

Heritage Elementary School



2014-15 School Improvement Plan

Heritage Elementary School

5100 MELALEUCA LN, Greenacres, FL 33463

www.edline.net/pages/heritage_elementary

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

92%

Alternative/ESE Center

No

Charter School

No

Minority

89%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	C	B

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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,
2. Increasing critical thinking in all academic areas,
3. Improving the academic achievement of the lowest 25% of students,
4. Continuing staff development in areas necessary to continue growth,
5. Providing a climate which respects diversity and encourages students to become responsible and productive citizens through a single school culture.

School Environment

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. Single School Culture for Academics is based on the belief that students are capable of intellectual development. We have a established response to interventions practice using a school base team for students who are not meeting academic goals through our school base team.

Upon the request of the referring teacher, the School Based Team (SBT) shares information and problem

solves learning concerns to increase a student's opportunities for success. The team, in conjunction with the student's teacher(s), determines an appropriate action plan and monitors the progress of the plan.

Our Single School Culture for Behavior is the expectations for appropriate behavior are clear and adults model what they want to see in return. Students are coached so they want to learn and behave in a pro-social manner. The students are introduced to a behavior matrix at the Kindergarten level and reminded every school year of what appropriate and inappropriate behavior.

Our Single School Culture for Climate refers to the emotional atmosphere we generate around us, the "context" of school and district. Climate involves the perception of students and teachers concerning the fairness, openness, friendliness, ethos of caring, and sense of welcome to our the school.

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

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

Heritage Elementary has implemented a school wide positive behavior named "Fox Code". The premise of fox code is to be safe, be respectful and be responsible in all settings. We have a positive behavior support matrix that provides examples of what the fox code looks like in the hallways, cafeteria, bathrooms, playground, bus and assemblies. We also have a school wide attention getter that is use in all settings. These expectations are model and implemented all year round by the entire school staff.

We have school wide drills throughout the year that are use to make sure staff and students know what to do in case of an emergency.

Heritage elementary will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines called "Foxcode" 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;

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 has created a positive behavior program in the classroom call SWAG. This consists of classroom rewards for leveling up. A student levels up when they show positive behavior or go above and beyond the expectations. The staff is given freedom to select the rewards for leveling up ensuring that they look at various intrinsic and extrinsic rewards.

Our protocol for disciplinary incidents is to use the corrective behavior intervention report form were the first incident is verbal counseling to the student. The second incident is written and verbal counseling where the parent is contacted. The third incident is also a verbal and written counseling where the parent is contacted. If there is a fourth incident a referral is written as well as a behavior intervention plan is created to try to change the behavior.

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.

We will also ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity

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 once every eight days. 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 refer to administration.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

We will utilize data systems to identify students who gave attendance, behavioral or academic concerns.

We have created the data decision rule of 10 absences notify parent and 18 absences before referral generated to SBT.

Ensure teachers are aware of 10 absences notify parents and 18 absences data rule and procedures for notification to SBT.

We have mentors for students exhibiting two or more early warning indicators.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	42	29	33	28	18	12	162
One or more suspensions	1	5	3	4	0	5	18
Course failure in ELA or Math	54	62	79	8	8	11	222
Level 1 on statewide assessment	0	0	0	64	47	44	155

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	
Students exhibiting two or more indicators	18	18	19	23	12	13	103

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.

Reading Plus, SAI, iii, tutorials, LLI Foundations.

Planned discussions during SBT, and goal Setting for identified student;

We notify parent after 10 absences, when they enter the Tiers for RTI due to exhibiting two or more early warning indicators. We refer parents to our Community Partner Lake Worth Bridges who then refer them to, agencies and community outreach.

We also counsel the student and family as part of interventions to close student need gaps associated with absences and referrals.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/187899>.

Description

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

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 Lake Worth Bridges which is a children services council agency. 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 our parents in offering tips and workshops to help reach their students fullest academic and emotional potential. During our Heritage pride family days and curriculum night they hold parent workshops for our Heritage families. We in turn advertise all the services they offer to address our families social, emotional and financial adversities. Our partnership seeks to partner with a child in the context of the family and with the family in the context of the school and community.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

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
Larralde, Sarah	Other
Pena, Vanessa	Other
Perry, Carrie	Teacher, ESE
King, Shauntay	Assistant Principal
Chaney, Megan	Instructional Coach
Garcia, Amarilis	Instructional Coach
Hall, Lauren	Teacher, K-12
Hamilton, Paul	Instructional Media
Whitney, Mary	Instructional Coach

Duties

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

Our administration and academic coaches create and facilitate learning team meetings for all grade level teachers. These meetings are focus on implementing new trainings as well as setting up best practices in teaching. This team also ensures that they are there for guidance during common planning and ensure fidelity in creating and implementing lesson plans.

Our ESE coordinator 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.

Our ESOL coordinator ensures that the laws and rules that apply to English language learners are adhere 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 RTI-Leadership Team will meet regularly 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 RTI 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, updates, common practices that are shared with all instructional staff as guidance in instructional, behavior, and school environment practices. Leadership team develops and facilitates learning team meetings to insure best practices for all grade levels.

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

Members of the school-based RTI Leadership Team will inform the School Advisory Council (SAC) 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 FCAT 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 after school tutorial in Reading, Math, Writing and Science. Funds will also be used to purchase a Reading and Math Coach as well as Reading, Math and science 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. Funds will also be used to provide professional development opportunities.

