Title I Comprehensive Schoolwide Plan

HERITAGE ELEMENTARY SCHOOL (2571)

ELA

1. List prioritized needs statements.

-Grades K-5 needs to increase learning gains to 46% -Increase Learning Gains of the lowest 25% to 80%

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

Students need to increase independent reading time in order to increase stamina Teachers need to tighten up small group instruction Teachers need to collaborate with support staff to develop focus calendar Teachers need to focus on building block standards to get the upper level standards

3. Share possible solutions that address the root causes.

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 Create a test prep calendar that will include state practice tests to expose students to test-like questions

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

• Communication

Strengthen Communication and Communicate strategies to support at home skills practice

• Parent Training

Parent Trainings that support parents/families to work with their students at home (ELA)

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

• School

School will implement a dedicated ESE/ELL/New Teacher/Mentor Teacher PLC day dedicated for specific deep-dive planning

• Students

Students will work towards earning SWAG recognition throughout the day from any adult on campus

• Parents

Parents will attend school-related meetings and Parent Training events

• 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 (ELA)

• 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 learning Gains to 60% Increase Learning Gains of the Lowest 25% to 80%

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

Teachers need to focus on building block standards to get the upper level standards Students need to master skills in Geometric Reasoning, Measurement, and Probability Teachers need to differentiate instruction for students who have fallen below proficiency levels

3. Share possible solutions that address the root causes.

Math Tutorial during Fine Arts class and push in model for select homerooms Develop coaching cycle for grades 3 and 4 Implement Math Challenges per grade level Implement Math Club in grades 3-5

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

• Communication

Strengthen Communication, Accentuate the Physical Accessibility, and Communicate support for Homeless/Migrant Families

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math)

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

• School

School will implement a dedicated ESE/ELL/New Teacher/Mentor Teacher PLC day dedicated for specific deep-dive planning

• Students

Students will work towards earning SWAG recognition throughout the day from any adult on campus

• Parents

Parents will attend school-related meetings and Parent Training events

• 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 (Math)

• Accessibility

Provide information on local supporting 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 56%

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 Students need to build their science vocabulary Teachers need to differentiate lessons to include spiral review of skills

3. Share possible solutions that address the root causes.

Fair Game support will be provided by FA Teachers Implementing Science rotational model Develop a small group instruction focus calendar Science vocabulary will be explicitly taught

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

• Communication

Strengthen Communication, Accentuate the Physical Accessibility, and Communicate support for Homeless/Migrant Families

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science)

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

• School

School will implement a dedicated ESE/ELL/New Teacher/Mentor Teacher PLC day dedicated for specific deep-dive planning

- Students

Students will work towards earning SWAG recognition throughout the day from any adult on campus

- Parents

Parents will attend school-related meetings and Parent Training events

- 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 (Science)

- Accessibility

Provide information on local supporting 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: **$171,053.18**

Acct Description	Description
Resource Teacher	The Math Resource Teacher will support K-5 small group push-in instruction; co-teach, and participate in Professional Learning Communities (PLCs).

Acct Description	Description
Computer HW; non-cap	**Item** / **Quantity** / **Rate** / **Type** / **Total** Headphones for students in grades K-1 to use with online programs. / 200 / $5.16 / Original / $1,032.00 Earbuds for students in grades 2-5 to use with online programs. / 455 / $3.69 / Original / $1,678.95
Supplies	**Item** / **Quantity** / **Rate** / **Supply Type** / **Type** / **Total** iReady Magnetic Shipping / 1 / $507.96 / Instructional Materials / Original / $507.96 iReady Magnetic Grades 3-5 / 400 / $13.60 / Instructional Materials / Original / $5,440.00 JJ Boot Camp shipping / 1 / $372.00 / Instructional Materials / Original / $372.00 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 iReady Teacher Guides / 1 / $30.00 / Instructional Materials / Original / $30.00 JJ Boot Camp Speedbag (set of 25) / 6 / $375.00 / Instructional Materials / Original / $2,250.00
Online subscription	**Item** / **Quantity** / **Rate** / **Type** / **Total** Penda Onboarding renewal fee for Science grades 4-7. / 1 / $250.00 / Original / $250.00 Penda Subscription will be used to supplement the Science curriculum in grades 4 and 5. / 1 / $3,520.00 / Original / $3,520.0 Flocabulary will assist in building ELA, Math and Science vocabulary in grades K-5. / 1 / $4,324.32 / Original / $4,324.3

Acct Description	Description
Out-of-system Tutors	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Certified</th><th>Type</th><th>Total</th></tr><tr><td>K-2 out-of-system certified tutor will push-in to remediate students in ELA and math.</td><td>1</td><td>$37.00</td><td>5</td><td>4</td><td>23</td><td>Certified</td><td>Original</td><td>$17,020.0</td></tr></table>
Resource Teacher	K-5 School-Based Team (SBT) Resource Teacher will provide RTI support by leading SBT in support to ensur students receive the interventions and supplemental support they need. Support will include analyzing, receiving and reviewing progress monitoring data prepared by teachers.

