
Title I Comprehensive Schoolwide Plan
HERITAGE ELEMENTARY SCHOOL (2571)

ELA

1. List prioritized needs statements.

-Grades K-5 needs to increase learning gains by 11%; 39% to 50% -Grades K-2 needs to increase proficiency by 13%; 37% to 50% -Increase subgroup areas by 5%: ELL Females 21% to 25%, ELL Males 19% to 24%, SWD Females 14% to 19%; SWD Males 6% to 11%

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

-Parents and teachers need to meet face to face to discuss academic and behavior strengths and weaknesses, as well as strategies for supporting growth -Students need to keep reading and writing journals to review concepts and for vocabulary reinforcement -Students need to have vocabulary enriched environments -Students need to increase independent reading

3. Share possible solutions that address the root causes.

-Implement computer skills training as part of weekly instruction -Use Professional Learning Community (PLC) where teachers will collaborate and work together to plan -Implement more rigor to differentiated instruction -Group students based on their needs -Monitor student progress -Utilize Word Walls -Implement Sight Word Challenges for K & 1st grade

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

• Communication

Provide information in native language and support with CLF and Parent Liaison

• Parent Training

Provide strategies for families to assist with homework help

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

- **School**

Commit to providing open communication regarding high academic, standards- based, and culturally inclusive learning that meets the needs of each child.

- **Students**

Commit to doing their best to complete all assignments and to ask for help when needed.

- **Parents**

Commit to providing time and support at home as well as keeping a positive, two-way, communication with their child's teacher on an on-going basis.

- **Staff Training**

Provide support to parents during parent conferences and when requested

- **Accessibility**

Provide information on local supporting agencies with parents on Dojo, during parent conferences and when requested

Math

1. List prioritized needs statements.

-Grades K-5 needs to increase Math proficiency by 10%; 45% to 55% -Increase all subgroup areas by 5%: ELL Females 21% to 16%, ELL Males 32% to 37%, SWD Females 14% to 19%; SWD Males 32% to 37% -Increase computer fluency for all K-5 students

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

-Students need to have daily spiral reviews -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 -Parents and teachers need to meet face to face to discuss academic and behavior strengths and weaknesses, as well as strategies for supporting growth

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 -Implement more rigor to differentiated instruction -Group students based on their needs -Monitor student progress -Implement Math Challenges per grade level -Implement Math Club in grades 3-5

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

• **Communication**

Provide information in native language and support with CLF and Parent Liaison

• **Parent Training**

Provide strategies for families to assist with homework help

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

• **School**

Commit to providing high academic, standards- based, and culturally inclusive learning that meets the needs of each child.

• **Students**

Commit to doing his/her best to complete all assignments and to ask for help when needed.

- **Parents**

Commit to providing time and support at home as well as keeping a positive, two-way, communication with their child's teacher on an on-going basis.

- **Staff Training**

Provide support to parents during parent conferences and when requested

- **Accessibility**

Provide information on local supportive agencies with parents on Dojo, during parent conferences and when requested

Science

1. List prioritized needs statements.

Grade 5 needs to increase Science proficiency scores to 65%

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 face to face to discuss academic and behavior strengths and weaknesses, as well as strategies for supporting growth

3. Share possible solutions that address the root causes.

-Fair Game support will be provided by FA Teachers -Implementing Science rotational model -Develop a ELA connections to Science content and plan for small group instruction -Science vocabulary will be explicitly taught

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

- **Communication**

Provide information in native language and support with CLF and Parent Liaison

- **Parent Training**

Provide strategies for families to assist with homework help

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

- **School**

Commit to providing high academic, standards- based, and culturally inclusive learning that meets the needs of each child.

- **Students**

Commit to doing his/her best to complete all assignments and to ask for help when needed.

- **Parents**

Commit to providing time and support at home as well as keeping a positive, two-way, communication with their child's teacher on an on-going basis.

- **Staff Training**

Provide support to parents during parent conferences and when requested

- **Accessibility**

Provide information on local supportive agencies with parents on Dojo, during parent conferences and 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: \$245,482.42

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	Math resource will support K-5 small group push-in instruction; co-teach, and participate in PLCs.						
Online subscription	Item		Quantity	Rate	Type	Total	
	BT 515995- Flocabulary to support ELA instruction in grades K-5 to build content vocabulary targeting all subgroups		1	\$4,330.00	Budget Transfer	\$4,330.00	
	BT 518888- Added Penda Science for grades 4-5		1	\$3,450.00	Budget Transfer	\$3,450.00	
Supplies	Item		Quantity	Rate	Supply Type	Type	Total
	pencils		1	\$5.04	General Supplies	Original	\$5.04
	I Ready Magnetic Shipping		1	\$514.09	General Supplies	Original	\$514.09
	I-Ready Magnetic Grades 3-5		442	\$15.00	Instructional Materials	Original	\$6,630.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	JJ Boot Camp shipping	1	\$395.00	General Supplies	Original	\$395.00
	JJ Boot Camp Speedbag (set of 25)	6	\$375.00	Instructional Materials	Original	\$2,250.00
	JJ Boot Camp Grade 5 Drills wkb (set of 25)	6	\$275.00	Instructional Materials	Original	\$1,650.00
	JJ Boot Camp Skills TE	1	\$59.95	Instructional Materials	Original	\$59.95
	I -Ready Teacher Guides	3	\$30.00	Instructional Materials	Original	\$90.00
	Adjustment - benefits credit and final allocation	1	\$5,911.69	General Supplies	Other	\$5,911.69
	BT 515995- Reduced classroom supplies and the benefits and final allocation funds to purchase Flocabulary.	-1	\$4,330.00	General Supplies	Budget Transfer	-\$4,330.00
	BT 518888- Removed JJ Bootcamp to add Penda Science and PL Webinar	-1	\$4,100.00	Instructional Materials	Budget Transfer	-\$4,100.00
Computer HW; non-cap	Item	Quantity	Rate	Type	Total	
	Earbuds 2-5 - Classroom instruction	455	\$1.83	Original	\$832.65	
	Headphones K-1 - Classroom instruction	200	\$3.58	Original	\$716.00	