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 homeless social workers provides 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 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 encourage students to have positive behavior. Students who demonstrate positive behavior will receive SWAG tickets which they can redeem for various intrinsic and extrinsic rewards.

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 learning

team meeting and common planning for the teachers.

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. 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 School currently serves 40 Pre-Kindergarten students. Students receive instruction in early literacy skills, mathematics and science.

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Sarah Larralde	Teacher
Cassandra Tougas	Parent
Sabrina Lopez	Education Support Employee
Paola Yambo	Business/Community
Cindy Pedraza	Teacher
Nina Lant	Principal

Duties

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

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 2015 year. SAC will be asked to provide input on the 2014 School Improvement Plan and assist in creating goals for the 2015 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, 2014 FCAT scores and lowest 25%, strengths and weaknesses of intensive programs, mentoring, tutoring and other services.

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 in assisting the families in helping students achieve the 2015 literacy/math/science goals.

Preparation of the school's annual budget and plan

Heritage elementary gets suggestions from SAC on how to distribute the Title 1 monies. Their drives the distribution of the budget as well in terms of PDD funds to build capacity for small group work and vocabulary development.

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

Did not receive school improvement funds for 2013-2014 school year.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Lant, Nina	Principal
King, Shauntay	Assistant Principal
Pena, Vanessa	Other
Perry, Carrie	Teacher, ESE
Chaney, Megan	Instructional Coach
Whitney, Mary	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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 phase two Literacy Roll Out plan is implemented with fidelity. The Literacy Leadership Team will also focus on the implementation of Wilson Foundations in all Kindergarten and First grade classrooms and participation as well as the use of Words Your Way in 2nd -5th grade rooms. All grade levels will focus on implementing a new vocabulary program across all curriculum. The team will also encourage participation in the School Wide Reading Counts Program. Leveled Literacy Intervention (LLI) will also be implemented with a select group of identified students in Kindergarten, First and Second Grade. An additional initiative that will be of focus in 3rd-5th grade will be Reading Plus program. 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.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

At Heritage Elementary each grade level meets at least once a week either for Learning team meetings or common planning meetings. The focus of Learning Team Meetings 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 with 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.

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 LTMs, Common planning, and formal training to gain expertise in their field.

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.

New teacher Jennifer Burnham will be paired up with Lauren Hall. These teachers work in the same grade level and Mrs. Hall is the fifth Grade department chair. She is very knowledgeable and enthusiastic about helping new teachers.

New teacher Elizabeth Lockett will be paired up with Sarah Larralde. Mrs. Larralde is the SBT Lead with 8 years of classroom, experience and was nominated for Math teacher of the year by her peers. She is very knowledgeable and enthusiastic about helping new teachers.

New teacher Kyle Burnham will be paired up with Lauren Hall. She is very knowledgeable and enthusiastic about helping new teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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.

Instructional Strategies

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

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 reading block
- Creating a schedule with an uninterrupted 45-60 minute 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 the school-based RTI-Leadership 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 school-based RTI 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.

We have afternoon tutorials for 1st and 2nd grade and morning tutorials in Math and reading for the intermediate grades. We look at the progress our students make in these tutorials to establish different goals during tutorials.

Last year we implemented the use of small group instruction in all class and are in phase 2 of the implementation, our teachers use data to establish groups and are consistently looking at data to reach the academic goals of our students.

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: 3,900

Below grade level grade level students will be invited to participate in our Reading tutorial. Students will get enrichment opportunities throughout the Reading plus program as well as differentiated small group instruction.

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Whitney, Mary, mary.whitney@palmbeachschools.org

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

Students who attend tutorial 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 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: Before School Program

Minutes added to school year: 3,900

Below grade level grade level students will be invited to participate in our Math tutorial. Students will get enrichment opportunities throughout the I-Ready math program as well as differentiated small group instruction.

Strategy Rationale

This will assist students to get on grade level and have a better or deeper understanding of Math.

Strategy Purpose(s)

- 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 on the team 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: 4,800

Below grade level grade level students will be invited to participate in our Reading afternoon tutorial. Students will get enrichment opportunities based on grade level. These opportunities will guided reading groups, as well as vocabulary building activities.

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hall, Lauren, lauren.hall@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: 28,800

21st Century Community Learning Center is a program that supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Strategy Rationale

This focuses on sixty students, 10 per grade level that must overcome various obstacles toward reaching their goals. These obstacles are homelessness, retention, lowest 25 percent in their class, no english language interaction after school hours and learning disabilities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Larralde, Sarah, sarah.larralde@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.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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.

Heritage Elementary has two fully funded Voluntary Pre Kindergarten classes. Students who attend these classes are taught by certified teachers.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

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

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.** Teachers will implement cross curriculum writing across all content areas.
- G2.** Teachers will collect and analyze data to guide/plan for differentiated small group instruction.
- G3.** Teachers will implement vocabulary instruction strategies across all content areas.

Strategic Goals Detail

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

G1. Teachers will implement cross curriculum writing across all content areas. 1a

G037586

Targets Supported 1b

Indicator	Annual Target
CELLA Writing Proficiency	29.0
FCAT 2.0 Science Proficiency	43.0

Resources Available to Support the Goal 2

- Use title 1 funds to pay for writing training across curriculum and purchase PD supplies
- Use title 1 funds to pay for substitutes when staff goes to writing training
- Use title 1 funds to supply writing journals
- Use Title 1 funds to pay teachers and purchase supplies for parent training
- Use Title 1 funds to purchase food for title 1 trainings
- Use Title 1 funds to purchase computers for the classrooms.
- Use Title 1 funds to fund Instructional (Math and Reading) Coach positions
- Use Title 1 funds to fund reading resource and science resource positions.

