

The School District of Palm Beach County

Heritage Elementary School



2017-18 Schoolwide Improvement Plan

Heritage Elementary School

5100 MELALEUCA LN, Greenacres, FL 33463

<https://htge.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Heritage Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is for all students to be academically proficient and demonstrate strong character making them productive in society.

b. Provide the school's vision statement.

The vision of Heritage Elementary school is to continue growing by:

1. Increasing literacy in all academic areas and maintaining high expectations,
2. Increasing critical thinking and student engagement in all academic areas,
3. Improving the academic achievement of the lowest 25% of students through personalized instructions,
4. Continuing staff development in areas necessary to continue professional growth through the pillars of effective instruction,
5. Providing a climate and culture which respects diversity and encourages students to become responsible and productive citizens through a single school culture.
6. Build relationships within the school and community

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Heritage Elementary has Single School Culture which is a system and practices regarding Academics, Behavior, and Climate. Our Single School Culture is based on the belief that all students can learn when presented with a positive climate, academic and behavioral expectations in an environment conducive to personalized norms of student engagement.

Our Single School Culture for Behavior is the process for continuous teaching of expected appropriate behavior set in a SwPB Action Plan. Expected behavior is presented in a clear, positive, and teachable manner. Students are taught so they understand the importance of being a strong character and act in a positive pro-social manner. The students are introduced to a behavior matrix at the Kindergarten level and reminded every school year of appropriate behavior when the school holds behavior assemblies, parent meetings, and classroom meetings.

Our Single School Culture for Climate refers to the emotional atmosphere we generate around us, the "context" of school and community. Climate involves the perception of students and teachers concerning the fairness, openness, friendliness, positive outlook, acceptance of differences and sense of welcome to our the school. To create Single School Culture at the school, all faculty and staff is involved with students and their families to make sure every stakeholder has a personal input into the organizational structure, atmosphere of success, value of everyone's contribution.

Our Single School Culture for Academics involves all staff, students and community members. The school finds it to be of utmost importance to set high expectations for academic achievement of our students by continuously applying personalized learning strategies, by aligning students academic engagement and learning practices with Florida Standards. Teachers attend Professional Learning Communities, Common Plannings, where there is an opportunity to plan for specific further steps to advance student achievement after a reflective analysis of student success and opportunities for

improvement.

Heritage Elementary guidance counselors are working closely with students and staff to promote the anti-bullying culture at the school by providing students and staff alike with information about how to be supportive, respectful, and how to be a positive role model to others.

Our school has implemented and continuously supports the following practices to promote the Single School Culture of competence, equity and access within instructional practices:

- build relationships within our school and community;
- provide faculty with guidance on methods and structures for establishing interpersonal interactions in a classroom;
- teachers are aware of and implement common practices supportive of the development of positive interactions between teachers and students alike in all settings;
- dedicate time for discussions, understanding and implementation of social-emotional learning practices;
- allocate time to work with school counseling groups;
- advise, encourage, and provide opportunities for staff to attend Professional Development addressing multicultural practices

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Heritage Elementary has implemented a school wide positive behavior plan titled "SWAG". The premise of SWAG code is Safety First, Work Effectively, Appropriate Language, and Give Respect. Our school has a positive behavior support matrix that provides examples of ways the SWAG code is presented in the hallways, cafeteria, bathrooms, playground, bus and assemblies. We also have a school wide attention sign that is used in all settings. These expectations are modeled and implemented all year round by the entire school staff.

At Heritage Elementary we create a culture where the students feel safe to talk to an adult by building a trusting relationship throughout the school year.

The goals of Single School Culture include:

- Articulate, demonstrate, and teach the specific practices that reflect the application of the SWPBS Universal Guidelines called "SWAG" to the contexts students will encounter before/during/after school;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
- Implement a culture of mentoring support to ensure personalized approach to students needs and abilities;
- Create a culture of learning to achieve high expectations, striving to be a positive role model
- Provide staff with information about the necessary steps in a development of positive relationships
- Implement and support a culture of teaching and learning behavior expectations and social-emotional relevance

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Heritage Elementary teachers and staff follow the positive behavior SwPB plan, SWAG:

- Students are taught to understand the school's expectations 3 time a year through the means of assemblies where School-wide Behavior Matrix and SWAG are presented;
- Teachers are taught to use School-wide Behavior Matrix to set up their own classroom expectations aligned to the matrix and SWAG;
- Teachers and staff are aware of Universal Guidelines and expectations;
- Students are taught positive behavior and are encouraged to go above and beyond the expectations;
- The school has set up a set of weekly rewards to ensure the students understand the value of showing a positive and strong character;
- School-wide short-term and long-term recognition of students and staff is in place;
- Student recognition is communicated to parents
- Ensure a differentiated instruction and behavioral expectations are in place to provide students with personalized interactions with learning materials
- To ensure the avoidance of punitive actions (unless unavoidable) but rather teaching a desired behavior

Our protocol for disciplinary incidents is to use the Corrective Behavior Intervention form. Every report consists of 3 different levels of response to incidents:

- The response to the first incident involves a verbal counseling with the student as well as a behavior intervention plan is created to try to teach the appropriate behavior.
- The second and third response to an incident is a verbal and documented counseling where the parent is contacted, every incident requires an intervention to be put in place to assist a student with achieving a desired positive and pro-social behavior.
- If there is a fourth incident, a referral is written and the further action to address the behavior is taken.

To support the classroom teacher and assist the child in behavior remediation the behavior intervention report form is completed in three stages with different levels of support from administration and guidance counselors.

The first completion of the form up to a referral is supported by the classroom teacher by implementing behavior interventions and contacting the parents if necessary. If the first stage doesn't remediate the behavior and a referral was written, the second stage would require a guidance counselor assisting the classroom teacher in creating different levels of intervention. If the first and second stages fail to remediate the behavior, then administration would examine the case and the student may be referred to School Base Team for further evaluation.

Heritage Elementary uses the code of student conduct for elementary school students distributed by the School District of Palm Beach County for the guidelines to ensure the behavior system is implemented fairly and consistently to all students.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

- Heritage elementary has an operational School Based Team that meets weekly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified with behavior concerns;
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources).
- Utilize data-based decision making to close academic and social-emotional gaps by connecting all students with the services they need.

Also our guidance counselors are on the fine arts wheel so that every class sees them each rotation. During 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.

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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The school will utilize data systems to identify students who have attendance, behavioral and academic concern:

- Ensure teachers are aware of Early Warning factors and indicators;
- Assign mentors to students exhibiting two or more early warning indicators.

Attendance concerns:

- The data attendance decision rule of 5 absences in a 30-day period was created:
- Teachers must adhere to the procedures for notification to parents, guidance, SSCC, and SBT when students are absent 5 or more days within a 30-day period.

Academic concerns:

- Utilize available data to identify students with academic gaps in Tier 1 instruction compared to their peers when performing on any grade appropriate assessment aligned to Florida Standards

- student performance on a literacy assessment is considerably below that of peers and grade level expectations

Behavioral concerns:

- one or more ISS or OSS
- frequent discipline referrals and an administrative reprimand
- student exhibits repetitive behavior
- no considerable response to an immediate intervention implemented by the classroom teacher

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	36	27	13	41	24	26	0	0	0	0	0	0	0	167
One or more suspensions	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	44	64	63	120	49	75	0	0	0	0	0	0	0	415
Level 1 on statewide assessment	0	0	0	67	47	77	0	0	0	0	0	0	0	191
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	21	15	10	76	41	66	0	0	0	0	0	0	0	229

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Leadership teams in place to problem solve and create action plans.

The data attendance decision rule of 5 absences in a 30-day period was created:

- notify the parent(s) of the possible absenteeism factors and created a truancy/attendance monitoring process to assist families in improving the rate of attendance;
- If the process is in failure, a referral to the District is generated and SBT process addressing absenteeism comes into effect.

Teachers must adhere to the procedures for notification to parents, guidance, SSCC, and SBT when students are absent 5 or more days within a 30-day period.

The behavioral and academic concerns:

- Utilzy available data to identify students with academic gaps in Tier 1 instruction and behavioral concerns
- Identify and implement instructional strategies for academics and behavior to close the gap and teach new behaviors
- If the gap is not closing within a reasonable set time, proceed with further SBT process as identified by the district procedures

The following programs and systems are in place to support the implementation of intervention strategies:

- SAI, iii, tutorials, LLI, Foundations, iReady;

- Planned problem solving discussions during SBT;
- Goal Setting for identified student;
- Utilize evidence-based interventions to minimize and/or close the student achievement gap;
- Mentoring support groups;
- Counseling of students in need;
- Supporting families with necessary guidance;
- Parent referral to our Community Partners: Chrysalis Center, Children's Home Society, La Caridad who assist Heritage families and/or then refer them to agencies and community outreach centers;
- Counsel the students and families as a part of interventions to close student's academic gaps associated with absences and referrals;
- Guidance Counselors are able to support homeless students and get them materials that they need.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/440679>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

- Heritage Elementary has a community partnership with Chrysalis Center, Children's Home Society, La Caridad which are children services council agencies. They assist us with the commitment in insuring our families have the tools to overcome adversity and live a healthy, stable, and rewarding life. Specifically they work with the parents in offering tips and workshops to help reach their students fullest academic and emotional potential.
- The school holds Heritage PRIDE family days and curriculum nights to encourage parent participation and family involvement in the educational process.
- Teachers use daily communication folders to send information to the parents
- Teachers are encouraged, and, in some instances, required, through the implementation of Single School Culture, to send positive notes and letters home, and keep contact with the parents via phone or face-to-face meetings
- Communication of classroom and monthly school news to the community via the school newspaper
- Hold various parent activities during school hours (i.e. Mother's Tea, Superhero/Father day)

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Lant, Nina	Principal
Pena, Vanessa	Other
Garcia, Amarilis	Instructional Coach
Yamshchikov, Andrei	Other
Gonzalez, Adriana	Assistant Principal
Drahos, Nathalie	Other
Mayall, Jyl	Teacher, ESE
Roman, Jessica	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal

- oversee the major school processes and communicate information to and from the district and area
- have a vision for the school initiatives
- engage staff with implementation of District LTOs, Strategic Themes, Initiatives
- staff hiring and retention
- address major systems within the school
- work closely with the Assistant Principal, SSCC, Coaches
- advise teachers and staff
- monitor for fidelity of processes implementation
- communicate major information to the parents, staff, students, and community
- organize and manage school master schedule
- manage teacher and classroom placement
- manage school budget