Action Step: Professional Learning

Provide Professional Learning 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: **$210,626.82**

Acct Description	Description
Out-of-system PL Subs	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Certified</th><th>Type</th><th>Total</th></tr><tr><td>Planning Days- New teachers will be given time throughout the year to meet with veteran teachers to collaborate and lesson plan during the school day.</td><td>2</td><td>$18.00</td><td>1</td><td>6.5</td><td>6</td><td>Non-Certified</td><td>Original</td><td>$1,365.0</td></tr></table>

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<tr><th>Acct Description</th><th>Description</th></tr>
<tr><td>Supplies</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Total</th></tr>
<tr><td>Paper Clips</td><td>16</td><td>$8.68</td><td>General Supplies</td><td>Original</td><td>$138.88</td></tr>
<tr><td>Pencils- Pre-sharpened box of 48</td><td>20</td><td>$4.68</td><td>General Supplies</td><td>Original</td><td>$93.60</td></tr>
<tr><td>Paper</td><td>21</td><td>$33.92</td><td>General Supplies</td><td>Original</td><td>$712.32</td></tr>
<tr><td>Expo Markers</td><td>25</td><td>$9.93</td><td>General Supplies</td><td>Original</td><td>$248.25</td></tr>
<tr><td>Markers- Chart</td><td>50</td><td>$10.42</td><td>General Supplies</td><td>Original</td><td>$521.00</td></tr>
<tr><td>Post it notes</td><td>14</td><td>$12.24</td><td>General Supplies</td><td>Original</td><td>$171.36</td></tr>
<tr><td>Shipping</td><td>1</td><td>$1.41</td><td>General Supplies</td><td>Original</td><td>$1.41</td></tr>
</table>
</td></tr>
<tr><td>Teacher Collaboration</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Certified</th><th>Type</th><th>Total</th></tr>
<tr><td>K-5 teachers will meet after school for PLCs and common planning for ELA and Science.</td><td>7</td><td>$25.00</td><td>1</td><td>2</td><td>10</td><td>Certified</td><td>Original</td><td>$3,500.0</td></tr>
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</td></tr>
<tr><td>Webinar /PL with Purchase</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Type</th><th>Total</th></tr>
<tr><td>Penda Teacher Webinar will provide professional development to support standards-aligned science instruction and improve student achievement.</td><td>1</td><td>$650.00</td><td>Original</td><td>$650.0</td></tr>
</table>
</td></tr>
<tr><td>Tch Res Staff Development</td><td>Teacher Resource Staff Developer will build the capacity of teachers through coaching, lesson modeling, an Professional Learning Communities (PLCs) and will provide support to grade level chairs.</td></tr>
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Acct Description	Description
Single School Culture Coordinator	The Single School Culture Coordinator will facilitate Professional Learning Communities (PLCs) to assist teachers in lesson planning, progress monitoring and tracking student data in the areas of ELA, Math and Science K-5.

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: **$5,138.00**

Acct Description	Description
Out-of-system Subs for Parent Conferences	

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Substitutes will be provided for 5th grade teachers to conduct parent conference with students matriculating to middle school (Grade 5 Conferences for Middle School)	2	$18.00	1	4	1	Non-Certified	Original	$140.00
Substitutes will be provided for teachers to conduct parent conferences during the school day (K-5 Conference Days)	6	$18.00	1	4	6	Non-Certified	Original	$2,520.0

Acct Description	Description
Non-Certified Parent Support by School Staff	

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
NEW: Parent Support by Non-Instructional Staff (Attendance Clerk) to assist with parent	1	$15.00	1	1	20	Non-Certified	Other	$300.0

Acct Description	Description
	phone calls regarding attendance concerns, parent training, parent and teacher conferences, and to enrich our parent engagement.
Certified Parent Support by School Staff	Certified teachers will plan and deliver family engagement trainings to build the capacity of parents to support learning in the home. — Quantity: 2 — Rate: $25.00 — Days: 1 — Hours: 2 — Weeks: 3 — Certified — Type: Original — Total: $300.0 REMOVED: Certified teachers to add parent support by non-instructional staff — Quantity: -2 — Rate: $25.00 — Days: 1 — Hours: 2 — Weeks: 3 — Certified — Type: Other — Total: -$300.0
Supplies	Paper — 35 — $33.92 — General Supplies — Original — $1,187.20 Expo Markers — 5 — $9.93 — General Supplies — Original — $49.65 Card Stock — 12 — $10.66 — General Supplies — Original — $127.92 Chart Paper — 14 — $33.79 — General Supplies — Original — $473.06 Markers — 15 — $10.42 — General Supplies — Original — $156.30 Shipping — 1 — $0.87 — General Supplies — Original — $0.87

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. If there are more interested candidates for each of the stakeholder subgroups, then an election is held amongst those interested. The person who receives the majority of the vote amongst the members present, becomes the voting member.