Targeted Barriers to Achieving the Goal 3

- Teachers lack expertise on how to teach writing across curriculum.
- Parents lack capacity in the use of technology to assist their students with writing,
- Not enough computers in the classroom to practice writing.

Plan to Monitor Progress Toward G1. 8

Mini assessments, Reading Running Records and data from district diagnostic assessments will be collected.

Person Responsible

Shauntay King

Schedule

On 4/30/2015

Evidence of Completion

LTM agendas and Minutes, assessment reports will be printed.

G2. Teachers will collect and analyze data to guide/plan for differentiated small group instruction. 1a

G037587

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	63.0
AMO Reading - Asian	73.0
AMO Reading - African American	59.0
AMO Reading - ED	61.0
AMO Reading - ELL	52.0
AMO Reading - Hispanic	61.0
AMO Reading - SWD	56.0
AMO Reading - White	69.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	84.0

Resources Available to Support the Goal 2

- Reading Coach, Math Coach, Reading resource teacher, Science resource teacher, Area 2 Support Specialist

Targeted Barriers to Achieving the Goal 3

- Stakeholders limited understanding of the new standards and benchmarks impede the ability to develop lesson plans using multiple sources of data.

Plan to Monitor Progress Toward G2. 8

Participation in LTM's, Walk throughs, Debriefing

Person Responsible

Nina Lant

Schedule

Monthly, from 8/12/2014 to 6/30/2015

Evidence of Completion

Agenda Notes, Sign in sheets, Identification of Math Team Leader and Literacy Cohort, I observation reports, parent survey, EDW reports of student attendance

G3. Teachers will implement vocabulary instruction strategies across all content areas. 1a

G037589

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	63.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	24.0

Resources Available to Support the Goal 2

- Instructional Coaches, Area 2 reading specialist
- Materials will be bought to support vocabulary instruction such as chart paper, paper.
- Title 1 funds will be used to buy Computer software licenses to include Reading Plus and I-Ready

Targeted Barriers to Achieving the Goal 3

- Teacher buy-in and understanding of need of this method of instruction.

Plan to Monitor Progress Toward G3. 8

Provide on-going modeling, training and feedback on implementation of vocabulary instruction

Person Responsible

Mary Whitney

Schedule

Weekly, from 8/18/2014 to 6/30/2015

Evidence of Completion

LTM agenda and notes, I-Observation documentation

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. Teachers will implement cross curriculum writing across all content areas. **1**

 G037586

G1.B1 Teachers lack expertise on how to teach writing across curriculum. **2**

 B090356

G1.B1.S1 We will use Title 1 funds to pay teachers to attend writing across curriculum training **4**

 S101109

Strategy Rationale

Staff training will ensure consistency from class to class as well as grade level to grade levels as the writing curriculum is taught throughout a student's elementary education K-5.

Action Step 1 **5**

Title 1 monies will be set aside to pay teachers a stipend for training after contract hours

Person Responsible

Shauntay King

Schedule

Monthly, from 8/18/2014 to 6/30/2015

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

Title 1 monies will be set aside to pay substitutes so that teachers can attend writing across curriculum training

Person Responsible

Shauntay King

Schedule

Monthly, from 8/18/2014 to 6/30/2015

Evidence of Completion

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

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

Those teachers who attend will share information with their team during LTM's and team planning meetings. Implementation of strategies will also be monitored through classroom walkthroughs as well formal and informal observations.

Person Responsible

Nina Lant

Schedule

Monthly, from 9/7/2014 to 6/30/2015

Evidence of Completion

All classroom walkthroughs, formal and informal observations will be documented. LTM agendas will also be collected.

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

Mini assessments, Reading Running Record and diagnostic assessments will be monitored to determine impact on student achievement.

Person Responsible

Shauntay King

Schedule

On 4/30/2015

Evidence of Completion

Agendas from team meetings and LTM will be collected and reviewed. Assessment results will also be gathered to determine impact on student achievement.

G1.B1.S2 Cohort leaders will go to cohort training and bring back writing strategies to share with their grade level. 4

 S127294

Strategy Rationale

Cohort training and implementation will ensure consistency from class to class as well as grade level to grade level as the writing curriculum is taught throughout a students elementary education K-5

Action Step 1 5

We will use Title 1 funds for substitutes for teachers going to writing training

Person Responsible

Shauntay King

Schedule

Monthly, from 8/18/2014 to 6/30/2015

Evidence of Completion

Agendas from training

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Cohort leaders will bring writing strategies and share with their team

Person Responsible

Mary Whitney

Schedule

Monthly, from 8/18/2014 to 6/30/2015

Evidence of Completion

TDEs and agendas

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Monitor LTMs

Person Responsible

Schedule

Monthly, from 8/18/2014 to 6/30/2015

Evidence of Completion

Lesson plans, LTM agendas

G1.B1.S3 Students will write in response journals on various subjects 4

 S127347

Strategy Rationale

The journal will assist them in seeing strategies that are needed for good writing and will allow the student and teacher to see their progress in the students writing. The journals will allow the teachers to evaluate what strategies are working and what challenges need to be met with their writing performance.