Assistant Principal

- work closely with the principal, coaches, SSCC to oversee the major school processes and systems
- have a vision for the school initiatives
- engage staff with the implementation of District's Strategic Themes and Initiatives
- address major system within the school
- work closely with staff addressing student disciplinary actions
- advise teachers and staff
- monitor for fidelity of processes implementation
- communicate information to the parents, staff, students, and community
- organize and manage scheduling of school activities and assessments
- Title I compliance

Single School Culture Coordinator

- work closely with the principal, assistant principal, coaches, and SBT leader to oversee the major school processes and systems
- have a vision for the school initiatives
- engage staff with the implementation of District's Strategic Themes, Initiatives, and fidelity of Pillars of Effective Instruction
- organize, conduct, support PLCs
- advise teachers and staff on necessary instructional practices

- support teachers with planning aligned to Florida Standards
- communicate information to teachers, students and staff
- lead and support School-wide Positive Behavior System
- ensure development and continuous implementation of Single School Culture
- assist with fidelity of lesson plan implementation
- support, model instruction, and co-teach in classrooms
- organize and manage scheduling of extended learning opportunities and assessments

Instructional coach, Math

- work closely with the principal, assistant principal, coaches, and SBT leader to oversee the major school processes and systems
- implementation of District's Strategic Themes, Initiatives, and fidelity of Pillars of Effective Instruction
- support PLCs
- advise teachers and staff on necessary instructional practices
- support teachers with planning aligned to Florida Standards

Instructional coach, Reading

- work closely with the principal, assistant principal, coaches, and SBT leader to oversee the major school processes and systems
- implementation of District's Strategic Themes, Initiatives, and fidelity of Pillars of Effective Instruction
- support PLCs
- advise teachers and staff on necessary instructional practices
- support teachers with planning aligned to Florida Standards

ESE coordinator

- ensure that the laws and rules that apply to educating children with disabilities are met under the individuals with disabilities act (IDEA).
- facilitate (1) parent and student participation (2) appropriate evaluation (3) individual education plans (IEP) (4) free appropriate public education (FAPE) (5) least restrictive environment (6) procedural safeguards.

ESOL coordinator

- work closely with the principal, assistant principal, coaches, and SBT leader to oversee the major school processes and systems
- ensure that the laws and rules that apply to English language learners are adhered to at our school.
- facilitate limited English proficiency plans (LEP), comprehensive English language learning assessment testing (CELLA) and administers the school ESOL plan
- schedule ESOL teachers who work in a sheltered or co-teaching environment

SBT Team Leader

- work closely with the principal, assistant principal, coaches, and SBT leader to oversee the major school processes and systems
- meet regularly to review universal screening data, diagnostic data, and progress monitoring data for referred students.
- identify students who are not meeting identified academic targets.
- use the Problem Solving Model to conduct all meetings
- develop intervention plans
- ensure the necessary resources are available and the interventions are implemented with fidelity
- conduct further discussion
- support School-wide Positive Behavior System

Team Leaders

- work closely with the principal, assistant principal, coaches, and SBT leader to oversee the major

school processes and systems

- on a specific grade level, implementation of District's Strategic Themes, Initiatives, and fidelity of Pillars of Effective Instruction
- on a specific grade level, support PLCs
- on a specific grade level, advise teachers and staff on necessary instructional practices
- on a specific grade level, support teachers with planning aligned to Florida Standards

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

School administration, area support team, academic coaches, and Single School Culture Coordinator will work cohesively to make sure that all stakeholders are involved in academic, behavioral, and socio-emotional learning in the school. The team will also ensure that the administrative leadership team is there for guidance during PLC's, common planning and will monitor for fidelity of creation and implementation of Florida Standards-based academic instruction in each classroom, grounding that specific work in high expectations, in personalized and engaging instruction.

Principal, Nina Lant, and Assistant Principal, Adriana Gonzalez, will oversee the implementation of specific instructional processes aligned with District's LTO, Strategic Themes, and initiatives. Every member of the leadership team is responsible for setting the high expectations and being consistent with monitoring for implementation, fidelity of execution, and reflection of practices to adjust all necessary systems within the school.

Single School Culture Coordinator, Andrei Yamshchikov, will ensure the implementation of high expectation instructional practices. Support teacher with common practices to have Pillars of Effective Instruction embedded into daily classroom instruction. SSCC will organize, manage, guide and support PLC's (conducted daily) where teachers will deliberately and collaboratively work on analyzing student data, reflecting on specific domains of instruction to provide students with rigorous and evidence-based instruction. Teachers will plan for instruction using data outcomes and will set academic targets using Florida standards as means of setting high expectations for achievement. These meetings are focused on implementing new trainings as well as setting up best practices in teaching.

SSCC will ensure the implementation of SwPB System to support Single School Culture of Behavior, Academics, and Climate. Support the cohesiveness of School-wide Positive Behavior Action Plan and advise staff on evidence-based processes and interventions to promote a positive and competent relationships within the school.

SSCC will work closely with instructional coaches to support teachers with the implementation of standards-based, engaging, and student-centered instruction as an outcome of a planned PLC. Single School culture will support shared norms, beliefs, values, and goals and results in agreed upon processes and procedures that produce consistency in practice. These practices will include PLCs and common planning for the teachers.

Instructional coaches, Amarilis Garcia and Jessica Roman, will work closely with teachers and other leadership team members to support day-to-day instruction. Coaches will model and co-teach in the classrooms to further advance the student achievement and promote personalized professional development.

ESE coordinator, Jyl Mayall, ensures that the laws and rules that apply to educating children with disabilities are met under the Individuals with Disabilities Act (IDEA). She facilitates (1) parent and student participation (2) appropriate evaluation (3) individual education plans (IEP) (4) free

appropriate public education (FAPE) (5) least restrictive environment (6) procedural safeguards.

ESOL coordinator, Vanessa Pena, ensures that the laws and rules that apply to English language learners are adhered to at our school. She facilitates limited English proficiency plans (LEP), comprehensive English language learning assessment testing (CELLA) and administers the school ESOL plan as well as schedules ESOL teachers who work in a sheltered or co-teaching environment.

The School Based Team (SBT), lead by Nathalie Drahos, will meet regularly (every other week) to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1-Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based SBT Leadership Team.

The SBT will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies. The team will ensure the necessary resources are available and the interventions are implemented with fidelity. Each case will be assigned a case liaison to support interventions (e.g., teacher, RTI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

The school leadership team also develops, edits, and updates common practices that are shared with all instructional staff as guidance in instructional, behavior, and single school culture practices.

School psychologist, Kate Ribakoff, will assist with a professional input when problem solving student cases during SBT meetings and will monitor for the fidelity of RTI process, as well as support SBT Problem Solving team when working on FBAs.

Classroom teachers will plan for academic instruction (as needed) embedding District LTO's, Strategic Themes, Initiatives, and Pillars of effective instruction. Teachers will work closely with instructional coaches and SSCC to analyze data, reflect on student achievement, discuss deliberate instructional practices, set goals, and create specific plans for classroom implementation.

Members of the Heritage Leadership Team will inform the School Advisory Council (SAC), meeting once a month, and will be asked to provide input on the School Improvement Plan. Utilizing the previous year's data, information on Tier 1, Tier 2 and Tier 3 targets and focus attention on deficient areas will be discussed. Topics for discussion should include but are not limited to FSA scores and lowest 25%, strengths and weaknesses of intensive programs, mentoring, tutoring and other services. Title 1 Funds will be used to provide additional academic support to the students in the form of in-school instructional support in Reading and Math. Heritage will hire certified tutors to push in to the classroom and support students during small group instruction. Funds will also be used to purchase a Reading and Math Coach as well as Reading and Math resource teachers to provide support to struggling students in K-5. Title 1 Funds will be used to purchase classroom supplies and provide support to the teachers by providing professional development.

Migrant Liaison provides support and services to students and parents. The liaison coordinates with Title 1 and other programs to ensure student needs are met.

District social workers provide resources (clothing, school supplies, social service referrals, etc.) for students identified as homeless under the McKinney-Vento Act.

SAI funds will be used to purchase a full-time teacher, Nicole Turcic, to provide additional reading instruction to struggling students identified in second and third grade.

The School-Wide Positive Behavior Support Program will be used to educate students to demonstrate positive behavior and teach students to build positive relationships. Students who demonstrate positive behavior will receive various extrinsic rewards.

Family Literacy Events that Celebrate multi-cultural diversity and awareness through parenting and adult literacy workshops, both in English and Spanish.

All students who attend Heritage Elementary receive free breakfast. Afterschool students are provided with a free meal thanks to the Supper Program. The Nutrition and Wellness Promotion Team of the School District Food Service Department consists of Registered Dietitians. The Nutrition and Wellness Promotion Team not only creates the menus, but also takes an active role within the School District to promote nutrition education. This is accomplished through various cafeteria programs, nutrition & wellness seminars, nutrition education for students and parents through the School Food Service Web Site, and work with community agencies to promote optimal health of students and staff.

Heritage Elementary receives additional Title 1 and 2 support from the district through Area Support teams, curriculum support, MTSS, Literacy cohort and LLI support, second grade academy and Leadership development through Aspiring Leaders Academy.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Amarilis Garcia	Teacher
Nina Lant	Principal
Adriana Gonzalez	Education Support Employee
Andrei Yamshchikov	Parent
Maria Canut	Education Support Employee
Cassandra Tougas	Education Support Employee
Brittany Horton	Parent
Ercilia Penelus	Parent
Jassica Roman	Education Support Employee
Rosa Fajardo	Parent
Linda Richards	Parent
Carolina Silva	Parent
Jaquelin Marquez	Student
Blanca Salazar	Parent
Sabrina Lopez	Parent
Valentine Dantes	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Heritage Elementary Leadership Team will inform the School Advisory Council (SAC) of the school improvement plan goals that were met and the goals that are still challenges for the 2018 year. SAC will be asked to provide input on the 2017 School Improvement Plan and assist in creating goals for the 2018 school improvement plan. Utilizing the previous year's data, information on Tier 1, Tier 2 and Tier 3 targets and focus attention on deficient areas will be discussed. Topics for discussion will include but are not limited to the new Florida Standards Assessments, achievement of the lowest 25% students, strengths and weaknesses of intensive programs, mentoring, tutoring and other services.

b. Development of this school improvement plan

The SAC council will help in the development of the School Improvement plan by analyzing the previous years data and creating proposals to assist with the meeting of targeted goals. This will include goals in expected improvements as well as assisting the families in helping students achieve the 2018 ELA/MATH/SCIENCE goals.

c. Preparation of the school's annual budget and plan

Heritage Elementary receives suggestions from SAC on how to distribute the Title 1 monies. Their suggestions drive the distribution of the budget. SAC also provides our school with the input on necessary staff professional growth and development. SAC advises on funds to build capacity for small group work and student vocabulary development.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School improvement funds:

- Supplies for Parents meetings and supporting extended learning opportunities (\$831.00)
- Computer Hardware to support Technology Access and availability (\$1,835.00)

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

The school is working on being compliant with this requirement.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Lant, Nina	Principal
Gonzalez, Adriana	Assistant Principal
Pena, Vanessa	Other
Yamshchikov, Andrei	Other
Drahos, Nathalie	Teacher, K-12
Roman, Jessica	Instructional Coach
Mayall, Jyl	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

This team promotes and supports literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives. LLT will meet and work to ensure the district's Literacy plan is implemented with fidelity.

