BT 490572)	4	\$37.00	4	2	21	Certified	Amendment	\$24,864.00	
	Amend 27- Increased HOURS OF NON-CERTIFIED K-5 M-Thurs (8:30-12:00) - K-5 in class tutorial in ELA and Math AND **REDUCED THE HEADCOUNT FROM 3 TO 2** (BT 490572)	2	\$15.00	4	2	33	Non-Certified	Amendment	\$7,920.00	

Acct Description	Description
Resource Teacher	Math Resource Teacher will provide small group, differentiated instruction for grades 3 through 5 targeting the lowest 25%.

Action Step: Professional Development

Provide professional development and support through side-by-side modeling, analysis of data and identification of students in need of additional support, facilitation of PLC's, and facilitation of the SBT process and Schoolwide Positive Behavior.

Budget Total: \$202,738.00

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Grades K-5 New Teachers - Plan w/B.E.S.T standards. Two times a month throughout the year targeting new teachers.	10	\$25.00	1	2	10	Certified	Original	\$5,000.00
Single School Culture Coordinator	Single School Culture Coordinator will facilitate PLC's, assist teachers in lesson planning, progress monitoring and tracking student data in the areas of ELA, Math and Science K-5.								
Tch Res Staff Development	Teacher Resource Staff Developer will conduct PLCs, work with new teachers and advise grade chairs/team leaders. They will also conduct model lessons and provide feedback to teachers. They will work to build the capacity of teachers.								

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: **\$6,584.00**

Acct Description	Description								
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non-certified staff will provide Parent Curriculum and Services Support	1	\$16.00	5	1.5	40	Non-Certified	Original	\$4,890.00

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Heritage Elementary School's mission is to strengthen school-family-community partnerships through effective communication, resource support, training, decision-making, and encouraging families to become active participants in their child's educational process.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Nina Lant	Principal
Adriana Gonzalez	Assistant Principal
Andrei Yamshchikov	Single School Culture Coordinator
Linda Gilbert	School Advisory Council Chairperson
Maria Canut	Non-Instructional Staff Member
Valentine Dantes	Parent
Celine Delice	Parent
Ruth Sauveur	Parent
Claudia Lopez	Parent

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

At the beginning of the school year, parents are invited to attend School Advisory Committee (SAC) meetings via school marquee, school website, and Class DOJO. Members are selected to include administrative members, non-instructional staff, parents, and community members who have shown interest in our school's improvement and community involvement.

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

Stakeholders meet 8 times per school year and are provided opportunities to collaborate ideas and vote on input. Data is shared at several meetings and stakeholders brainstorm ideas to determine how to best support our school's goals. Throughout the year parents are informed of the meetings via our school's marquee and schoolwide digital messages. The meetings are in-person with the option of attending virtually. They are scheduled at 7:45 AM in the Media Center on the following dates: 08/21/24, 09/11/24, 10/09/24, 11/13/24, 12/11/24, 02/12/25, 03/12/25, and 05/14/25.

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

Stakeholders meet in March and are provided opportunities to collaborate ideas and vote on input. Data is shared at the meetings and stakeholders brainstorm ideas to determine how funding will best support our school's goals. Our school will utilize funds to support our parent and family training events by providing supplies for and during our presentations that will support ELA, Math, and SLL strategies. Supplies include copy paper, chart paper, markers, cardstock, and math manipulatives.

Name	Title
Nina Lant	Principal
Adriana Gonzalez	Assistant Principal
Andrei Yamshchikov	Single School Culture Coordinator
Nili Silva	Bookkeeper

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

Our Title I Annual Meeting is scheduled for 10/09/24 at 8:15 AM in the Heritage Elementary School's media center.

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

Parents will be informed of the meeting via the school's marquee and schoolwide digital messages about 10 days in advance.

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

Computer, PowerPoint, digital invitation, Meeting Minutes Summary page, Copies of the FY24 Compact and FY24 PFEP Summary will be used during the meeting.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to,

communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Staff Training #1 - Creating a Welcoming and Inclusive School

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

Using the Skills for Learning and Life Resource Center to support home and school connections.

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

Increase and strengthen the home and school connections.

- What will teachers submit as evidence of implementation?

