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School Board Approval

This plan was approved by the Seminole County School Board on Board Approved 10/07/2025.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Heathrow Elementary School is that of Seminole County Public Schools, which is to ensure that all students acquire the knowledge, skills and attitudes to be productive citizens.

Provide the school's vision statement

The vision of Heathrow Elementary is that we will work collaboratively to ensure that all students acquire the knowledge, skills and attitudes necessary to be successful in life. We believe that each child is capable of success and we will work as a team to prepare students to become responsible citizens by providing a safe learning environment that will foster cooperation, mutual respect and optimum development of the whole child.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Brett White

whitebb@myscps.us

Position Title

Principal

Job Duties and Responsibilities

Instruction Lead. Oversees all daily operations

Leadership Team Member #2

Employee's Name

Amanda Giammalvo

giammaaa@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Administrator lead for curriculum, instruction and discipline.

Leadership Team Member #3

Employee's Name

Erin LeRoy

leroyez@muscps.us

Position Title

Instructional Reading Coach

Job Duties and Responsibilities

Curriculum and Instructional Lead- Reading

Leadership Team Member #4

Employee's Name

Trisha Roney

trisha_roney@scps.k12.fl.us

Position Title

Math Instructional coach

Job Duties and Responsibilities

Curriculum and Instruction Lead- Math

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team helped with the process of breaking down the school data and then the writing of strategies for the plan. They were also a part of the process involving parent, staff and student surveys. The parents were told when the surveys were rolled out that the data provided from them would help us for an Improvement Plan for the 2025-2026 school year. On August 5, 2025, the staff will be shown the SIP and the focal points will be made clear

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Heathrow Elementary has developed a committee titled the School Improvement Committee. It is comprised of an administrator, two instructional coaches, a paraprofessional and 4 teachers (K-5) and 1 CAMP teacher. The main goal of this committee is to meet monthly to look over set goals and where the school stands statistically throughout the school year. This committee also determines what action steps prove to be successful and what action steps need to be adjusted or replaced.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	19.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
School Enrollment	80	99	96	135	129	121				660
Absent 10% or more school days	6	10	12	14	10	11				63
One or more suspensions	0	1	0	1	0	0				2
Course failure in English Language Arts (ELA)	2	5	4	1	1	1				14
Course failure in Math	2	4	6	0	5	4				21
Level 1 on statewide ELA assessment	0	0	8	11	8	4				31
Level 1 on statewide Math assessment	0	0	4	6	4	3				17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	1	1	3	0	0				5
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	1	0	0				1

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators	2	5	6	5	7	3				28

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	0	0	2	0	0				4
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		18	13	18	11	14				74
One or more suspensions				1						1
Course failure in English Language Arts (ELA)		2				1				3
Course failure in Math					1					1
Level 1 on statewide ELA assessment					2	3				5
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	7	1	18	3						29
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	1	5	2	1					10

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		2		4	2	4				12

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		4	3	3						10
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	85	68	59	79	66	57	78	61	53
Grade 3 ELA Achievement	80	71	59	84	69	58	81	62	53
ELA Learning Gains	74	63	60	68	62	60			
ELA Lowest 25th Percentile	72	56	56	56	55	57			
Math Achievement*	87	69	64	84	67	62	84	64	59
Math Learning Gains	79	65	63	75	64	62			
Math Lowest 25th Percentile	66	47	51	60	43	52			
Science Achievement	85	68	58	73	68	57	80	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	100	73	63	94	75	61	82	77	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	81%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	728
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
81%	75%	85%	76%	80%		80%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	54%	No		
English Language Learners	80%	No		
Asian Students	83%	No		
Black/African American Students	60%	No		
Hispanic Students	81%	No		
Multiracial Students	77%	No		
White Students	81%	No		
Economically Disadvantaged Students	71%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	85%	80%	74%	72%	87%	79%	66%	85%					100%
Students With Disabilities	47%	58%	58%	56%	58%	58%	59%	36%					
English Language Learners	76%	73%	67%	82%	86%	81%		75%					100%
Asian Students	84%	71%	75%	80%	92%	83%		81%					100%
Black/African American Students	68%		58%		63%	50%							
Hispanic Students	81%	75%	76%	82%	87%	78%	85%	86%					
Multiracial Students	85%		61%		80%	83%							
White Students	88%	88%	77%	64%	90%	80%	73%	87%					
Economically Disadvantaged Students	76%	72%	73%	73%	74%	70%	62%	64%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	79%	84%	68%	56%	84%	75%	60%	73%					94%
Students With Disabilities	41%	58%	50%	45%	49%	54%	50%	25%					
English Language Learners	70%		62%	64%	80%	81%		73%					94%
Asian Students	86%	75%	74%	70%	98%	94%		95%					
Black/African American Students	68%		63%		68%	63%	60%	64%					
Hispanic Students	75%	88%	60%	56%	75%	63%	50%	64%					
Multiracial Students	83%		57%		79%	64%							
White Students	80%	82%	70%	55%	87%	75%	71%	70%					
Economically Disadvantaged Students	65%	83%	61%	56%	66%	59%	48%	48%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	78%	81%			84%			80%					82%
Students With Disabilities	35%	25%			56%			50%					
English Language Learners	69%	70%			90%								100%
Asian Students	86%	82%			95%			80%					
Black/African American Students	45%				50%								
Hispanic Students	71%	74%			78%			79%					
Multiracial Students	93%				87%								
White Students	80%	82%			85%			86%					
Economically Disadvantaged Students	56%	70%			60%			57%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	76%	69%	7%	57%	19%
ELA	4	87%	67%	20%	56%	31%
ELA	5	84%	64%	20%	56%	28%
Math	3	83%	70%	13%	63%	20%
Math	4	91%	69%	22%	62%	29%
Math	5	72%	46%	26%	57%	15%
Math	6	100%	71%	29%	60%	40%
Science	5	84%	66%	18%	55%	29%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Science proficiency (Grade 5) showed the most improvement going from 73% proficient to 85%. In all grade levels we used high quality curriculum that is aligned to our state standards for science. We also used rigorous classwork and assessments to meet the needs of our students. Our teachers targeted remediation and enrichment for each standard taught. This happened throughout all grade levels to help our students become successful on their science state assessment. We also used our framework/instructional plan that uses evidence based high quality curriculum that is aligned to our standards.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our Math Lowest Quartile scored a 67% with Learning Gains. This cell actually went up 6 points from 2024.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Third Grade Reading Proficiency went from an 81% to a 79%. There were two factors we believed to have contributed to this decline. One was that the PLCs need to be tightened up and re-focused. The other is one of the teachers in third grade did not consistently differentiate her instruction the way we would like to have seen.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our Math Achievement Score of 87% proficient was 19 points higher than the District Average and 20+ points higher than that of the State.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The 104 students with 10% or more absences is a concern. This means missed instruction. This is especially a concern for the 26 students of those 104 that reside in our bottom quartile.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Lowest Quartile Reading
2. Lowest Quartile Math
3. Student Absences