The Literacy Leadership Team will also focus on the implementation of Foundations in all Kindergarten, First grade, and Second grade classrooms. The use of the iReady vocabulary program in 3rd-5th grade rooms. Heritage Elementary will implement the usage of iReady ELA instructional materials in grades 2 through 5.

Leveled Literacy Intervention (LLI) will also be implemented with a select group of identified students in all grade levels as a part of RTI process and Tier 3 Instruction.

The goal of the LLT will work to play an integral role in fostering a rich literacy environment at the school for all students and staff. The team will build professional conversations, promote collegiality, collaboration, and a literacy culture.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

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.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Meet with new teacher to Heritage prior to the start of the academic school year. Teachers will meet other staff members and get introduced and acquainted to the school culture and its policies.
2. New teachers will be partnered with veteran staff members, who will serve as mentors or buddies.
3. Utilize district Educator Support Program to provide academic support to teacher.
4. Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
5. Attract new HQ teachers by providing a positive working environment, various team building opportunities outside of the workplace, and opportunities for additional income through tutorial programs.

6. Teachers have various opportunities through PLCs, Common Planning, and formal training to gain expertise in their field.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are 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.

Mentors will meet monthly with their mentees to discuss topics suggested by the Assistant Principal and the ESP program. The mentor will also provide support and establish a confidential relationship with the new educator. The mentor will also complete informal observations of the new teacher and provide feedback about the observation. Teachers will be paired based on grade level and expertise as observed by administration.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, writing, math and science curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

For grades 3-5 we will discuss and analyze Item Specification in Reading, Math, and Science to set high expectations and drive classroom instruction in relation to Florida standards.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

Heritage elementary ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute ELA reading block
- Creating a schedule with an uninterrupted 45-60 minute ELA writing block
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards. Heritage elementary's School Based Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. After determining that effective Tier 1-Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the SBT.

The SBT will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies. The team will ensure the necessary resources are available and the interventions are implemented with fidelity. Each case will be assigned a case liaison to support interventions (e.g., teacher, RTI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

We have morning tutorials in reading and math for second, third, fourth, and fifth grade. We look at the progress our students make in these tutorials to establish different goals during tutorial. We currently use small group instruction in all classes, our teachers use data to establish groups and are consistently looking at data to reach the academic goals of our students.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 5,400

Heritage Elementary will use iReady Math computer program for grades 2-5 in the AM to support students in need of extra math opportunities to show personalized growth.

Strategy Rationale

This focuses on sixty students that must overcome various obstacles toward reaching their goals. These obstacles are homelessness, retention, lowest 25 percent in their class, no english language interaction before school hours, no access to technology.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Garcia, Amarilis, amarilis.garcia@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students who attend program will participate in the diagnostic assessment as well as take Mini Benchmark Assessments. Data from assessments will be used to determine effectiveness of the tutorial and drive the instruction that is taking place.

Strategy: After School Program

Minutes added to school year: 9,000

Student who register to attend the after school program due to parent pick up needs.

Strategy Rationale

This focuses on students that need to stay at school until their parents/guardians can pick them up. They receive academic enrichment which focuses on Science, Technology, Engineering, Arts, Reading and Math.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lowman, Laura, laura.lowman@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students who attend program will participate in the diagnostic assessment as well as take Mini Benchmark Assessments. Data from assessments will be used to determine effectiveness of the tutorial and drive the instruction that is taking place.

Strategy: After School Program

Minutes added to school year: 2,340

Below grade level grade level students will be invited to participate in our Reading afternoon tutorial for 3rd Grade students. Students will get enrichment opportunities based on student needs. These opportunities will be provided in guided reading groups, as well as vocabulary building activities and the use of the iReady Reading program.

Strategy Rationale

This will assist students to get on grade level and have a better and deeper understanding of oral fluency, vocabulary, and reading comprehension.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Yamshchikov, Andrei, andrei.yamshchikov@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students who attend program will participate in the diagnostic assessment as well as take Mini Benchmark Assessments. Data from assessments will be used to determine effectiveness of the tutorial and drive the instruction that is taking place.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

At Heritage Elementary, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All kindergarten students will be assessed using the Florida Assessment for Instruction in Reading. The screening task includes Letter Sounds, Phonemic Awareness, and Word Reading. Low performance on the Broad Screening measures will indicate the need for further assessment using the Targeted Diagnostic Inventory. The Inventory includes Print Awareness, Letter Identification, Phonemic Awareness, Letter Thinking, and Word Building. Teachers will be able to use this data to provide interventions to increase reading skills throughout the school year. Use Kindergarten round up to inform parents of Kindergarten readiness skills. Parents will receive information and activities to do with students over the summer to prepare for the first days of school. Administration meets with local preschool programs to discuss student readiness for Kindergarten.

We plan and implement effective and relevant instruction to meet the needs of all students by following the LAFS and MAFS. We strive to ensure that students at Heritage Elementary are reading on Grade level by 3rd grade and that the students are set up for personal achievement on FSA ELA

and Math. We make sure that Heritage students meet our high expectations. This further provides students with an opportunity to be prepared for their transition to Middle School.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

- G2.** If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1a

G094909

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	65.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of student foundational knowledge
- Deficit in instruction of standards based curriculum
- Lack of purposeful engagement with Science and Math content through Reading
- Students do not have technology access at home

Resources Available to Help Reduce or Eliminate the Barriers 2

- 3 Reading Resource Teachers (2-0.5 and 1-1.0)
- iReady program
- Supplies for hands on projects.
- 0.5 Reading Coach
- 0.5 Math Coach
- 0.5 Math Resource
- Single School Culture Coordinator
- Tutorial
- iPads, iPad Carts, Apple TVs
- Supplies for parent trainings.
- Food for parent trainings.
-

Plan to Monitor Progress Toward G1. 8

Data will be acquired through UNIFY and compared to previous year performance by teacher, by grade, and by student groups to monitor for any needed necessary adjustments to close the gaps and move towards the set goals.

Person Responsible

Andrei Yamshchikov

Schedule

Monthly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Student will show higher performance on standards-based assessments when compared to the previous year.

G2. If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1a

G094910

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	74.0
ELA Achievement District Assessment	50.0
FSA ELA Achievement	53.0

Targeted Barriers to Achieving the Goal 3

- Deficit in instruction of standards based ELA curriculum
- Lack of student foundational knowledge
- Low parent participation and engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady program and iready ELA materials
- Single School Culture Coordinator
- Foundations program
- Reading Resource Positions (3-0.5, 1-1.0)
- new computers, and digital accessories
- LLI Materials
- Reading A-Z
- purchase supplies for parent trainings.
- purchase food for title 1 trainings.
- Instructional Reading Coach 0.5
- push-in teachers (4)
- out-of-system push-in tutors (2)

Plan to Monitor Progress Toward G2. 8

Increase in student achievement towards meeting high expectations and grade level reading proficiency.

Person Responsible

Andrei Yamshchikov

Schedule

Biweekly, from 8/7/2017 to 6/30/2018

Evidence of Completion

RRR data, FSQs, iReady data, and FSA results

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1

G094909

G1.B1 Lack of student foundational knowledge 2

B255346

G1.B1.S1 Provide students with personalized instruction customized to the individual strengths, needs, interests, and aspirations of each learner. 4

S269837

Strategy Rationale

By providing personalized instruction customized to each learner we will meet the needs of each student and increase their Math and Science proficiency.

Action Step 1 5

Support teachers in grades 3-5 with additional curriculum and standards-based information and resources supporting Math skills to improve the standards-based foundational knowledge in students

Support teachers in grades 4-5 with information to build capacity to create and implement Science lesson plans reflective of Standards and Item Specifications in order to close the gap in students' foundational knowledge

Person Responsible

Andrei Yamshchikov

Schedule

Weekly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Lesson plans, small group data, student assessments, PLC common practices, common planning

Action Step 2 5

0.5 Math Resource Teacher will support students by providing small group instruction as part of our Double Down instructional schedule

Person Responsible

Amarilis Garcia

Schedule

Daily, from 8/7/2017 to 6/30/2018

Evidence of Completion

Teacher schedule, student group rosters, sample lesson plans

Action Step 3 5

0.5 Math Coach will provide coaching, support, and professional learning strategies to individual teachers to improve classroom instruction.

Person Responsible

Amarilis Garcia

Schedule

Daily, from 8/7/2017 to 6/30/2018

Evidence of Completion

Schedule of coach, calendar of meetings with teachers, feedback notes from meetings with homeroom teachers, sample lesson plans and PLC agendas

Action Step 4 5

Provide the opportunity for extended learning opportunities before (MATH) and after (SCIENCE) school.