Morning meetings with SLL Themes or parent conference notes

- Month of Training

August

- Responsible Person(s)

Adriana Gonzalez

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Evidence includes agendas, sign-in sheets, presentations, handouts, clear expectations, and evaluation of staff training in SWP Tool.

- Number of Participants

45

- What were teachers able to do as a result of the training?

Teachers will increase the number of positive conferences/communications with families and their students.

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Staff Training #2 - Skills for Learning & Life

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

Teachers will share Skills for Learning & Life with families on a regular basis to set the tone to support social, emotional and academic learning and to increase the home and school connection.

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

Teachers, families, and students will have an increase in positive communication due to the training.

- What will teachers submit as evidence of implementation?

Parent conference logs documenting the relaying of positive communication between the teachers and families regarding improvement in behavior, academics, and available resources.

- Month of Training

October

- Responsible Person(s)

Adriana Gonzalez

4. Reflection/Evaluation of Training #2

- Name and Brief Description

Evidence includes agendas, sign-in sheets, presentations, handouts, clear expectations, and evaluation of staff training in SWP Tool.

- Number of Participants

45

- What were teachers able to do as a result of the training?

Teachers, families, and students will have an increase in positive communication due to the training.

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Parent Training #1 - Introduction to Class DOJO

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

Parents will learn about and be able to access the Class DOJO application for the parent and classroom links.

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

Parents will be taught to log in and utilize Class DOJO parent and classroom links.

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

Positive communication between school and home will increase achievement in Reading, Math, and Science.

- Date of Training

August

- Responsible Person(s)

Adriana Gonzalez

- Resources and Materials

Presentation, Computers, Internet, Copy Paper

- Amount (e.g. \$10.00)

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

Parent Training #2 - Creating a Welcoming and Inclusive School

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

The SLL Resource Center Resources

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

Parent and families will view a video and learn strategies for working with teachers at school and children at home.

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

Positive communication between school and home will increase achievement in Reading, Math, and Science.

- Date of Training

September

- Responsible Person(s)

Adriana Gonzalez

- Resources and Materials

Presentation, Computers, Internet, Copy Paper

- Amount (e.g. \$10.00)

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

Parent Training #3 - Skills for Learning & Life

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

Parents and families will view presentation on Skills for Learning & Life to support social, emotional and academic learning and to increase the home and school connection.

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

Parents will access videos from the District portal to preview resources available from the district and community.

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

Positive communication between school and home will increase achievement in Reading, Math, and Science.

- Date of Training

October

- Responsible Person(s)

Adriana Gonzalez

- Resources and Materials

Presentation, Computers, Internet, Copy Paper

- Amount (e.g. \$10.00)

TBD

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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 - Welcome Center

- Describe how agency/organization supports families.

The Welcome Center's mission is to promote welcoming and inclusive schools.

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

Screenshot of Welcome Center and the link to a PowerPoint presentation titled, "Resolution to Promote Welcoming and Inclusive Schools for All Students and Families," flyer provided to non-English speaking families when registering for school.

- Frequency

On going due to new student registration occurring throughout the school year.

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

- Name of Agency

The Kids Community Closet

- Describe how agency/organization supports families.

The Kids Community Closet is an organization that has adopted our school to assist families with uniforms, socks, underwear, shoes, backpacks, and school supplies.

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

Copy of emails to the organization regarding order and inventory and thank you letters for their support.

- Frequency

On going due to new students' needs.

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

- Name of Agency

Kidz Closet

- Describe how agency/organization supports families.

The Kidz Closet

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

Copy of email from the event supervisor and a copy of thank you letters.

- Frequency

Beginning of the school year

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

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**

In order to provide parents and families with timely information about the Title I programs, meetings, and other activities in a format and language parents can understand our school uses the school marquee and schoolwide Dojo messages displayed/sent 10 days in advance. We meet with parents annually at the Title 1 Annual Parent Meeting, the CNA meeting, and Parent Trainings.

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

Screenshots of Dojo messages announcing meetings and schoolwide information.

- **Description**

In order to provide parents and families with information about the curriculum and proficiency levels students are expected to meet, teachers have office hours every day for parents to contact the teacher to discuss concerns and ask questions regarding their child's progress. Our school will also share academic progress at mid-marking periods as well as at the end of each semester. We invite parents to attend an annual curriculum night to review curriculum goals and classroom expectations.