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 and 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 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 Science 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 October 14th at 8:15 AM in the media center at Heritage Elementary School.

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 (SLL) Guide 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 Skills for Learning and Life themes or parent conference notes that include student achievement with positive academic and/or behavior communication .

• 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

January

• 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 to use the ClassDojo application for the parent, classroom and school communication.

• 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

September

• 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 District's Skills for Learning and Life Guide.

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

Parent and families will learn strategies for working with teachers at school and children at home to build the family - home school connection.

• 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

5. Parent and Family Capacity Building Training #3

• Name of Training

Parent Training #3 - Parent University

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

Parents and families learn strategies to assist with homework and learn how to access resources available in the community to increase the home and school connection.

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

Parents will view videos/links available from the District portal under Parent University.

• 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

November

• 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 Learning, 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 the District's Welcome Center page on the portal and a flyer provided to non-English speaking families when experiencing difficulties 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, parents have the availability throughout the week to communicate with 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 our Curriculum Night to review curriculum goals and classroom expectations at the beginning of the school year.

- 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 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 School Advisory Council (SAC) and become a voting member. Parents are also invited to attend the Title 1 Annual Meeting and Critical Needs Assessment (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, in the morning, 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 Community Language Facilitator (CLF) 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 American Disability Act (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 McKinney-Vento Homeless Assistance Act 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

Exempt

• Brief Description

N/A

2. Activity #2

• Name of Activity

Exempt

• Brief Description

N/A

3. Activity #3

• Name of Activity

Exempt

• Brief Description

N/A

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. Lesson Plans are kept and monitored for age-appropriateness. For students who are receiving support with a Check-in/Check out intervention, they are monitored daily. This behavior intervention provides structured daily feedback, adult mentorship, and positive reinforcement for students needing extra support as the Team measures behavior over a period of 4 to 6 weeks. The team would be tracking fewer classroom minor infractions, for example. Any teacher that has suspicion or knowledge of an emotional issue with a student, refers that student to the school counselors 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 FLFAST Progress Monitoring data, iReady Reading and Math Diagnostic data, and district benchmark curriculum assessment 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. Tier 1 refers to our Core instructional practices where teachers are teaching the standards while using resources approved by the district. Tier 2 refers to supplemental supports for a student where the student receives additional small group instruction targeting specific skills. Tier 3 refers to an additional 30 minutes of instruction outside of the 90 minute block of uninterrupted Language Arts or Math instruction. 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 our afterschool 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. Our school works with our local police department and fire department as a few volunteer as guest speakers during our Heritage Community Helpers Career Day.

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. Additionally, a representative from our Leadership Team visits our local preschool programs to provide information to our incoming parents and students.

Professional Learning

1. Professional Learning

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. For FY27, teachers will receive professional learning and coaching in three key focus areas: 1. Targeted Small-Group Instruction: Teachers will use student data to plan and deliver differentiated reading and math instruction based on specific student needs. 2.Foundational Literacy: Teachers will strengthen their implementation of explicit phonics, word study, and morphology instruction to support decoding, fluency, vocabulary, and comprehension. 3. Standards-Based Instruction & Student Tasks: Teachers will strengthen standards-aligned instruction by providing rigorous student tasks, using checks for understanding, and increasing opportunities for independent application.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Heritage Elementary recruits qualified staff through district hiring platforms, district and community job fairs, professional networks, referrals, and outreach to potential candidates. We also consider strong substitute teachers and other school-based personnel who demonstrate the skills and potential to transition into permanent instructional positions. To support retention, new hires participate in the district's Educator Support Program (ESP), and all new staff members are provided with a Mentor or Buddy to assist with professional and school-based support during their first year. Our campus has an ESP Contact, Single School Culture Coordinator (SSCC), Volunteer Lead Mentor (VLM), Team Leaders, and Academic Support staff who provide ongoing guidance and support. Our Reading and Math Resource Teachers are actively engaged in classrooms, providing coaching, modeling, and support with district-mandated programs and instructional practices. During Professional Development Days, teachers participate in learning opportunities focused on instructional priorities, parent and family engagement, and the effective use of technology to enhance instruction.