The School District of Palm Beach County

Heritage Elementary School

2018-19 Schoolwide Improvement Plan

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Heritage Elementary School

5100 MELALEUCA LN, Greenacres, FL 33463

https://htge.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	94%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	C	D*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

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.

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

School Leadership Team

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

Duties

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 the 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
-Engage staff with implementation of District's Strategic themes and initiatives
-Address major systems within the school
-Work closely with the staff addressing student disciplinary actions
-Advise the 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 1 compliance

Single School Culture Coordinator
-Work closely with the principal, assistant principal, coaches, and SBT leader to oversee the major school processes and sytems
-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, staff, and students
-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 plan (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 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

Early Warning Systems

Year 2017-18

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	30	28	24	19	24	25	0	0	0	0	0	0	0	150
One or more suspensions	0	0	2	1	0	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	32	49	63	87	65	39	0	0	0	0	0	0	0	335
Level 1 on statewide assessment	0	0	0	52	36	48	0	0	0	0	0	0	0	136

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	9	11	12	57	40	34	0	0	0	0	0	0	0	163

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	29	0	0	0	0	0	0	0	0	0	29
Retained Students: Previous Year(s)	0	0	2	31	34	19	0	0	0	0	0	0	0	86

Date this data was collected

Tuesday 10/9/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Third grade proficiency in ELA with 34% of school meeting proficiency showed data components performing the lowest. This is a historical trend that shows low performance in 3rd grade ELA proficiency.

Which data component showed the greatest decline from prior year?

The greatest decline in data was in third grade ELA with a -6% decline in data from the previous year of 40% to 34% for the current year.

Which data component had the biggest gap when compared to the state average?

The biggest gap compared to the state average was third grade ELA with a -23% comparison in school to state. For 2018, the school data shows 34% proficiency in grade 3 compared to 57% for the state.

Which data component showed the most improvement? Is this a trend?

The component with the most improved data was shown in ELA lowest 25th percentile with an increase from 51% to 65% and in 5th grade science achievement data with an increase from 35% to 48% proficiency.

Describe the actions or changes that led to the improvement in this area.