Action Step 1 5

We will use Title 1 funds to pay for writing supplies

Person Responsible

Shauntay King

Schedule

Monthly, from 8/18/2014 to 6/30/2015

Evidence of Completion

Purchase orders/receipts

Action Step 2 5

Provided extending learning opportunities for students through morning, afterschool, and summer tutorials. Students will receive additional support in the areas of reading and writing.

Person Responsible

Shauntay King

Schedule

Biweekly, from 7/1/2014 to 6/30/2015

Evidence of Completion

Tutorial lesson plans, student sign in sheets, student data

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

During data chats we will request that teachers bring samples of student writing.

Person Responsible

Shauntay King

Schedule

Monthly, from 8/18/2014 to 6/30/2015

Evidence of Completion

Journals

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Monitoring student journals

Person Responsible

Mary Whitney

Schedule

Monthly, from 8/18/2014 to 6/30/2015

Evidence of Completion

Student journals, LTM agendas

G1.B1.S4 Instructional coaches will provide support and training for teachers to build capacity in cross curricular writing instruction **4**

 S128589

Strategy Rationale

Teachers will be able to plan writing across curriculum areas.

Action Step 1 **5**

Use title 1 funds to fund instructional coaches to assist/train teachers with cross curricular writing

Person Responsible

Shauntay King

Schedule

Annually, from 8/12/2014 to 6/30/2015

Evidence of Completion

Staff roster, agendas, sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S4 **6**

Coaches will complete monthly logs showing how they provided support and training.

Person Responsible

Nina Lant

Schedule

Monthly, from 8/18/2014 to 6/30/2015

Evidence of Completion

Lessons plans, coaching logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

We will monitor District Palm Beach Writes scores

Person Responsible

Nina Lant

Schedule

Quarterly, from 8/18/2014 to 6/30/2015

Evidence of Completion

EDW reports

G1.B1.S5 Provide additional support to our lowest 25% students through small group instruction and tier 2/3 interventions. Provide additional support in science to our intermediate grades. 4

 S133313

Strategy Rationale

To assist targeted students in becoming proficient in reading, math and science.

Action Step 1 5

Provide additional reading support to targeted students through small group instruction through resource teachers.

Person Responsible

Shauntay King

Schedule

Daily, from 8/18/2014 to 6/12/2015

Evidence of Completion

Resource teacher schedule, progress monitoring data, SBT data

Action Step 2 5

Provide additional math/science support to targeted students through small group instruction through resource teachers.

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/12/2015

Evidence of Completion

Resource teacher schedule, progress monitoring data, SBT data

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Coaches and administration will monitor small group instruction through walk throughs and data reports

Person Responsible

Shauntay King

Schedule

Monthly, from 8/18/2014 to 6/12/2015

Evidence of Completion

Data progress monitoring records, SBT agenda, Resource teachers schedule

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Discuss and monitor performance data for students receiving additional support by resource teachers

Person Responsible

Shauntay King

Schedule

Every 2 Months, from 8/18/2014 to 6/12/2015

Evidence of Completion

SBT agendas, progress monitoring logs

G1.B2 Parents lack capacity in the use of technology to assist their students with writing, 2

 B116893

G1.B2.S1 Parent workshops are provided with an emphasis on the use of technology in writing. 4

 S128588

Strategy Rationale

Parents do not have the exposure and lack the experience in helping their student and themselves.

Action Step 1 5

Provide parent trainings in the use of technology and strategies to better assist their children at home

Person Responsible

Shauntay King

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

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

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

We will collect and analyze the parent evaluation of the trainings, as well as run reports on Edline, Reading Plus, I-Ready to see if the usage after school, before school, weekends and vacations increases

Person Responsible

Shauntay King

Schedule

On 7/31/2015

Evidence of Completion

Evaluations, Reading plus reports, I-Ready reports, Edline reports

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

We will send out parent surveys, and discuss at SAC meetings how effective parents feel in navigating the district website plus all the internet resources that were demonstrated to them such as Edline, Reading Plus, I-Ready

Person Responsible

Schedule

Evidence of Completion

Evaluations, parent surveys, SAC minutes

G1.B3 Not enough computers in the classroom to practice writing. 2

 B116894

G1.B3.S1 Due to the new testing platform there is a demand for more computer resources. 4

 S128590

Strategy Rationale

More computers will enable more exposure to technology based assessments and practice.

Action Step 1 5

We will buy 30 new desktop computers to add to the classrooms

Person Responsible

Shauntay King

Schedule

On 7/31/2015

Evidence of Completion

Purchase orders when the shipment arrives to the school.

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

The computers will be assigned to classrooms with the most need of an extra computer. This need will be based on the use and age of the computers in the classroom.

Person Responsible

Shauntay King

Schedule

On 7/31/2015

Evidence of Completion

ITSA reports and the oldest and slow computers. Diagnostic reports, Reading Plus reports, I-Ready reports.

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

We will be looking at the usage of computers per student and run reports on different software such as Reading Plus and I-Ready to see if there is an increase of time per students on the computers.

Person Responsible

Shauntay King

Schedule

Monthly, from 8/18/2014 to 7/31/2015

Evidence of Completion

Reading plus and I-Ready reports.

G2. Teachers will collect and analyze data to guide/plan for differentiated small group instruction. 1

G037587

G2.B1 Stakeholders limited understanding of the new standards and benchmarks impede the ability to develop lesson plans using multiple sources of data. 2

B090357

G2.B1.S1 The school will implement the use of new standards and benchmarks to develop effective small group lessons. 4

S101110

Strategy Rationale

Small group instruction with differentiation is considered best practices.