Person Responsible

Andrei Yamshchikov

Schedule

Weekly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Tutorial schedule, student sign in sheets, teacher sign in schedule, lesson plans, student data used to determine tutorial groups

Action Step 5 5

Support our math and science programs with digital resources

Person Responsible

Amarilis Garcia

Schedule

Weekly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Lesson Plans, Student Books

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Small group instruction will be monitored closely by the administration, the area support team, instructional coaches, and SSCC

Person Responsible

Adriana Gonzalez

Schedule

Weekly, from 8/7/2017 to 6/30/2018

Evidence of Completion

small group rosters, data reports pulled from EDW, Performance Matters, etc.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor student assessment data by accessing it in UNIFY

Person Responsible

Andrei Yamshchikov

Schedule

Biweekly, from 8/7/2017 to 6/29/2018

Evidence of Completion

Tutorial Rosters, student sign in sheets, lesson plans, assessments, data reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Use data from USA's and FSQ's to monitor effectiveness of the delivery of personalized instruction driven by Florida Standards

Person Responsible

Amarilis Garcia

Schedule

Weekly, from 8/7/2017 to 6/30/2018

Evidence of Completion

lesson plans, data reports, data chats, teacher notes

G1.B2 Deficit in instruction of standards based curriculum **2**

 B255347

G1.B2.S1 Provide staff with professional development opportunities during PLCs by unpacking standards, creating standard-targeted lesson plans, and form student centered instruction with evidence based outcome. **4**

 S269838

Strategy Rationale

If our teachers our given professional development opportunities focused on standards based instruction, then they will be better equipped to provide effective and relevant instruction.

Action Step 1 **5**

Collect FY17 data from FSQs, USAs, FSA Math and FSSA to identify areas in need of improvement in relation to the Florida standards applied to the incoming grade level students (i.e. grade 3 to analyze grade 2, etc.)

Person Responsible

Andrei Yamshchikov

Schedule

On 6/30/2018

Evidence of Completion

Data will be aligned to the student/class/subgroup performance on standardized assessemnt by teacher, by FSA standards cluster, and Florida Science standards.

Action Step 2 **5**

Teachers will analyze provided data to reflect on student achievement and student performance on Florida Standards-based assessments.

Person Responsible

Andrei Yamshchikov

Schedule

Biweekly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Data chats,

Action Step 3 5

Analyze and unpack standards to understand the specific targets to be taught from the areas of necessary improvement.

Person Responsible

Andrei Yamshchikov

Schedule

Weekly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Unpacked standards, analysis of standards, reflection notes

Action Step 4 5

Create specific lesson plans addressing the demand of the standards and plan for academic instruction in the classroom with coaches support, modeling and reflection.

Person Responsible

Amarilis Garcia

Schedule

Weekly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Lesson plans, coaches notes, student evidence of practice

Action Step 5 5

Coaches will model, co-teach, support teachers while implementing the lesson plans and together reflect on the standards-based instruction to further improve the outcome of a lesson to meet the necessary targeted goals.

Person Responsible

Amarilis Garcia

Schedule

Daily, from 8/1/2017 to 6/30/2018

Evidence of Completion

Coaches notes, reflection notes

Action Step 6 5

Administrative team, instructional coaches, SSCC, and the area support team will analyze the instructional success and impact on instruction to drive necessary changes to meet high expectations of the curriculum through further standards related collaboration.

Person Responsible

Andrei Yamshchikov

Schedule

Monthly, from 8/1/2017 to 6/30/2018

Evidence of Completion

student achievement data, observations, coaching notes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teachers will use created lesson plans and instructional data in the classroom. Administrative team, instructional coaches, SSCC, and the area support team will monitor for lesson plan implementation while conducting scheduled walkthroughs for a specific standards-based instruction and coaching sessions.

Person Responsible

Nina Lant

Schedule

Biweekly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Lesson plans, classroom walkthroughs, student evidence, deliberate instructional practice.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

- Use observations for effectiveness of the delivery of standards-based instruction.
- Use data to monitor a comparative growth in student achievement when analyzing related and specific standards-based assessments.

Person Responsible

Andrei Yamshchikov

Schedule

Daily, from 8/1/2017 to 6/30/2018

Evidence of Completion

-Observations should show clear standards-based, targeted, and student centered instruction. -Data should show clear student growth on a standardized assesement within related standards or from assesemnt to assessment.

G1.B2.S2 Support teachers during common planning and PLCs to focus on standards-targeted instruction aligned to curriculum and the demand of high expectations. 4

S269839

Strategy Rationale

If teachers align standards in manner supportive of curriculum and ration the time appropriately, then the standards-based implementation of instruction will support student achievement.

Action Step 1 5

Create and follow PLC calendar for the year as well as identify processes for Common Planning

Person Responsible

Nina Lant

Schedule

On 6/15/2018

Evidence of Completion

PLC calendar

Action Step 2 5

Coaches and SSCC will attend PLCs and Common Planning to facilitate and support instructional planning

Person Responsible

Andrei Yamshchikov

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC agenda, Common Planning sign in

Action Step 3 5

Coaches and SSCC will provide all necessary information in regards to the curriculum

Person Responsible

Andrei Yamshchikov

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC agenda

Action Step 4 5

Coaches, District support team, and SSCC will assist with planning for instruction using standards-based practices and identifying high expectations for all students

Person Responsible

Andrei Yamshchikov

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC agenda, Common Planning Sign in

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administration will conduct classroom walkthroughs

Person Responsible

Adriana Gonzalez

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Lesson should be reflecting planned instruction

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Review of PLC agendas and Common Planning attendance

Person Responsible

Nina Lant

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas should contain specific academic planning information and include: targeted planning, standards, objective, student expectations, teacher evidence fro implementation

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administration will conduct data chats with the teachers

Person Responsible

Nina Lant

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Administration notes of the data chats

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Progress monitoring data should show growth in student achievement on standards-based assessments

Person Responsible

Andrei Yamshchikov

Schedule

Biweekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

FSQ and USA data

G1.B3 Lack of purposeful engagement with Science and Math content through Reading **2**

 B255348

G1.B3.S1 Implement standards-based instruction using Math and Science content materials during ELA block, Fine Arts, and use reading strategies during Math and Science **4**

 S269840

Strategy Rationale

If we implement standards-based instruction using Math and Science content materials during ELA block and use reading strategies during Math and Science, then we will provide effective and relevant instruction to meet the needs of all students

Action Step 1 **5**

Identify standard-based reading materials supportive of Math and Science curriculum and content

Person Responsible

Jessica Roman

Schedule

Monthly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Math and Science reading materials

Action Step 2 **5**

During PLCs and Common planning plan for personalized, specific, standard-based instruction in Math and Science

Person Responsible

Andrei Yamshchikov

Schedule

Monthly, from 8/7/2017 to 6/30/2018

Evidence of Completion

PLC agenda, Lesson Plans, student grouping

Action Step 3 5

Implement lesson plans to support Math and Science content with reading materials

Person Responsible

Amarilis Garcia

Schedule

Weekly, from 8/7/2017 to 6/30/2018

Evidence of Completion

lesson plans, student engagement

Action Step 4 5

Provide teachers with the feedback and assist with adjusting instruction as needed

Person Responsible

Amarilis Garcia

Schedule

Weekly, from 8/7/2017 to 6/30/2018

Evidence of Completion

coaching notes, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

- Instructional coaches will assist with planning and support teachers during instruction.
- Observations will be conducted by administration and instructional coaches.
- Data will be monitored by instructional coaches and SSCC

Person Responsible

Adriana Gonzalez

Schedule

On 6/30/2018

Evidence of Completion

- lesson plans - student assessment scores - student engagement

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Use class data charts, students personalized goals. Monitor data from one assessment to another, compare standard to standard.

Person Responsible

Amarilis Garcia

Schedule

Biweekly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Student data should show continuous improvement toward meeting high expectations.

G1.B5 Students do not have technology access at home **2**

 B255350

G1.B5.S1 Provide technology for students and parents to use in school **4**

 S269842

Strategy Rationale

By providing technology in our school for student and parent use, we will better meet the needs of all students

Action Step 1 **5**

Increase student engagement through the use of supplemental, interactive technology

Person Responsible

Andrei Yamshchikov

Schedule

Daily, from 8/7/2017 to 6/30/2018

Evidence of Completion

lesson plans, student sign in sheets, usage reports, computer schedules

Action Step 2 **5**

Open computer labs for morning and afternoon tutorials

Person Responsible

Amarilis Garcia

Schedule

Daily, from 8/7/2017 to 6/30/2018

Evidence of Completion

Student Rosters, Computer Lab Schedules

Action Step 3 5

Provide parents with the opportunity to use the computers during PRIDE days

Person Responsible

Adriana Gonzalez

Schedule

Quarterly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Parent Sign in Sheets

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Monitor usage of Computers

Person Responsible

Andrei Yamshchikov

Schedule

Weekly, from 8/7/2017 to 6/29/2018

Evidence of Completion

Computer Lab Sign in Sheets, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Use data to see the effectiveness of available technology to increase student achievement

Person Responsible

Andrei Yamshchikov

Schedule

Monthly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Data reports from EDW, UNIFY, iReady

G2. If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1

G094910

G2.B1 Deficit in instruction of standards based ELA curriculum 2

B255351

G2.B1.S1 Promote a culture of learning and development for all instructional staff by providing professional development opportunities. 4

S269843

Strategy Rationale

If teachers are given professional development opportunities focused on standards based instruction, then they will be better equipped to provide effective and relevant instruction.

Action Step 1 5

Teachers will actively participate in Professional Development with coaches, district staff, or other trainers to assist them in unpacking standards and teach them with fidelity.

Person Responsible

Andrei Yamshchikov

Schedule

Weekly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Teachers will be registered for the training and/or those teachers will then submit copies of agendas of the training.

Action Step 2 5

New teachers will be given the opportunity to observe veteran teachers in order to bring back strategies to use in their classroom.

Person Responsible

Jessica Roman

Schedule

Monthly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Teachers will complete observation notes and then discuss instructional strategies with the veteran teacher.

Action Step 3 5

ESE teachers, ESOL teachers, and small group instructional support staff are attending grade level collaborative planning sessions in order to better assist students with individualized needs in small groups.

Person Responsible

Jyl Mayall

Schedule

Monthly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Agenda and sign in sheet will be collected to document collaborative planning attendance.

Action Step 4 5

Coaches will provide Professional Development to support new teachers and teachers in need of extra support. Coaches will model lessons, participate in PLCs, assist analyzing data and making instructional decisions.

Person Responsible

Andrei Yamshchikov

Schedule

Daily, from 8/7/2017 to 6/30/2018

Evidence of Completion

Coaches monthly calendars, coaching notes, huddle up agenda and notes

Action Step 5 5

Survey teachers to find their needs in professional development on standards based curriculum.