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

Copy of parent presentation for Curriculum Night and copy of conference record.

- **Description**

In order to provide parents and families with information about forms of academic assessments used to measure student progress and achievement levels of State academic standards, parents are invited to parent meetings to review school data and teachers invite parents to parent-teacher conferences to review progress on class, district, and state assessments.

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

Agenda of SAC meeting and copy of parent conference notes.

- **Description**

In order to provide parents and families with information about opportunities to participate in decision-making related to the education of their children, parents will be invited to participate in the school SAC and become a voting member. Parents are also invited to attend the Title 1 Annual Meeting and CNA Meeting.

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

Screenshot of SAC flyer invitation in August and a copy of SAC agenda

- Description

In order to remove barriers for attendance, our meetings and trainings will be held in-person and virtually, right before school, so parents can attend the meetings and trainings. We also have the Curriculum Night event for parents and families in the late afternoon.

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

Screenshot of invitations for the Curriculum Night and Parent Trainings.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

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

Heritage Elementary has one CLF, for our Spanish-speaking families. Our CLF is a full-time employee and participates at parent meetings and trainings. Documents are provided in multiple languages.

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

Translated flyer for a SAC meeting, translated PFEP summary, translated parent meeting agenda

- Description

In order to provide parents and families with disabilities access to our school we have an ADA compliant building with available disabled parking and ramps to sidewalks and portable classrooms. We also have audio enhancements in the cafeteria and the media center where trainings are held.

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

Photo of handicapped parking, ramp to a sidewalk, ramp to a portable classroom. Photo of audio enhancement equipment.

- Description

Our Guidance Counselors work with our Data Processor and the front office staff to identify migrant students who are registered at our school to provide the families with information regarding the Migrant Education Program to assist families. Our school provides assistance with uniforms and school supplies.

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

Copy of flyer from the Migrant Education Program

- Description

Our Guidance Counselors work with our Data Processor and the front office staff to identify students who register and qualify for MVP status. Then the families are contacted and the services are shared. We have backpacks, uniforms, and school supplies available. Student Housing Questionnaire (SHQ) form (2479) is distributed.

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

School supply requests from teachers and uniform distribution log.

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

- Name of Activity

TBD

- Brief Description

TBD

2. Activity #2

- Name of Activity

TBD

- Brief Description

TBD

3. Activity #3

- Name of Activity

TBD

- Brief Description

TBD

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Heritage Elementary has an operational School Based Team that meets monthly to discuss students with barriers to academic and social success. Mentors are assigned to students identified with behavior concerns and Check-in/Check-out is utilized with students in need of positive adult interactions and positive feedback throughout the school day. Our guidance counselors are on the Fine Arts wheel so that every class receives instructional core support during each 6-day rotation. While in class the counselors teach character education, non-tolerance to bullying and daily hygiene. Any teacher that has suspicion or knowledge of an emotional issue with a student, refers that student to the guidance counselor for further evaluation or support. In extreme cases where there is knowledge of a life threatening situation, DCF is contacted by the teachers and then referred to administration. Homeless students are referred to the guidance counselors for assistance.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;

- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

The School Based Team (SBT) meets monthly to review universal screening data, diagnostic data, and progress monitoring data for students who have been referred to SBT. After analyzing the supporting data and determining that effective Core (Tier 1) instruction is in place, the team makes recommendations on students who are demonstrating a reading deficiency as per the grade level Decision Trees from the K- 5 Reading intervention Handbook. The SBT will use the Problem Solving/MTSS Model to determine next steps based on relevant student data. The team identifies students who are in need of additional supplemental (Tier 2) or intensive (Tier 3) academic and/or behavioral support. An intervention plan is developed which identifies a student's targeted area of deficit, the recommended research based intervention or strategy, and the appropriate progress monitoring tool. Students who demonstrate a reading deficiency are provided Supplemental interventions that align with Core instruction and can include but are not limited to: Shared reading with a focus on (phonological awareness, phonics, vocabulary, fluency, comprehension). Students who demonstrate a substantial reading deficiency are provided Intensive interventions in addition to Supplemental and Core instruction. These Intensive interventions include but are not limited to: Benchmark Interventions and the Voyager Passport program. Interventionists use a Curriculum Based Measure (CBM) to track student progress at this level of support. The SBT Leader works with all grade levels, SwPBS Team and the E-Support Team to ensure universal guidelines and behavior expectations are taught, practiced and recognized every day. This Core instruction aligns with schoolwide and classroom behavior expectations. Students who are identified as needing additional support and strategies may be provided Supplemental intervention that align with Core instruction and can include but are not limited to: Check in/ Check out, Reinforcement Towers, and Behavior Plans. When a student is not progressing or showing a poor response to intervention, the SBT may then recommend parental consent to conduct a Functional Behavioral Assessment. From continued work and support with K-5 teachers, the SBT Leader identifies staff development needs as it relates to RtI and provides professional development which supports supplemental and intensive instructional practices. The SBT Leader also pushes into PLC to continue staff development in identifying struggling readers and aligning appropriate interventions and progress monitoring tools to help support and close the academic gap. Along with the Leadership Team, the SBT Leader also helps develops, edit, and update common practices that are shared with all instructional staff as guidance in instructional, behavior, and single school culture practices.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs
- Opportunities to extend learning time.

(data).

- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.

- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Students participate in core classes that are supplemented with a 35 minute period of fine arts instruction. Core classes follow the District's Scope & Sequence as outlined by the state standards. Each grade level is monitored by the district assessments regularly to insure grade level proficiency on ELA, Math, Writing, and Science. Data drives instruction. Our teachers meet weekly to analyze assessments and academic growth. During the school day, students receive support during their ELA and Math instruction from our ELL, ESE, and Reading Resource teachers and our academic tutors. After school, we offer a 21st Century Program and an Afterschool Program. Our after school program offers interest clubs to students who participate in after care. Our teacher-led clubs may include: SECME, Girls on the Run, Battle of the Books, and Academic Games. Additionally, our fine arts rotation consists of 6 offerings: music, art, computer assisted art, physical education, character education, and media. Students rotate through the fine arts each 6 days. Each of the fine arts classes has a district approved curriculum and is taught by a teacher who is certified in the content.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);

- Dual enrollment opportunities;
- Career and technical courses;
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Our guidance counselors are active with promoting our district's Choice Programs to our fifth graders. Presentations to students and parents are held in the Fall to present options available that are geared to middle school academies, such as Pre-Culinary Arts, Pre-Teacher Education, Pre-Medical Sciences and Pre-Law Studies, for example. As for our academics, we offer accelerated grouping in our kindergarten through fifth grade classes by using comparative data from our district assessments in reading and math. We offer AMP Math in Grades 3-5.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

At Heritage Elementary, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. The screening task includes Letter Sounds, Phonemic Awareness and Word Reading. Teachers are able to use this data to provide interventions to increase reading skills throughout the school year. Also, we use Kindergarten Round-up, a parent meeting held in the spring to inform parents of Kindergarten readiness skills. Parents receive information and activities to do with students over the summer to prepare for the first days of school. During pre-school, we invite students and families to come to visit our school and classroom for a Meet the Teacher to meet the students' assigned teacher and see the assigned classroom.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

At Heritage Elementary each grade level meets weekly for Learning Team Meetings and Common Planning Meetings. The focus of Professional Learning Communities is the exploration of knowledge and/or strategies that address curriculum, instruction, assignments, and assessments and their relation to improving student achievement. Common planning delves into the organization of day to day lessons, where teachers create and edit as well as use the different expertise within a grade level to assist with these lessons. The goal within these meetings is to learn not only from administration but from each other which establishes professional bonds. These two types of Professional Learning Communities encourage positive working relationships. Also, school personnel is engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy

- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Our new hires are involved with the district's Educator Support Program (ESP). All new staff members are provided with a Mentor or a Buddy to assist with professional supports within the first year. Our campus has an ESP Contact, a Single School Culture Coordinator (SSCC), a Volunteer Lead Mentor (VLM), Team Leaders, and Academic Support staff willing and able to provide guidance and answer questions. Our Reading and Math Resource Teachers are actively engaged in classrooms providing expertise and guidance to all our teachers with district mandated programs. During our Professional Development Days our teachers are engaged in learning about how to better support parent and family engagement and new technologies to enhance instruction.