-Double down reading resource teachers with instructional ELA support in all classrooms during the literacy block.
-Rotational models used in 90 minute ELA uninterrupted blocks
-Coaching and support in ELA and math
-PLC data analysis and strategy implementation
-common planning and intensive planning for core subject areas
-monitoring of the lowest 25-30% students in ELA and math data on all FSQ's/USA's.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	48%	57%	56%	42%	52%	52%
ELA Learning Gains	61%	61%	55%	51%	56%	52%
ELA Lowest 25th Percentile	65%	56%	48%	54%	51%	46%
Math Achievement	66%	65%	62%	53%	61%	58%
Math Learning Gains	64%	63%	59%	52%	61%	58%
Math Lowest 25th Percentile	69%	53%	47%	34%	51%	46%
Science Achievement	48%	56%	55%	54%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	30 (36)	28 (27)	24 (13)	19 (41)	24 (24)	25 (26)	150 (167)
One or more suspensions	0 (1)	0 (0)	2 (0)	1 (0)	0 (1)	1 (0)	4 (2)
Course failure in ELA or Math	32 (44)	49 (64)	63 (63)	87 (120)	65 (49)	39 (75)	335 (415)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	52 (67)	36 (47)	48 (77)	136 (191)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	34%	56%	-22%	57%	-23%
	2017	40%	54%	-14%	58%	-18%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	49%	58%	-9%	56%	-7%
	2017	46%	57%	-11%	56%	-10%
Same Grade Comparison		3%				
Cohort Comparison		9%				
05	2018	54%	59%	-5%	55%	-1%
	2017	30%	52%	-22%	53%	-23%
Same Grade Comparison		24%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	56%	63%	-7%	62%	-6%
	2017	56%	62%	-6%	62%	-6%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	62%	63%	-1%	62%	0%
	2017	66%	64%	2%	64%	2%
Same Grade Comparison		-4%				
Cohort Comparison		6%				
05	2018	71%	66%	5%	61%	10%
	2017	52%	61%	-9%	57%	-5%
Same Grade Comparison		19%				
Cohort Comparison		5%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2018	44%	56%	-12%	55%	-11%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
SWD	15	53	55	32	58	67	30				
ELL	33	62	71	51	61	69	31				
BLK	48	57	70	63	67	85	25				
HSP	48	62	69	66	63	65	53				
MUL	40			70							
WHT	48	61		66	70		33				
FRL	48	61	65	66	64	69	45				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**
SWD	8	48	50	24	67	75	19				
ELL	24	46	56	51	70	60	21				
BLK	42	47	50	54	66	60	21				
HSP	39	53	54	60	71	66	38				
WHT	41	46		71	67		50				
FRL	39	51	51	60	70	62	35				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To ensure progress towards student achievement within ELA instruction to support expectations of Long Term Outcome #1; Increase Reading on Grade Level by 3rd Grade
Rationale	Grade 3 is the lowest performing achievement area in ELA and showed the greatest decline from 2017 to 2018. Grade 3 showed the greatest gap when compared to the state average. This area of focus aligns with the District Strategic Plan to increase reading on grade level to 75% and ensure 75% high school readiness.
Intended Outcome	Improve ELA proficiency by 54% to be on target for meeting the Long Term Outcome of the Strategic Plan by 2021; Increase Reading on grade level by 3rd grade.
Point Person	Nina Lant (nina.lant@palmbeachschools.org)
Action Step	
Description	Our school integrates single school culture and an appreciation of multicultural diversity in all grades including but not limited to: History of Holocaust, History of Africans and African-Americans, Hispanic Contributions, Women's Contributions, Sacrifices to Veterans and the value of Metal of Honor recipients per Florida State statute 1003.42 (2) and S.B. Policy 2.09 (8) (b). Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required and continuing to develop in a single school culture and appreciation of multicultural diversity with a focus on reading and writing across the content areas: 1. Students use I-Ready instructional materials on and above grade level with the support from toolbox resources. 2. Academic tutors will push in for the ELA rotational model to provide support in small group reading instruction for all students with the use of StoryWorks, Newsela, I-Ready, Reading A-Z, and scholastic libraries. 3. Teachers will integrate writing into primary grades with the use of folders and writing materials with the support of a coach and training. 4. Teachers will use vocabulary and oral language strategies that engage all students more actively in learning. 5. Integration of non-fiction articles, complex text sets, and grammar focus will be utilized to build content knowledge. 6. Students will keep notebooks or journals in which they write to explain, analyze, and reflect using question types and question stems from each of the FSA ELA Reporting Categories.
Person Responsible	Jessica Roman (jessica.roman@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	1. Lowest 25% of students will be tracked and monitored in Google drive and data chats held frequently by administration and coaches. 2. Teachers and coaches will monitor iReady usage and pass rate and administer weekly Standard mastery checks to be reviewed by administration. 3. Teachers will plan instruction and analyze standard mastery quizzes and FSQ's to focus using question types and question stems from the ELA Reporting Categories and item specs. 4. SSCC and coaches will pull samples of low, medium, and high achieving performance for teachers to engage in discussion of best practices during weekly PLC's/common planning. 5. Professional development will be provided for teachers to collaborate and engage in

	intensive planning to implement expectations of success. 6. Administration and SSCC will facilitate planning of standard content during PLC's and monitor implementation of curriculum in order to provide feedback.
Person Responsible	Andrei Yamshchikov (andrei.yamshchikov@palmbeachschools.org)