Person Responsible

Adriana Gonzalez

Schedule

On 6/30/2018

Evidence of Completion

Techer input

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers who attend professional development will share information with their team during PLC's and team planning meetings. Implementation of strategies will also be monitored through collection of lesson plans, classroom walkthroughs, as well formal and informal observations.

Person Responsible

Nina Lant

Schedule

Monthly, from 8/7/2017 to 6/30/2018

Evidence of Completion

All lesson plans, classroom walkthroughs, and formal and informal observations will be documented. Professional Development and PLC agendas will also be collected and uploaded to the digital Title 1 box.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration will review Reading Coach's calendar and coaching notes.

Person Responsible

Adriana Gonzalez

Schedule

Triannually, from 8/7/2017 to 6/30/2018

Evidence of Completion

Calendar, Admin meeting agendas, reflection template, PLC agendas, PDD agendas.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Use data to find effectiveness of professional development and coaching strategies.

Person Responsible

Nina Lant

Schedule

Monthly, from 8/21/2017 to 6/11/2018

Evidence of Completion

Assessment results will also be gathered to determine impact on student achievement. Increase in student performance and engagement.

G2.B1.S2 Provide teachers with adequate support time involving unpacking standards, setting standards-based instructional goals, and an implementation plan for strategic personalized instruction.

4

S269844

Strategy Rationale

If we provide teachers with adequate support time involving unpacking standards, setting standards-based goals while differentiating classroom instruction, then we will create a culture of supportive environment in achieving high expectations.

Action Step 1 5

In PLCs, provide teachers with all necessary data to understand the implication of underperformance in certain standards

Person Responsible

Andrei Yamshchikov

Schedule

Biweekly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Student data, teacher reflection on strengths, weaknesses

Action Step 2 5

Select standards with low performance results and identify student underperforming in those standards

Person Responsible

Andrei Yamshchikov

Schedule

Biweekly, from 8/7/2017 to 6/29/2018

Evidence of Completion

Data reports per class reflecting specific standards

Action Step 3 5

Unpack standards to identify specific targets to address students' needs in remediation

Person Responsible

Andrei Yamshchikov

Schedule

Biweekly, from 8/7/2017 to 6/29/2018

Evidence of Completion

Unpacked standards by the teachers/grade level team

Action Step 4 5

Create learning targets by means of using unpacked standards, identify student work, group students for remediation

Person Responsible

Andrei Yamshchikov

Schedule

Biweekly, from 8/7/2017 to 6/29/2018

Evidence of Completion

student groups, learning targets/scales, expected student work evidence

Action Step 5 5

Outline the dates for the implementation of the learning targets and specific remediation time

Person Responsible

Andrei Yamshchikov

Schedule

Monthly, from 8/7/2017 to 6/29/2018

Evidence of Completion

calendar

Action Step 6 5

Implement the plan and reflect on the success of teaching learning targets derived from the unpacked standards after collecting student data

Person Responsible

Andrei Yamshchikov

Schedule

Evidence of Completion

Teacher reflection sheets, student comparative data

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Conduct teacher data chats with administration to discuss the implementation of all the necessary steps to improve student achievement through targeted and personalized instruction

Person Responsible

Nina Lant

Schedule

Every 2 Months, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, Class data, teacher notes, face to face conversation

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

During walkthroughs and data chats it should be noticeable that the instruction in the classroom is evident of improvement in addressing personalized instruction. Strategic planning is evident in students' response to the presented material.

Person Responsible

Nina Lant

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student responses, student work artifacts, student engagement, teacher knowledgeable of the topic/subject

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Student show growth in their achievement on standards-based assessments

Person Responsible

Andrei Yamshchikov

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

FSQ data, iReady Data, student work artifacts

G2.B2 Lack of student foundational knowledge **2**

 B255352

G2.B2.S1 Provide students with personalized instruction, customized to the individual strengths, needs, interests, and aspirations of each learner. **4**

 S269845

Strategy Rationale

By providing students with personalized, standards-based instruction, each learner will meet his/her individualized needs and will increase reading proficiency towards grade level expectations.

Action Step 1 **5**

Provide opportunities during PLCs, Common Plannig, and individual planning for teachers to understand and implement standards-based instruction for personalized strengths, needs, interests, and aspirations of each learner.

Person Responsible

Andrei Yamshchikov

Schedule

Weekly, from 8/7/2017 to 6/30/2018

Evidence of Completion

PLC agendas, Lesson Plans, student grouping

Action Step 2 **5**

Provide students with an opportunity to receive small group instruction with an additional literacy support teacher.

Person Responsible

Nina Lant

Schedule

Daily, from 8/7/2017 to 6/30/2018

Evidence of Completion

School master schedule, "double down" schedule

Action Step 3 5

Implement a rotational model to ensure students are able to have access to iReady computer program

Person Responsible

Adriana Gonzalez

Schedule

Daily, from 8/7/2017 to 6/30/2018

Evidence of Completion

ELA block schedule to include iReady rotational schedule

Action Step 4 5

Reading Resource Teachers will support students by providing small group instruction as part of our SBT using the RTI process. Tier 2 and 3 students will be supported to close the academic gap.

Person Responsible

Nathalie Drahos

Schedule

Daily, from 8/7/2017 to 6/30/2018

Evidence of Completion

Teacher schedule, student group roster, sample lesson plans, notes from SBT

Action Step 5 5

Support our Literacy Program with ELA digital resources in grades K-5

Person Responsible

Jessica Roman

Schedule

Daily, from 8/7/2017 to 6/30/2018

Evidence of Completion

Lesson Plans, Student Books, List of digital resources

Action Step 6 5

Support school's initiative of full implementation of "Foundations" for Kindergarten, First and Second Grades

Person Responsible

Nina Lant

Schedule

Daily, from 8/7/2017 to 6/30/2018

Evidence of Completion

Lesson Plans, Work Books, Teacher Observations

Action Step 7 5

Provide students in Grades 2-5 the opportunity for extended learning before and after school.

Person Responsible

Andrei Yamshchikov

Schedule

Weekly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Tutorial schedule, student sign in sheets, teacher sign in schedule, lesson plans, student data used to determine tutorial groups

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Small group instruction will be monitored closely

Person Responsible

Andrei Yamshchikov

Schedule

Weekly, from 8/7/2017 to 6/30/2018

Evidence of Completion

small group rosters, data reports pulled from EDW, Performance Matters, etc.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

School Based Team will meet weekly to determine effectiveness of RTI Instruction

Person Responsible

Nathalie Drahos

Schedule

Biweekly, from 8/7/2017 to 6/30/2018

Evidence of Completion

SBT Agendas, student data reports, SBT Student Folders, Conference Notes

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor the implementation of various instructional programs through data reports

Person Responsible

Andrei Yamshchikov

Schedule

Weekly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Tutorial Rosters, iReady usage, student sign in sheets, lesson plans, assessments, data reports

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Monitor for a rate of student achievement and academic gap improvement reflective of a planned instructional personalized approach.

Person Responsible

Andrei Yamshchikov

Schedule

Weekly, from 8/7/2017 to 6/30/2018

Evidence of Completion

lesson plans, data reports, conference logs, data chats, teacher notes, observations

G2.B2.S2 Identify and adopt materials for instructional usage to support student engagement with complex text and personalized learning skills. 4

 S269846

Strategy Rationale

If we identify and adopt materials for instructional classroom usage to support student engagement with complex text and address various text genre, then we will be able to provide students with personalized high-expectations learning environment.

Action Step 1 5

Conduct PLCs aimed at understanding complex text.

Person Responsible

Jessica Roman

Schedule

Triannually, from 8/7/2017 to 6/30/2018

Evidence of Completion

PLC agendas, complex text information

Action Step 2 5

Analyze class make-up to identify student learning skills, abilities, opportunities for growth, and group students for instruction to close academic gaps.

Person Responsible

Andrei Yamshchikov

Schedule

Monthly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Student academic data

Action Step 3 5

Align groups with instructional materials to expose students to complex texts and plan for specific instructional approach to ensure students meet the demand of the literary task.

Person Responsible

Jessica Roman

Schedule

Monthly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Classroom instructional grouping

Action Step 4 5

Implement lesson plans exposing students to complex texts during instructional practices.

Person Responsible

Jessica Roman

Schedule

Monthly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Lesson plans, student work evidence

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Support teachers with data analysis, student grouping, lesson planning, and consistency of implementation.

Person Responsible

Jessica Roman

Schedule

Monthly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Student data, grouping, student work, evident use of complex text.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Students are able to successfully navigate a complex text, answer text-related questions and conduct a discussion around the complex text independently.

Person Responsible

Andrei Yamshchikov

Schedule

Monthly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Student data chats, text discussions, student complex text related responses.

G2.B3 Low parent participation and engagement 2

B255353

G2.B3.S1 Provide training to parents on intervention strategies for reading and writing that they can use at home with all students. 4

S269847

Strategy Rationale

By providing parents with training and resources on reading and writing intervention strategies, they will be able to work with their student at home providing extra support. Parent involvement nights will be held to help parents learn the intervention strategies that they can assist students with at home. They will be creating resources that can be used at home during the training.

Action Step 1 5

Staff will plan and implement the parent engagement activities and parent trainings in the Parent Involvement Plan, assist parents in accessing community services, and build community partnerships to engage all stake holders in the effort to improve the academic achievement of all students.

Person Responsible

Adriana Gonzalez

Schedule

Monthly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Sign in sheets and evaluations from parent training, student data.

Action Step 2 5

Provide parent training in the use of technology, reading and writing, and testing strategies to better assist their children at home on PRIDE days

Person Responsible

Jessica Roman

Schedule

Triannually, from 8/7/2017 to 6/30/2018

Evidence of Completion

Sign in sheets and evaluations from parent training, student data.

Action Step 3 5

Coordinate school-to-home communication through the use of student agendas and communication folders

Person Responsible

Adriana Gonzalez

Schedule

Daily, from 8/7/2017 to 6/30/2018

Evidence of Completion

student agendas, communication folders

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Analyze surveys completed by the parents at the end of the trainings and special events.

Person Responsible

Jessica Roman

Schedule

Monthly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Parent Surveys

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Increase in parent participation and family engagement.