Action Step 1 5

Instructional coaches will provide test specs (3-5) and standards (k-2) to teachers and facilitate the process of understanding and using test specs and standards.

Person Responsible

Mary Whitney

Schedule

Monthly, from 8/12/2014 to 6/30/2015

Evidence of Completion

Sign in Sheets, uploads to Digital Library, Coaches Log, teacher data binders

Action Step 2 5

During LTM's and common planning, instructional coaches and Area Team will model the use of multiple sources of data that teachers could use to pull small groups.

Person Responsible

Mary Whitney

Schedule

Monthly, from 8/12/2014 to 6/30/2015

Evidence of Completion

Coaches Logs, LTM Agenda

Action Step 3 5

Instructional coaches, Area 2 Team and Team Leaders (the Literacy Cohort and math cadre leader) will co-facilitate the planning process for the common planning.

Person Responsible

Shauntay King

Schedule

Monthly, from 8/12/2014 to 6/30/2015

Evidence of Completion

Agenda Notes generated by team leaders.

Action Step 4 5

Team Leaders will facilitate the planning process of the differentiated lessons and activities based upon the anticipated groups.

Person Responsible

Nina Lant

Schedule

Monthly, from 8/12/2014 to 6/30/2015

Evidence of Completion

Agenda Notes generated by team leaders

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

Administration will conduct walk throughs for common planning , participate in LTM's , debriefing with coaches.

Person Responsible

Nina Lant

Schedule

Monthly, from 8/12/2014 to 6/30/2015

Evidence of Completion

Agenda Notes, Coaches Logs, iObservation

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

Participation in LTM's, Walkthroughs, Debriefing

Person Responsible

Nina Lant

Schedule

Monthly, from 8/12/2014 to 6/30/2015

Evidence of Completion

Agenda Notes, Sign in sheets, Identification of Math Team Leader and Literacy Cohort

G3. Teachers will implement vocabulary instruction strategies across all content areas. 1

 G037589

G3.B1 Teacher buy-in and understanding of need of this method of instruction. 2

 B090359

G3.B1.S1 Discuss the link between vocabulary and reading comprehension at various training and LTMs

4

 S101112

Strategy Rationale

Vocabulary instruction is a crucial component of reading instruction. The goal of vocabulary instruction is to help students learn the meanings of many words so they can communicate effectively and achieve academically.

Action Step 1 5

Use Title 1 funds to pay for substitutes when teachers go to vocabulary training.

Person Responsible

Shauntay King

Schedule

Monthly, from 8/12/2014 to 6/30/2015

Evidence of Completion

Training/LTM agendas

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Lesson plans will be collected and LTM will be attended by administration.

Person Responsible

Nina Lant

Schedule

On 4/30/2015

Evidence of Completion

Lesson plans, LTM agendas, diagnostic and FCAT results

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Continuous monitoring of student mini assessments, benchmark assessments, diagnostic and FCAT results in reading

Person Responsible

Shauntay King

Schedule

On 4/30/2015

Evidence of Completion

Printed reports showing assessment results.

G3.B1.S2 Discuss the need of fidelity in and between grade levels of vocabulary instruction and acquisition. 4

 S127345

Strategy Rationale

Effective vocabulary instruction requires educators to intentionally provide many rich, robust opportunities for students to learn words, related concepts, and their meanings. Students need strong instructional opportunities to build their personal warehouse of words, to develop deep levels of word knowledge, and acquire a toolbox of strategies that aids their independent word acquisition.

Action Step 1 5

Teachers will be trained in explicit vocabulary instruction

Person Responsible

Mary Whitney

Schedule

Monthly, from 8/12/2014 to 6/30/2015

Evidence of Completion

LTM agendas

G3.B1.S3 We will use Title 1 funds to purchase software license applications for Reading plus, Reading A-Z, I-Ready Will also be using Word their Way and Foundations to assist in learning new vocabulary.

4

 S128744

Strategy Rationale

To assist students in gaining background knowledge with vocabulary words.

Action Step 1 5

Teachers will implement various vocabulary programs and strategies. Teachers received training to effectively implement programs.

Person Responsible

Shauntay King

Schedule

Monthly, from 8/12/2014 to 6/30/2015

Evidence of Completion

Reading plus, I-ready reports

Action Step 2 5

Provide extended learning opportunities in the morning and afternoon

Person Responsible

Shauntay King

Schedule

Daily, from 8/18/2014 to 6/12/2015

Evidence of Completion

Student sign in sheets, tutorial lesson plans, Reading plus reports, I-ready reports

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Lesson plans as well as LTM agendas and notes will be monitored. Classroom walkthroughs and observations will be used to monitor instruction.

Person Responsible

Shauntay King

Schedule

Weekly, from 8/18/2014 to 6/30/2015

Evidence of Completion

Agendas from LTM's, I Observation reports and lesson plans.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

I Ready, Reading Plus and EDW reports will be monitored.