Activity #2	
Title	To ensure progress towards student achievement in Science to support the expectations of Long Term Outcome #2; Ensure High School Readiness
Rationale	Science showed the greatest gains from 2017 to 2018 with a score of 35% to 48%. Science achievement continues to show a gap when compared to the state and district. This area of focus aligns with the District Strategic Plan to increase high school readiness to 75%.
Intended Outcome	Improve Science Proficiency to 57% to be on target for meeting the Long Term Outcome of the Strategic Plan by 2021.
Point Person	Nina Lant (nina.lant@palmbeachschools.org)
Action Step	
Description	Students are immersed in rigorous tasks encompassing the full intent of the NGSS Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of the process of critical thinking with a focus on the Science content areas: 1. Students will keep journals or notebooks in which they write to explain, analyze, and reflect using Tier 2 and Tier 3 vocabulary utilizing the thinking process to make connections with the question types. 2. Teachers will utilize standards-based focus calendars implementing the Nature of Science and spiral review of content with a focus on the Fairgame Benchmarks. 3. Teachers will engage students in more active learning by integrating hands-on experiences and utilizing resources from STEMscope curriculum. 4. Teachers will develop lesson plans encompassing NGSS critical content and item limitations embedded with a question bank. 5. Fine arts teachers will integrate critical science content into their curriculum using resources from Blender during PLC time.
Person Responsible	Amarilis Garcia (amarilis.garcia@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	1. SSCC and teachers will monitor and track data from NGSQ's and USA's in the Google drive to provide feedback and monthly data chats. 2. Administration and Coaches will monitor instruction and student performance in journals with substantive evidence of content knowledge and corrective teacher feedback. 3. Teachers will plan instruction and analyze NGSQ's and USA's to focus using question types and question stems from the item specs during weekly PLC's and intensive planning days. 4. Administration and SSCC will facilitate planning of Science content during PLC's and monitor implementation of curriculum in order to provide feedback. 5. Subs will be utilized for professional development for teachers to collaborate and engage in intensive planning on critical content for providing effective instruction.
Person Responsible	Andrei Yamshchikov (andrei.yamshchikov@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

• Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
• During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
• Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;
• Communicate classroom and school news to parents;
• Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
• Create the formats for inviting parent participation in the cultural education process;
• Positive notes, letters, phone calls home;
• Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, assisting students with homework, dealing with your child's behavior, and developing growth mindsets in children.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

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.

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.

Principal, Nina Lant, & Assistant Principal, Adriana Gonzalez, will oversee the implementation of specific instructional processes aligned with District's LTO, Strategic Themes, & initiatives. Monitoring for implementation, fidelity of execution, and reflection of practices to adjust necessary systems within school.

Single School Culture Coordinator, Andrei Yamshchikov, will ensure implementation of high expectations for instructional practices. Organize, manage, guide, & support PLC's where teachers deliberately and collaboratively work on analyzing student data, reflect specific domains of instruction to provide students with rigorous & evidence-based instruction.
Will ensure implementation of SwPB System to support SSC of Behavior, Academics, and Climate.

Instructional coaches, Amarilis Garcia & Jessica Roman, work closely with teachers & leadership to support daily instruction. Coaches will model & co-teach in classrooms to further advance student achievement & promote personalized PD.

ESE coordinator, Jyl Mayall, ensures that laws & rules that apply to educating children with disabilities are met under individuals with disabilities act (IDEA). Facilitates (1) parent & 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 laws and rules that apply to English language learners are adhered to at our school. Facilitates limited English proficiency plans (LEP), comprehensive English language learning assessment testing (CELLA) & administers school ESOL plan, schedules teachers who work in sheltered or co-teaching environment.

The School Based Team (SBT), led by Nathalie Drahos, will meet regularly to review universal

screening, diagnostic, & progress monitoring data. After determining that effective Tier 1-Core Instruction is in place, team will identify students who are not meeting identified academic targets, in need of additional academic and/or behavioral support (supplemental or intensive). The identified students will be referred to the school-based SBT.
An intervention plan will be developed which identifies specific areas of deficiencies. The team will ensure necessary resources are available & the interventions are implemented with fidelity.

School psychologist, Kate Ribakoff, will assist with professional input when problem solving student cases during SBT meetings & monitor for the fidelity of RTI process, support SBT when working on FBAs.

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 & resource to provide support to struggling students in K-5.

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

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

SAI funds will be used to purchase teacher, Meagan Heathwood, to provide additional reading instruction to struggling students identified in second & third grade.

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

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

Part V: Budget

Total:	**$444,381.70**