Person Responsible

Adriana Gonzalez

Schedule

Monthly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Parent attendance during School events and teacher-parent conference logs.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S2.A6 A360766	Implement the plan and reflect on the success of teaching learning targets derived from the...	Yamshchikov, Andrei	6/29/2018	Teacher reflection sheets, student comparative data	No End Date monthly
G1.B2.S2.MA1 M385416	Progress monitoring data should show growth in student achievement on standards-based assessments	Yamshchikov, Andrei	8/7/2017	FSQ and USA data	6/1/2018 biweekly
G1.B2.S2.MA1 M385417	Administration will conduct classroom walkthroughs	Gonzalez, Adriana	8/21/2017	Lesson should be reflecting planned instruction	6/1/2018 weekly
G1.B2.S2.MA2 M385418	Review of PLC agendas and Common Planning attendance	Lant, Nina	8/14/2017	Agendas should contain specific academic planning information and include: targeted planning, standards, objective, student expectations, teacher evidence fro implementation	6/1/2018 monthly
G1.B2.S2.MA3 M385419	Administration will conduct data chats with the teachers	Lant, Nina	9/1/2017	Administration notes of the data chats	6/1/2018 monthly
G1.B2.S2.A2 A360743	Coaches and SSCC will attend PLCs and Common Planning to facilitate and support instructional...	Yamshchikov, Andrei	8/14/2017	PLC agenda, Common Planning sign in	6/1/2018 daily
G1.B2.S2.A3 A360744	Coaches and SSCC will provide all necessary information in regards to the curriculum	Yamshchikov, Andrei	8/14/2017	PLC agenda	6/1/2018 daily
G1.B2.S2.A4 A360745	Coaches, District support team, and SSCC will assist with planning for instruction using...	Yamshchikov, Andrei	8/14/2017	PLC agenda, Common Planning Sign in	6/1/2018 daily
G2.B1.S2.MA1 M385430	During walkthroughs and data chats it should be noticeable that the instruction in the classroom is...	Lant, Nina	8/14/2017	Student responses, student work artifacts, student engagement, teacher knowlegable of the topic/subject	6/1/2018 biweekly
G2.B1.S2.MA3 M385431	Student show growth in their achievement on standards-based assesements	Yamshchikov, Andrei	8/14/2017	FSQ data, iReady Data, student work artifacts	6/1/2018 monthly
G2.B1.S2.MA1 M385432	Conduct teacher data chats with administration to discuss the implementation of all the necessary...	Lant, Nina	8/14/2017	Lesson Plans, Class data, teacher notes, face to face conversation	6/1/2018 every-2-months
G2.B1.S1.MA1 M385427	Use data to find effectiveness of professional development and coaching strategies.	Lant, Nina	8/21/2017	Assessment results will also be gathered to determine impact on student achievement. Increase in student performance and engagement.	6/11/2018 monthly
G1.B2.S2.A1 A360742	Create and follow PLC calendar for the year as well as identify processes for Common Planning	Lant, Nina	7/12/2017	PLC calendar	6/15/2018 one-time
G1.B1.S1.MA2 M385413	Monitor student assessment data by accessing it in UNIFY	Yamshchikov, Andrei	8/7/2017	Tutorial Rosters, student sign in sheets, lesson plans, assessments, data reports	6/29/2018 biweekly
G1.B5.S1.MA1 M385425	Monitor usage of Computers	Yamshchikov, Andrei	8/7/2017	Computer Lab Sign in Sheets, Lesson Plans	6/29/2018 weekly
G2.B1.S2.A2 A360762	Select standards with low performance results and identify student underperforming in those...	Yamshchikov, Andrei	8/7/2017	Data reports per class reflecting specific standards	6/29/2018 biweekly
G2.B1.S2.A3 A360763	Unpack standards to identify specific targets to address students' needs in remediation	Yamshchikov, Andrei	8/7/2017	Unpacked standards by the teachers/ grade level team	6/29/2018 biweekly
G2.B1.S2.A4 A360764	Create learning targets by means of using unpacked standards, identify student work, group students...	Yamshchikov, Andrei	8/7/2017	student groups, learning targets/ scales, expected student work evidence	6/29/2018 biweekly