Person Responsible

Nina Lant

Schedule

Monthly, from 8/18/2014 to 6/30/2015

Evidence of Completion

Reports generated by I-Ready, Reading Plus and EDW will be printed and reviewed.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Palm Beach - 2571 - Heritage Elementary School - 2014-15 SIP
Heritage Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Title 1 monies will be set aside to pay teachers a stipend for training after contract hours	King, Shauntay	8/18/2014	Teachers will be registered for the training and/or those teachers will then submit copies of agendas of the training.	6/30/2015 monthly
G2.B1.S1.A1	Instructional coaches will provide test specs (3-5) and standards (k-2) to teachers and facilitate the process of understanding and using test specs and standards.	Whitney, Mary	8/12/2014	Sign in Sheets, uploads to Digital Library, Coaches Log, teacher data binders	6/30/2015 monthly
G3.B1.S1.A1	Use Title 1 funds to pay for substitutes when teachers go to vocabulary training.	King, Shauntay	8/12/2014	Training/LTM agendas	6/30/2015 monthly
G1.B1.S2.A1	We will use Title 1 funds for substitutes for teachers going to writing training	King, Shauntay	8/18/2014	Agendas from training	6/30/2015 monthly
G1.B1.S3.A1	We will use Title 1 funds to pay for writing supplies	King, Shauntay	8/18/2014	Purchase orders/receipts	6/30/2015 monthly
G1.B1.S4.A1	Use title 1 funds to fund instructional coaches to assist/train teachers with cross curricular writing	King, Shauntay	8/12/2014	Staff roster, agendas, sign-in sheets	6/30/2015 annually
G3.B1.S2.A1	Teachers will be trained in explicit vocabulary instruction	Whitney, Mary	8/12/2014	LTM agendas	6/30/2015 monthly
G3.B1.S3.A1	Teachers will implement various vocabulary programs and strategies. Teachers received training to effectively implement programs.	King, Shauntay	8/12/2014	Reading plus, I-ready reports	6/30/2015 monthly
G1.B3.S1.A1	We will buy 30 new desktop computers to add to the classrooms	King, Shauntay	8/18/2014	Purchase orders when the shipment arrives to the school.	7/31/2015 one-time
G1.B2.S1.A1	Provide parent trainings in the use of technology and strategies to better assist their children at home	King, Shauntay	8/18/2014	Sign in sheets and evaluations from parent trainings, student data.	6/1/2015 monthly
G1.B1.S5.A1	Provide additional reading support to targeted students through small group instruction through resource teachers.	King, Shauntay	8/18/2014	Resource teacher schedule, progress monitoring data, SBT data	6/12/2015 daily
G2.B1.S1.A2	During LTM's and common planning, instructional coaches and Area Team will model the use of multiple sources of data that teachers could use to pull small groups.	Whitney, Mary	8/12/2014	Coaches Logs, LTM Agenda	6/30/2015 monthly
G1.B1.S1.A2	Title 1 monies will be set aside to pay substitutes so that teachers can attend writing across curriculum training	King, Shauntay	8/18/2014	Teachers will be registered for the training and/ or those teachers will then submit copies of agendas of the training.	6/30/2015 monthly
G1.B1.S3.A2	Provided extending learning opportunities for students through morning, afterschool, and summer tutorials. Students will receive additional support in the areas of reading and writing.	King, Shauntay	7/1/2014	Tutorial lesson plans, student sign in sheets, student data	6/30/2015 biweekly
G3.B1.S3.A2	Provide extended learning opportunities in the morning and afternoon	King, Shauntay	8/18/2014	Student sign in sheets, tutorial lesson plans, Reading plus reports, I-ready reports	6/12/2015 daily
G1.B1.S5.A2	Provide additional math/science support to targeted students through small group instruction through resource teachers.		8/18/2014	Resource teacher schedule, progress monitoring data, SBT data	6/12/2015 daily
G2.B1.S1.A3	Instructional coaches, Area 2 Team and Team Leaders (the Literacy Cohort and math cadre leader) will co-facilitate the planning process for the common planning.	King, Shauntay	8/12/2014	Agenda Notes generated by team leaders.	6/30/2015 monthly