Acct Description	Description								
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Tutors will focus on K-5 students small group instruction in reading and math	2	\$37.00	4	3.5	35	Certified	Original	\$36,260.00
	Non-cert tutors will focus on K-5 small group instruction for reading and math.	1	\$15.00	3	5	35	Non-Certified	Original	\$7,875.00

Action Step: Professional Learning

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: \$212,797.58

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Paper clips	9	\$9.89	General Supplies	Original	\$89.01
	Expo markers	20	\$11.49	General Supplies	Original	\$229.80
	Post it notes	10	\$15.29	General Supplies	Original	\$152.90
	Markers -chart	50	\$11.59	General Supplies	Original	\$579.50
	Pencils box of 12	50	\$3.49	General Supplies	Original	\$174.50
	Paper	23	\$34.69	General Supplies	Original	\$797.87

Acct Description	Description																			
Webinar /PL with Purchase	<table border="1"> <thead> <tr> <th data-bbox="453 165 1436 246">Item</th> <th data-bbox="1444 165 1583 246">Quantity</th> <th data-bbox="1591 165 1730 246">Rate</th> <th colspan="2" data-bbox="1738 165 1927 246">Type</th> <th data-bbox="1936 165 2024 246">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Type		Total				
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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.																			
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="453 737 1016 818">Item</th> <th data-bbox="1024 737 1163 818">Quantity</th> <th data-bbox="1171 737 1289 818">Rate</th> <th data-bbox="1297 737 1394 818">Days</th> <th data-bbox="1402 737 1499 818">Hours</th> <th data-bbox="1507 737 1625 818">Weeks</th> <th data-bbox="1633 737 1772 818">Certified</th> <th data-bbox="1780 737 1898 818">Type</th> <th colspan="2" data-bbox="1906 737 2024 818">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
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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: \$5,829.00

Acct Description	Description									
Supplies	Item	Quantity	Rate	Supply Type			Type	Total		
	Chart Paper	10	\$47.59	General Supplies			Original	\$475.90		
	Cardstock	12	\$15.86	General Supplies			Original	\$190.32		
	Paper	17	\$34.69	General Supplies			Original	\$589.73		
	Markers	15	\$11.59	General Supplies			Original	\$173.85		
	Shipping	1	\$9.89	General Supplies			Original	\$9.89		
	Adjustment - benefits credit and final allocation	1	\$32.31	General Supplies			Other	\$32.31		
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Attendance clerk will be supporting parents communication efforts through making calls, helping in office visits, etc.	1	\$16.00	5	1	40	Non-Certified	Original	\$3,260.00	

Mission Statement

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

Name	Title
Nina Lant	Principal
Adriana Gonzalez	Assistant Principal
Jennifer Burnham	Single School Culture Coordinator
Linda Gilbert	School Advisory Council Chairperson
Maria Canut	Non-Instructional Staff Member
Angela Rodriguez	Parent
Rosaline Mathieu	Parent
Michelle Pierre	Parent
Richard Candelaria	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 and ClassDojo. 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 about 6 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 most second Wednesdays of the month.

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
Jennifer Burnham	Single School Culture Coordinator
Nili Silva	Bookkeeper

Annual Parent Meeting

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

Our Title I Annual Meeting is scheduled for 10/08/25 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 FY26 Compact and FY26 PFEP Summary will be used during the meeting.

Staff Trainings

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?

Teachers will be able to use 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?

Teachers will increase and strengthen the home and school connections.

• What will teachers submit as evidence of implementation?

Teachers will submit lesson plans with morning meetings with SLL themes or parent conference notes.

• Month of Training

August

- **Responsible Person(s)**

Adriana Gonzalez

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

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Parent Training #1 - Introduction to ClassDojo

- 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 ClassDojo 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 resources used will be from 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

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, inventory and thank you letter for their support.

- **Frequency**

On going due to new students' needs.

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

- **Name of Agency**

City of Greenacres

- **Describe how agency/organization supports families.**

City of Greenacres works with local businesses to collect school supplies which include backpacks, folders, pencils, and notebooks.

- 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

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 also shares 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 records.

- **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

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 invitation 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, and 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 information 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 distributed to teachers and uniform distribution log

Other 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

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 school 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 school counselor for further evaluation or support. In extreme cases where there is knowledge of a life threatening situation, DCF is contacted by the teacher or staff member and then referred to administration. Also, homeless students are referred to the school counselors for assistance.

SBT/MTSS Implementation

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 Leveled Literacy Intervention 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 an 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 develop, 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

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, Music, and PE Club. Additionally, our fine arts rotation consists of 6 offerings: music, art, computer assisted art, physical education, character education, and media. 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

1. Post-Secondary Opportunities and Workforce Readiness

Our school 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

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

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

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.