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Heritage Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.A5 A360765	Outline the dates for the implementation of the learning targets and specific remediation time	Yamshchikov, Andrei	8/7/2017	calendar	6/29/2018 monthly
G1.MA1 M385426	Data will be acquired through UNIFY and compared to previous year performance by teacher, by grade,...	Yamshchikov, Andrei	8/1/2017	Student will show higher performance on standards-based assessments when compared to the previous year.	6/30/2018 monthly
G2.MA1 M385441	Increase in student achievement towards meeting high expectations and grade level reading...	Yamshchikov, Andrei	8/7/2017	RRR data, FSQs, iReady data, and FSA results	6/30/2018 biweekly
G1.B1.S1.MA1 M385411	Use data from USA's and FSQ's to monitor effectiveness of the delivery of personalized instruction...	Garcia, Amarilis	8/7/2017	lesson plans, data reports, data chats, teacher notes	6/30/2018 weekly
G1.B1.S1.MA1 M385412	Small group instruction will be monitored closely by the administration, the area support team,...	Gonzalez, Adriana	8/7/2017	small group rosters, data reports pulled from EDW, Performance Matters, etc.	6/30/2018 weekly
G1.B1.S1.A1 A360731	Support teachers in grades 3-5 with additional curriculum and standards-based information and...	Yamshchikov, Andrei	8/7/2017	Lesson plans, small group data, student assessments, PLC common practices, common planning	6/30/2018 weekly
G1.B1.S1.A2 A360732	0.5 Math Resource Teacher will support students by providing small group instruction as part of our...	Garcia, Amarilis	8/7/2017	Teacher schedule, student group rosters, sample lesson plans	6/30/2018 daily
G1.B1.S1.A3 A360733	0.5 Math Coach will provide coaching, support, and professional learning strategies to individual...	Garcia, Amarilis	8/7/2017	Schedule of coach, calendar of meetings with teachers, feedback notes from meetings with homeroom teachers, sample lesson plans and PLC agendas	6/30/2018 daily
G1.B1.S1.A4 A360734	Provide the opportunity for extended learning opportunities before (MATH) and after (SCIENCE)...	Yamshchikov, Andrei	8/7/2017	Tutorial schedule, student sign in sheets, teacher sign in schedule, lesson plans, student data used to determine tutorial groups	6/30/2018 weekly
G1.B1.S1.A5 A360735	Support our math and science programs with digital resources	Garcia, Amarilis	8/7/2017	Lesson Plans, Student Books	6/30/2018 weekly
G1.B2.S1.MA1 M385414	-Use observations for effectiveness of the delivery of standards-based instruction. -Use data to...	Yamshchikov, Andrei	8/1/2017	-Observations should show clear standards-based, targeted, and student centered instruction. -Data should show clear student growth on a standardized assessment within related standards or from assessment to assessment.	6/30/2018 daily
G1.B2.S1.MA1 M385415	Teachers will use created lesson plans and instructional data in the classroom. Administrative...	Lant, Nina	8/7/2017	Lesson plans, classroom walkthroughs, student evidence, deliberate instructional practice.	6/30/2018 biweekly
G1.B2.S1.A1 A360736	Collect FY17 data from FSQs, USAs, FSA Math and FSSA to identify areas in need of improvement in...	Yamshchikov, Andrei	8/1/2017	Data will be aligned to the student/class/subgroup performance on standardized assessment by teacher, by FSA standards cluster, and Florida Science standards.	6/30/2018 one-time
G1.B2.S1.A2 A360737	Teachers will analyze provided data to reflect on student achievement and student performance on...	Yamshchikov, Andrei	8/1/2017	Data chats,	6/30/2018 biweekly
G1.B2.S1.A3 A360738	Analyze and unpack standards to understand the specific targets to be taught from the areas of...	Yamshchikov, Andrei	8/7/2017	Unpacked standards, analysis of standards, reflection notes	6/30/2018 weekly
G1.B2.S1.A4 A360739	Create specific lesson plans addressing the demand of the standards and plan for academic...	Garcia, Amarilis	8/7/2017	Lesson plans, coaches notes, student evidence of practice	6/30/2018 weekly
G1.B2.S1.A5 A360740	Coaches will model, co-teach, support teachers while implementing the lesson plans and together...	Garcia, Amarilis	8/1/2017	Coaches notes, reflection notes	6/30/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A6 A360741	Administrative team, instructional coaches, SSCC, and the area support team will analyze the...	Yamshchikov, Andrei	8/1/2017	student achievement data, observations, coaching notes	6/30/2018 monthly
G1.B3.S1.MA1 M385420	Use class data charts, students personalized goals. Monitor data from one assessment to another,...	Garcia, Amarilis	8/7/2017	Student data should show continuous improvement toward meeting high expectations.	6/30/2018 biweekly
G1.B3.S1.MA1 M385421	- Instructional coaches will assist with planning and support teachers during instruction. -...	Gonzalez, Adriana	8/7/2017	- lesson plans - student assessment scores - student engagement	6/30/2018 one-time
G1.B3.S1.A1 A360746	Identify standard-based reading materials supportive of Math and Science curriculum and content	Roman, Jessica	8/7/2017	Math and Science reading materials	6/30/2018 monthly
G1.B3.S1.A2 A360747	During PLCs and Common planning plan for personalized, specific, standard-based instruction in Math...	Yamshchikov, Andrei	8/7/2017	PLC agenda, Lesson Plans, student grouping	6/30/2018 monthly
G1.B3.S1.A3 A360748	Implement lesson plans to support Math and Science content with reading materials	Garcia, Amarilis	8/7/2017	lesson plans, student engagement	6/30/2018 weekly
G1.B3.S1.A4 A360749	Provide teachers with the feedback and assist with adjusting instruction as needed	Garcia, Amarilis	8/7/2017	coaching notes, lesson plans	6/30/2018 weekly
G1.B5.S1.MA1 M385424	Use data to see the effectiveness of available technology to increase student achievement	Yamshchikov, Andrei	8/7/2017	Data reports from EDW, UNIFY, iReady	6/30/2018 monthly
G1.B5.S1.A1 A360753	Increase student engagement through the use of supplemental, interactive technology	Yamshchikov, Andrei	8/7/2017	lesson plans, student sign in sheets, usage reports, computer schedules	6/30/2018 daily
G1.B5.S1.A2 A360754	Open computer labs for morning and afternoon tutorials	Garcia, Amarilis	8/7/2017	Student Rosters, Computer Lab Schedules	6/30/2018 daily
G1.B5.S1.A3 A360755	Provide parents with the opportunity to use the computers during PRIDE days	Gonzalez, Adriana	8/7/2017	Parent Sign in Sheets	6/30/2018 quarterly
G2.B1.S1.MA1 M385428	Teachers who attend professional development will share information with their team during PLC's...	Lant, Nina	8/7/2017	All lesson plans, classroom walkthroughs, and formal and informal observations will be documented. Professional Development and PLC agendas will also be collected and uploaded to the digital Title 1 box.	6/30/2018 monthly
G2.B1.S1.MA3 M385429	Administration will review Reading Coach's calendar and coaching notes.	Gonzalez, Adriana	8/7/2017	Calendar, Admin meeting agendas, reflection template, PLC agendas, PDD agendas.	6/30/2018 triannually
G2.B1.S1.A1 A360756	Teachers will actively participate in Professional Development with coaches, district staff, or...	Yamshchikov, Andrei	8/7/2017	Teachers will be registered for the training and/or those teachers will then submit copies of agendas of the training.	6/30/2018 weekly
G2.B1.S1.A2 A360757	New teachers will be given the opportunity to observe veteran teachers in order to bring back...	Roman, Jessica	8/7/2017	Teachers will complete observation notes and then discuss instructional strategies with the veteran teacher.	6/30/2018 monthly
G2.B1.S1.A3 A360758	ESE teachers, ESOL teachers, and small group instructional support staff are attending grade level...	Mayall, Jyl	8/7/2017	Agenda and sign in sheet will be collected to document collaborative planning attendance.	6/30/2018 monthly
G2.B1.S1.A4 A360759	Coaches will provide Professional Development to support new teachers and teachers in need of extra...	Yamshchikov, Andrei	8/7/2017	Coaches monthly calendars, coaching notes, huddle up agenda and notes	6/30/2018 daily
G2.B1.S1.A5 A360760	Survey teachers to find their needs in professional development on standards based curriculum.	Gonzalez, Adriana	8/7/2017	Techer input	6/30/2018 one-time
G2.B2.S1.MA1 M385433	Monitor for a rate of student achievement and academic gap improvement reflective of a planned...	Yamshchikov, Andrei	8/7/2017	lesson plans, data reports, conference logs, data chats, teacher notes, observations	6/30/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1  M385434	Small group instruction will be monitored closely	Yamshchikov, Andrei	8/7/2017	small group rosters, data reports pulled from EDW, Performance Matters, etc.	6/30/2018 weekly
G2.B2.S1.MA2  M385435	School Based Team will meet weekly to determine effectiveness of RTI Instruction	Drahos, Nathalie	8/7/2017	SBT Agendas, student data reports, SBT Student Folders, Conference Notes	6/30/2018 biweekly
G2.B2.S1.MA4  M385436	Monitor the implementation of various instructional programs through data reports	Yamshchikov, Andrei	8/7/2017	Tutorial Rosters, iReady usage, student sign in sheets, lesson plans, assessments, data reports	6/30/2018 weekly
G2.B2.S1.A1  A360767	Provide opportunities during PLCs, Common Plannig, and individual planning for teachers to...	Yamshchikov, Andrei	8/7/2017	PLC agendas, Lesson Plans, student grouping	6/30/2018 weekly
G2.B2.S1.A2  A360768	Provide students with an opportunity to receive small group instruction with an additional literacy...	Lant, Nina	8/7/2017	School master schedule, "double down" schedule	6/30/2018 daily
G2.B2.S1.A3  A360769	Implement a rotational model to ensure students are able to have access to iReady computer program	Gonzalez, Adriana	8/7/2017	ELA block schedule to include iReady rotational schedule	6/30/2018 daily
G2.B2.S1.A4  A360770	Reading Resource Teachers will support students by providing small group instruction as part of our...	Drahos, Nathalie	8/7/2017	Teacher schedule, student group roster, sample lesson plans, notes from SBT	6/30/2018 daily
G2.B2.S1.A5  A360771	Support our Literacy Program with ELA digital resources in grades K-5	Roman, Jessica	8/7/2017	Lesson Plans, Student Books, List of digital resources	6/30/2018 daily
G2.B2.S1.A6  A360772	Support school's initiative of full implementation of "Foundations" for Kindergarten, First and...	Lant, Nina	8/7/2017	Lesson Plans, Work Books, Teacher Observations	6/30/2018 daily
G2.B2.S1.A7  A360773	Provide students in Grades 2-5 the opportunity for extended learning before and after school.	Yamshchikov, Andrei	8/7/2017	Tutorial schedule, student sign in sheets, teacher sign in schedule, lesson plans, student data used to determine tutorial groups	6/30/2018 weekly
G2.B3.S1.MA1  M385439	Increase in parent participation and family engagement.	Gonzalez, Adriana	8/7/2017	Parent attendance during School events and teacher-parent conference logs.	6/30/2018 monthly
G2.B3.S1.MA1  M385440	Analyze surveys completed by the parents at the end of the trainings and special events.	Roman, Jessica	8/7/2017	Parent Surveys	6/30/2018 monthly
G2.B3.S1.A1  A360778	Staff will plan and implement the parent engagement activities and parent trainings in the Parent...	Gonzalez, Adriana	8/7/2017	Sign in sheets and evaluations from parent training, student data.	6/30/2018 monthly
G2.B3.S1.A2  A360779	Provide parent training in the use of technology, reading and writing, and testing strategies to...	Roman, Jessica	8/7/2017	Sign in sheets and evaluations from parent training, student data.	6/30/2018 triannually
G2.B3.S1.A3  A360780	Coordinate school-to-home communication through the use of student agendas and communication folders	Gonzalez, Adriana	8/7/2017	student agendas, communication folders	6/30/2018 daily
G2.B1.S2.A1  A360761	In PLCs, provide teachers with all necessary data to understand the implication of underperformance...	Yamshchikov, Andrei	8/7/2017	Student data, teacher reflection on strengths, weaknesses	6/30/2018 biweekly
G2.B2.S2.MA1  M385437	Students are able to successfully navigate a complex text, answer text-related questions and...	Yamshchikov, Andrei	8/7/2017	Student data chats, text discussions, student complex text related responses.	6/30/2018 monthly
G2.B2.S2.MA1  M385438	Support teachers with data analysis, student grouping, lesson planning, and consistency of...	Roman, Jessica	8/7/2017	Student data, grouping, student work, evident use of complex text.	6/30/2018 monthly
G2.B2.S2.A1  A360774	Conduct PLCs aimed at understanding complex text.	Roman, Jessica	8/7/2017	PLC agendas, complex text information	6/30/2018 triannually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S2.A2  A360775	Analyze class make-up to identify student learning skills, abilities, opportunities for growth, and...	Yamshchikov, Andrei	8/7/2017	Student academic data	6/30/2018 monthly
G2.B2.S2.A3  A360776	Align groups with instructional materials to expose students to complex texts and plan for specific...	Roman, Jessica	8/7/2017	Classroom instructional grouping	6/30/2018 monthly
G2.B2.S2.A4  A360777	Implement lesson plans exposing students to complex texts during instructional practices.	Roman, Jessica	8/7/2017	Lesson plans, student work evidence	6/30/2018 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

G2.B1 Deficit in instruction of standards based ELA curriculum

G2.B1.S1 Promote a culture of learning and development for all instructional staff by providing professional development opportunities.

PD Opportunity 1

Teachers will actively participate in Professional Development with coaches, district staff, or other trainers to assist them in unpacking standards and teach them with fidelity.

Facilitator

Elementary Education Department, Instructional specialists and coaches, cohort leaders

Participants

Select teachers from K-5

Schedule

Weekly, from 8/7/2017 to 6/30/2018

PD Opportunity 2

New teachers will be given the opportunity to observe veteran teachers in order to bring back strategies to use in their classroom.

Facilitator

Instructional specialists and coaches, cohort leaders

Participants

New Teachers from K-5

Schedule

Monthly, from 8/7/2017 to 6/30/2018

PD Opportunity 3

Coaches will provide Professional Development to support new teachers and teachers in need of extra support. Coaches will model lessons, participate in PLCs, assist analyzing data and making instructional decisions.

Facilitator

Coaches

Participants

New Teachers and Teachers in Need of Extra Support

Schedule

Daily, from 8/7/2017 to 6/30/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

G1.B2 Deficit in instruction of standards based curriculum

G1.B2.S1 Provide staff with professional development opportunities during PLCs by unpacking standards, creating standard-targeted lesson plans, and form student centered instruction with evidence based outcome.

TA Opportunity 1

Collect FY17 data from FSQs, USAs, FSA Math and FSSA to identify areas in need of improvement in relation to the Florida standards applied to the incoming grade level students (i.e. grade 3 to analyze grade 2, etc.)

Facilitator

Instructional coaches, Area support team, SSCC

Participants

Teachers from grades 2-5 whichever is applicable

Schedule

On 6/30/2018

TA Opportunity 2

Teachers will analyze provided data to reflect on student achievement and student performance on Florida Standards-based assessments.

Facilitator

Instructional coaches, Area support team, SSCC

Participants

Teachers from grades 2-5 whichever is applicable

Schedule

Biweekly, from 8/1/2017 to 6/30/2018

TA Opportunity 3

Analyze and unpack standards to understand the specific targets to be taught from the areas of necessary improvement.