Palm Beach - 2571 - Heritage Elementary School - 2014-15 SIP
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.S1.A4	Team Leaders will facilitate the planning process of the differentiated lessons and activities based upon the anticipated groups.	Lant, Nina	8/12/2014	Agenda Notes generated by team leaders	6/30/2015 monthly
G1.MA1	Mini assessments, Reading Running Records and data from district diagnostic assessments will be collected.	King, Shauntay	9/7/2014	LTM agendas and Minutes, assessment reports will be printed.	4/30/2015 one-time
G1.B1.S1.MA1	Mini assessments, Reading Running Record and diagnostic assessments will be monitored to determine impact on student achievement.	King, Shauntay	9/7/2014	Agendas from team meetings and LTM will be collected and reviewed. Assessment results will also be gathered to determine impact on student achievement.	4/30/2015 one-time
G1.B1.S1.MA1	Those teachers who attend will share information with their team during LTM's and team planning meetings. Implementation of strategies will also be monitored through classroom walkthroughs as well formal and informal observations.	Lant, Nina	9/7/2014	All classroom walkthroughs, formal and informal observations will be documented. LTM agendas will also be collected.	6/30/2015 monthly
G1.B2.S1.MA1	We will send out parent surveys, and discuss at SAC meetings how effective parents feel in navigating the district website plus all the internet resources that were demonstrated to them such as Edline, Reading Plus, I-Ready		Evaluations, parent surveys, SAC minutes	one-time	
G1.B2.S1.MA1	We will collect and analyze the parent evaluation of the trainings, as well as run reports on Edline, Reading Plus, I-Ready to see if the usage after school, before school, weekends and vacations increases	King, Shauntay	8/18/2014	Evaluations, Reading plus reports, I-Ready reports, Edline reports	7/31/2015 one-time
G1.B3.S1.MA1	We will be looking at the usage of computers per student and run reports on different software such as Reading Plus and I-Ready to see if there is an increase of time per students on the computers.	King, Shauntay	8/18/2014	Reading plus and I-Ready reports.	7/31/2015 monthly
G1.B3.S1.MA1	The computers will be assigned to classrooms with the most need of an extra computer. This need will be based on the use and age of the computers in the classroom.	King, Shauntay	8/18/2014	ITSA reports and the oldest and slow computers. Diagnostic reports, Reading Plus reports, I-Ready reports.	7/31/2015 one-time
G1.B1.S2.MA1	Monitor LTMs		8/18/2014	Lesson plans, LTM agendas	6/30/2015 monthly
G1.B1.S2.MA1	Cohort leaders will bring writing strategies and share with their team	Whitney, Mary	8/18/2014	TDEs and agendas	6/30/2015 monthly
G1.B1.S3.MA1	Monitoring student journals	Whitney, Mary	8/18/2014	Student journals, LTM agendas	6/30/2015 monthly
G1.B1.S3.MA1	During data chats we will request that teachers bring samples of student writing.	King, Shauntay	8/18/2014	Journals	6/30/2015 monthly
G1.B1.S4.MA1	We will monitor District Palm Beach Writes scores	Lant, Nina	8/18/2014	EDW reports	6/30/2015 quarterly
G1.B1.S4.MA1	Coaches will complete monthly logs showing how they provided support and training.	Lant, Nina	8/18/2014	Lessons plans, coaching logs	6/30/2015 monthly
G1.B1.S5.MA1	Discuss and monitor performance data for students receiving additional support by resource teachers	King, Shauntay	8/18/2014	SBT agendas, progress monitoring logs	6/12/2015 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S5.MA1	Coaches and administration will monitor small group instruction through walk throughs and data reports	King, Shauntay	8/18/2014	Data progress monitoring records, SBT agenda, Resource teachers scheduel	6/12/2015 monthly
G2.MA1	Participation in LTM's, Walk throughs, Debriefing	Lant, Nina	8/12/2014	Agenda Notes, Sign in sheets, Identification of Math Team Leader and Literacy Cohort, I observation reports, parent survey, EDW reports of student attendance	6/30/2015 monthly
G2.B1.S1.MA1	Participation in LTM's, Walkthroughs, Debriefing	Lant, Nina	8/12/2014	Agenda Notes, Sign in sheets, Identification of Math Team Leader and Literacy Cohort	6/30/2015 monthly
G2.B1.S1.MA1	Administration will conduct walk throughs for common planning , participate in LTM's , debriefing with coaches.	Lant, Nina	8/12/2014	Agenda Notes, Coaches Logs, iObservation	6/30/2015 monthly
G3.MA1	Provide on-going modeling, training and feedback on implementation of vocabulary instruction	Whitney, Mary	8/18/2014	LTM agenda and notes, I-Observation documentation	6/30/2015 weekly
G3.B1.S1.MA1	Continuous monitoring of student mini assessments, benchmark assessments, diagnostic and FCAT results in reading	King, Shauntay	9/1/2014	Printed reports showing assessment results.	4/30/2015 one-time
G3.B1.S1.MA1	Lesson plans will be collected and LTM will be attended by administration.	Lant, Nina	9/1/2014	Lesson plans, LTM agendas, diagnostic and FCAT results	4/30/2015 one-time
G3.B1.S3.MA1	I Ready, Reading Plus and EDW reports will be monitored.	Lant, Nina	8/18/2014	Reports generated by I-Ready, Reading Plus and EDW will be printed and reviewed.	6/30/2015 monthly
G3.B1.S3.MA1	Lesson plans as well as LTM agendas and notes will be monitored. Classroom walkthroughs and observations will be used to monitor instruction.	King, Shauntay	8/18/2014	Agendas from LTM's, I Observation reports and lesson plans.	6/30/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will implement cross curriculum writing across all content areas.

G1.B1 Teachers lack expertise on how to teach writing across curriculum.

G1.B1.S1 We will use Title 1 funds to pay teachers to attend writing across curriculum training

PD Opportunity 1

Title 1 monies will be set aside to pay teachers a stipend for training after contract hours

Facilitator

Elementary Education Department, Instructional specialists and coaches, cohort leaders

Participants

Select teachers from K-5

Schedule

Monthly, from 8/18/2014 to 6/30/2015

PD Opportunity 2

Title 1 monies will be set aside to pay substitutes so that teachers can attend writing across curriculum training

Facilitator

Elementary Education Department

Participants

Select teachers from K-5

Schedule

Monthly, from 8/18/2014 to 6/30/2015

G1.B1.S2 Cohort leaders will go to cohort training and bring back writing strategies to share with their grade level.

PD Opportunity 1

We will use Title 1 funds for substitutes for teachers going to writing training

Facilitator

Instructional specialists

Participants

Select K-5 teachers

Schedule

Monthly, from 8/18/2014 to 6/30/2015

G2. Teachers will collect and analyze data to guide/plan for differentiated small group instruction.

G2.B1 Stakeholders limited understanding of the new standards and benchmarks impede the ability to develop lesson plans using multiple sources of data.

G2.B1.S1 The school will implement the use of new standards and benchmarks to develop effective small group lessons.

PD Opportunity 1

Instructional coaches will provide test specs (3-5) and standards (k-2) to teachers and facilitate the process of understanding and using test specs and standards.

Facilitator

Mary Whitney, Amarilis Garcia, Megan Chaney

Participants

K-5 Teachers

Schedule

Monthly, from 8/12/2014 to 6/30/2015

PD Opportunity 2

During LTM's and common planning, instructional coaches and Area Team will model the use of multiple sources of data that teachers could use to pull small groups.