Facilitator

Instructional coaches, Area support team, SSCC

Participants

Teachers from grades 2-5 whichever is applicable

Schedule

Weekly, from 8/7/2017 to 6/30/2018

VII. Budget

1	G1.B1.S1.A1	Support teachers in grades 3-5 with additional curriculum and standards-based information and resources supporting Math skills to improve the standards-based foundational knowledge in students Support teachers in grades 4-5 with information to build capacity to create and implement Science lesson plans reflective of Standards and Item Specifications in order to close the gap in students' foundational knowledge				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2571 - Heritage Elementary School	Title I, Part A		\$0.00
			<i>Notes: paper, ink, toner, consumable resource materials, composition books, post-it notes, chart paper, etc.</i>			
2	G1.B1.S1.A2	0.5 Math Resource Teacher will support students by providing small group instruction as part of our Double Down instructional schedule				\$33,506.63
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2571 - Heritage Elementary School	Title I, Part A	0.05	\$33,506.63
			<i>Notes: 0.5 Math Resource</i>			
3	G1.B1.S1.A3	0.5 Math Coach will provide coaching, support, and professional learning strategies to individual teachers to improve classroom instruction.				\$33,506.63
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2571 - Heritage Elementary School	Title I, Part A	0.5	\$33,506.63
			<i>Notes: 0.5 Math Coach A. Garcia</i>			
4	G1.B1.S1.A4	Provide the opportunity for extended learning opportunities before (MATH) and after (SCIENCE) school.				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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			2571 - Heritage Elementary School	Title I, Part A		\$5,000.00
			<i>Notes: PRT and benefits for tutorial teachers</i>			
			2571 - Heritage Elementary School	Title I, Part A		\$4,000.00
			<i>Notes: Tutorial Supplies to include paper, ink, toner, folders, pencils, pens, highlighters, chart paper, iReady consumables for math, graph paper, math manipulatives</i>			
5	G1.B1.S1.A5	Support our math and science programs with digital resources				\$0.00
6	G1.B2.S1.A1	Collect FY17 data from FSQs, USAs, FSA Math and FSSA to identify areas in need of improvement in relation to the Florida standards applied to the incoming grade level students (i.e. grade 3 to analyze grade 2, etc.)				\$4,819.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2571 - Heritage Elementary School	Title, I Part A		\$4,819.00
			<i>Notes: paper and ink for EDW reports, reports, resource books, chart paper, folders</i>			
7	G1.B2.S1.A2	Teachers will analyze provided data to reflect on student achievement and student performance on Florida Standards-based assessments.				\$0.00
8	G1.B2.S1.A3	Analyze and unpack standards to understand the specific targets to be taught from the areas of necessary improvement.				\$0.00
9	G1.B2.S1.A4	Create specific lesson plans addressing the demand of the standards and plan for academic instruction in the classroom with coaches support, modeling and reflection.				\$0.00
10	G1.B2.S1.A5	Coaches will model, co-teach, support teachers while implementing the lesson plans and together reflect on the standards-based instruction to further improve the outcome of a lesson to meet the necessary targeted goals.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2571 - Heritage Elementary School	Title, I Part A		\$0.00
			<i>Notes: .5 Math Coach: A. Garcia</i>			
11	G1.B2.S1.A6	Administrative team, instructional coaches, SSCC, and the area support team will analyze the instructional success and impact on instruction to drive necessary changes to meet high expectations of the curriculum through further stanards related collaboration.				\$0.00
12	G1.B2.S2.A1	Create and follow PLC calendar for the year as well as identify processes for Common Planning				\$0.00
13	G1.B2.S2.A2	Coaches and SSCC will attend PLCs and Common Planning to facilitate and support instructional planning				\$0.00
14	G1.B2.S2.A3	Coaches and SSCC will provide all necessary information in regards to the curriculum				\$0.00

15	G1.B2.S2.A4	Coaches, District support team, and SSCC will assist with planning for instruction using standards-based practices and identifying high expectations for all students				\$0.00
16	G1.B3.S1.A1	Identify standard-based reading materials supportive of Math and Science curriculum and content				\$0.00
17	G1.B3.S1.A2	During PLCs and Common planning plan for personalized, specific, standard-based instruction in Math and Science				\$0.00
18	G1.B3.S1.A3	Implement lesson plans to support Math and Science content with reading materials				\$0.00
19	G1.B3.S1.A4	Provide teachers with the feedback and assist with adjusting instruction as needed				\$0.00
20	G1.B5.S1.A1	Increase student engagement through the use of supplemental, interactive technology				\$1,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2571 - Heritage Elementary School	Title I, Part A		\$1,400.00
			<i>Notes: Graphic pads for computer connections</i>			
21	G1.B5.S1.A2	Open computer labs for morning and afternoon tutorials				\$0.00
22	G1.B5.S1.A3	Provide parents with the opportunity to use the computers during PRIDE days				\$0.00
23	G2.B1.S1.A1	Teachers will actively participate in Professional Development with coaches, district staff, or other trainers to assist them in unpacking standards and teach them with fidelity.				\$0.00
24	G2.B1.S1.A2	New teachers will be given the opportunity to observe veteran teachers in order to bring back strategies to use in their classroom.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2571 - Heritage Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: PD subs for release time</i>			
25	G2.B1.S1.A3	ESE teachers, ESOL teachers, and small group instructional support staff are attending grade level collaborative planning sessions in order to better assist students with individualized needs in small groups.				\$0.00
26	G2.B1.S1.A4	Coaches will provide Professional Development to support new teachers and teachers in need of extra support. Coaches will model lessons, participate in PLCs, assist analyzing data and making instructional decisions.				\$33,506.63
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400		2571 - Heritage Elementary School	Title I, Part A	0.5	\$33,506.63
			<i>Notes: Roman .5 Reading Coach</i>			
27	G2.B1.S1.A5	Survey teachers to find their needs in professional development on standards based curriculum.				\$0.00

28	G2.B1.S2.A1	In PLCs, provide teachers with all necessary data to understand the implication of underperformance in certain standards				\$0.00
29	G2.B1.S2.A2	Select standards with low performance results and identify student underperforming in those standards				\$0.00
30	G2.B1.S2.A3	Unpack standards to identify specific targets to address students' needs in remediation				\$0.00
31	G2.B1.S2.A4	Create learning targets by means of using unpacked standards, identify student work, group students for remediation				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2571 - Heritage Elementary School	Title, I Part A		\$2,000.00
<i>Notes: Supplies, materials to support vocabulary focus initiative</i>						
32	G2.B1.S2.A5	Outline the dates for the implementaion of the learning targets and specific remediation time				\$0.00
33	G2.B1.S2.A6	Implement the plan and reflect on the success of teaching learning targets derived from the unpacked standards after collecting student data				\$4,296.64
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2571 - Heritage Elementary School			\$4,296.64
<i>Notes: iReady consumables for reading, paper, toner, ink, chart paper, books</i>						
34	G2.B2.S1.A1	Provide opportunities during PLCs, Common Plannig, and individual planning for teachers to understand and implement standards-based instruction for personalized strengths, needs, interests, and aspirations of each learner.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2571 - Heritage Elementary School	Title, I Part A		\$750.00
<i>Notes: Paper, ink, EDW and UNIFY reports, Marzano books and materials.</i>						
			2571 - Heritage Elementary School	Title, I Part A		\$750.00
<i>Notes: Supplementyal Marzano materials, chart paper, wiring utencils, support materials</i>						
35	G2.B2.S1.A2	Provide students with an opportunity to receive small group instruction with an additional literacy support teacher.				\$178,354.89
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2571 - Heritage Elementary School	Title, I Part A	0.5	\$33,506.63
<i>Notes: Resource teacher - Jessica Roman</i>						
			2571 - Heritage Elementary School	Title, I Part A	0.5	\$33,506.63
<i>Notes: Resource teacher - Jyl Mayall position is paired with .5 ESE contact</i>						

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			2571 - Heritage Elementary School	Title, I Part A	1.0	\$37,306.63
			<i>Notes: 0.5 resource teacher - N. Gould</i>			
			2571 - Heritage Elementary School	Title, I Part A		\$43,000.00
			<i>Notes: out-of-system tutors</i>			
			2571 - Heritage Elementary School	Title, I Part A		\$31,035.00
			<i>Notes: Push-in tutors</i>			
36	G2.B2.S1.A3	Implement a rotational model to ensure students are able to have access to iReady computer program				\$0.00
37	G2.B2.S1.A4	Reading Resource Teachers will support students by providing small group instruction as part of our SBT using the RTI process. Tier 2 and 3 students will be supported to close the academic gap.				\$91,692.95
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2571 - Heritage Elementary School	Title I, Part A	1.0	\$67,013.25
			<i>Notes: 1.0 Reading Resource Teacher (Drahos)</i>			
			2571 - Heritage Elementary School	Title I, Part A		\$9,679.70
			<i>Notes: Support Tier 3 SBT intervention students with LLI materials</i>			
			2571 - Heritage Elementary School	Title, I Part A		\$15,000.00
			<i>Notes: LLI Kits</i>			
38	G2.B2.S1.A5	Support our Literacy Program with ELA digital resources in grades K-5				\$0.00
39	G2.B2.S1.A6	Support school's initiative of full implementation of "Foundations" for Kindergarten, First and Second Grades				\$17,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2571 - Heritage Elementary School	Title I, Part A		\$5,000.00
			<i>Notes: Foundations consumable Supplies</i>			
			2571 - Heritage Elementary School	Title, I Part A		\$10,000.00
			<i>Notes: Foundations Kits</i>			
			2571 - Heritage Elementary School	Title, I Part A		\$2,600.00
			<i>Notes: Foundations consumable supplies</i>			
40	G2.B2.S1.A7	Provide students in Grades 2-5 the opportunity for extended learning before and after school.				\$17,665.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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			2571 - Heritage Elementary School	Title I, Part A		\$17,665.00
			<i>Notes: PRT and benefits for tutorial teachers</i>			
41	G2.B2.S2.A1	Conduct PLCs aimed at understanding complex text.				\$0.00
42	G2.B2.S2.A2	Analyze class make-up to identify student learning skills, abilities, opportunities for growth, and group students for instruction to close academic gaps.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2571 - Heritage Elementary School	Title, I Part A		\$4,000.00
43	G2.B2.S2.A3	Align groups with instructional materials to expose students to complex texts and plan for specific instructional approach to ensure students meet the demand of the literary task.				\$4,991.03
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2571 - Heritage Elementary School	Title, I Part A		\$4,991.03
			<i>Notes: Story Works</i>			
44	G2.B2.S2.A4	Implement lesson plans exposing students to complex texts during instructional practices.				\$2,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2571 - Heritage Elementary School	Title, I Part A		\$2,200.00
			<i>Notes: Reading A-Z</i>			
45	G2.B3.S1.A1	Staff will plan and implement the parent engagement activities and parent trainings in the Parent Involvement Plan, assist parents in accessing community services, and build community partnerships to engage all stake holders in the effort to improve the academic achievement of all students.				\$0.00
46	G2.B3.S1.A2	Provide parent training in the use of technology, reading and writing, and testing strategies to better assist their children at home on PRIDE days				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2571 - Heritage Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: PRT for teachers to plan and implement parent trainings</i>			
47	G2.B3.S1.A3	Coordinate school-to-home communication through the use of student agendas and communication folders				\$2,403.41
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2571 - Heritage Elementary School	Title I, Part A		\$2,403.41

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	<i>Notes: Student agendas and communication folders to support school to home communication.</i>
	Total: \$450,442.81