Facilitator

Mary Whitney, Amarilis Garcia, Megan Chaney, Area 2 Support Specialist, Team Leaders

Participants

K-5 Teachers

Schedule

Monthly, from 8/12/2014 to 6/30/2015

PD Opportunity 3

Instructional coaches, Area 2 Team and Team Leaders (the Literacy Cohort and math cadre leader) will co-facilitate the planning process for the common planning.

Facilitator

Mary Whitney, Amarilis Garcia, Megan Chaney Area 2 Support Specialist, Team Leaders

Participants

K-5 Teachers

Schedule

Monthly, from 8/12/2014 to 6/30/2015

PD Opportunity 4

Team Leaders will facilitate the planning process of the differentiated lessons and activities based upon the anticipated groups.

Facilitator

Mary Whitney, Amarilis Garcia, Megan Chaney, Area 2 Support Specialist, Team Leaders

Participants

K-5 Teachers

Schedule

Monthly, from 8/12/2014 to 6/30/2015

G3. Teachers will implement vocabulary instruction strategies across all content areas.

G3.B1 Teacher buy-in and understanding of need of this method of instruction.

G3.B1.S1 Discuss the link between vocabulary and reading comprehension at various training and LTMs

PD Opportunity 1

Use Title 1 funds to pay for substitutes when teachers go to vocabulary training.

Facilitator

Mary Whitney

Participants

K-5 teachers

Schedule

Monthly, from 8/12/2014 to 6/30/2015

G3.B1.S2 Discuss the need of fidelity in and between grade levels of vocabulary instruction and acquisition.

PD Opportunity 1

Teachers will be trained in explicit vocabulary instruction

Facilitator

Mary Whitney

Participants

K-5 teachers

Schedule

Monthly, from 8/12/2014 to 6/30/2015

G3.B1.S3 We will use Title 1 funds to purchase software license applications for Reading plus, Reading A-Z, I-Ready Will also be using Word their Way and Foundations to assist in learning new vocabulary.

PD Opportunity 1

Teachers will implement various vocabulary programs and strategies. Teachers received training to effectively implement programs.

Facilitator

Mary Whitney

Participants

K-5 teachers

Schedule

Monthly, from 8/12/2014 to 6/30/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Teachers will implement cross curriculum writing across all content areas.	303,432
Goal 3: Teachers will implement vocabulary instruction strategies across all content areas.	49,742
Grand Total	353,174

Goal 1: Teachers will implement cross curriculum writing across all content areas.

Description	Source	Total
B1.S1.A1 - Stipends for teachers to attend workshops.	Title I Part A	8,167
B1.S1.A1 - Professional development supplies to include chart paper, sticky notes, highlighters, paper and ink for EDW reports.	Title I Part A	3,000
B1.S1.A2 - Substitutes for PD.	Title I Part A	2,574
B1.S3.A1 - Supplies to include journals, paper and ink for classroom use, pens, pencils, highlighters, sticky notes	Title I Part A	5,000
B1.S3.A2 - PRT in system and benefits for tutorial teachers.	SIG 1003(a)	14,607
B1.S3.A2 - Tutorial supplies to include paper and ink, pens, pencils, highlighters.	SIG 1003(a)	1,905
B1.S3.A2 - Tutorial supplies to include paper and ink, pens, pencils, highlighters.	Title I Part A	1,125
B1.S4.A1 - 0.5 reading coach	Title I Part A	36,529
B1.S4.A1 - 0.5 math coach	Title I Part A	36,529
B1.S4.A1 - Substitutes for PD	Title I Part A	2,574
B1.S5.A1 - 1.0 resource teacher	Title I Part A	65,918
B1.S5.A1 - 0.5 resource teacher (0.5 reading coach)	Title I Part A	32,959
B1.S5.A2 - 0.5 science resource teacher (0.5 operating)	Title I Part A	32,939
B1.S5.A2 - 0.5 math resource teacher (0.5 math coach)	Title I Part A	32,939
B2.S1.A1 - Parent training materials and food. Paper and ink for parent communication, student agendas, folders, highlighters, pens, sticky notes, composition books.	Title I Part A	7,000
B2.S1.A1 - Postage for parent communication	Title I Part A	550
B2.S1.A1 - PRT in system and benefits for teachers to provide parent trainings.	Title I Part A	1,267

Goal 1: Teachers will implement cross curriculum writing across all content areas.

Description	Source	Total
B3.S1.A1 - 30 desktop computers	Title I Part A	17,850
Total Goal 1		303,432

Goal 3: Teachers will implement vocabulary instruction strategies across all content areas.

Description	Source	Total
B1.S3.A1 - Reading Plus	SIG 1003(a)	9,000
B1.S3.A1 - I-Ready - workbooks and consumables	SIG 1003(a)	7,095
B1.S3.A1 - Classroom supplies to include, classroom libraries, Foundations, paper and ink for classroom use, mini whiteboards and markers, Words their way materials, chart papers, scissors, glue sticks, journals, highlighters, post-it notes, composition books, and laminating film, science weekly subscriptions.	Title I Part A	19,000
B1.S3.A2 - PRT time in system and benefits for tutorial teachers.	Title I Part A	11,937
B1.S3.A2 - Tutorial supplies to include paper and ink, pencils, pens, index cards, sticky notes	Title I Part A	2,710
Total Goal 3		49,742