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

31% of our students in lowest quartile Reading did not make an annual Learning Gain (69%).

Intensive systems/supports will be put in place to ensure that effective PLC's are focused on planning based using assessment data to target differentiated instruction. We feel scheduling walk throughs to ensure differentiated instruction is implemented with fidelity and to provide feedback on differentiated instruction effectiveness will help us achieve this goal.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our 4th and 5th grade Lowest Quartile students will increase from 69% Learning Gains to that of 73%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area will be monitored for the desired outcome by the Leadership Team attending weekly PLC's to ensure effective PLC's are being conducted. The Leadership Team will assist and support the planning process for small group/differentiated instruction during PLC's. Administration will conduct daily walkthroughs / look-fors and provide feedback on how students are responding to the intervention instruction. The Leadership team will provide PD on topics aligned to the focus area and monitor the implementation of ideas/strategies learned from PD's in the classroom during instruction and how these ideas/strategies are being utilized in the planning process. The Leadership Team will analyze progress monitoring data to continue to assist/support with planning instruction for small group/ differentiated instruction on an ongoing weekly basis. Ongoing monitoring will allow teachers to adjust instruction based on real time and current student needs. Therefore, students will receive

instruction based on student deficient skills, this will allow for student learning gaps to decrease and increase student achievement. The Instructional Priority Look For Tool will be utilized for Benchmark Instruction, Monitor for Learning, Student Engagement and Conditions for Learning by the Heathrow Leadership team.

Person responsible for monitoring outcome

Brett White

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will be adding new Phonics for Reading program 3-5 (T3 curriculum) as well as adjusting our WIN groups getting revised every 6 weeks. Also, utilizing T2- Magnetic Reading Curriculum and T3 K-2-SIPPS, 3-5 Phonics for Reading. For our Non-tiered students, we will utilize novel studies, vocabulary studies, word chains, etc. No iReady minutes for WIN intervention. For all students, we will utilize the Learning Mats with a focus on the Standards during Center Rotations.

Rationale:

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Conduct daily walk-through and provide specific, meaningful feedback.

Person Monitoring:

Brett White, Principal

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Conduct daily walk-through and provide feedback: Administration will conduct daily walk-throughs and provide feedback based on how the intervention strategies are being utilized and implemented

Action Step #2

Re-Developing the construction of multiple PLCs including Grades 3 through 5.

Person Monitoring:

Brett White and Amanda Giammalvo

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Our PLCs, through leadership and modeling by the Leadership Team, will be more centered around a standards driven delivery with detailed strategies and a focus on differentiated instruction.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our lowest quartile students in 4th and 5th grade scored a 67% in learning gains in the subject of math. Teachers need to work closely with our lowest quartile students to fill gaps and make the learning gains. We feel that working in differentiated small groups will help us succeed this goal.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our 4th and 5th Grade lowest quartile Math students will go from a 67% learning gain to that of 71% (4% increase)

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We have shared a list of our LQ math students in grades 4 and 5 with all teachers in those grades along with the school leadership team. We will start by meeting with their math teachers in early September. We will monitor using PM1 and PM2 along with iReady Diagnostics in September and January. We, as a leadership team will also monitor PLC discussions and interventions throughout the year. Our MTSS meetings weeks will be paramount for setting up, monitoring and collecting data on these LQ students.

Person responsible for monitoring outcome

Brett White

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

Rationale:

All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Instructional coaches will work closely with teachers on differentiated math groups. Coaches and teachers will look at iReady Diagnostic along with PM 1 and PM 2 data to determine individual needs of our lowest quartile students.

Person Monitoring:

Brett White, Amanda Giammalvo

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The monitoring of LQ math students will be an integral part of our monthly leadership / data meetings that start in September and go throughout the month of May. Instructional Priorities will be utilized for Benchmark Instruction, Monitor for Learning, Student Engagement and Conditions for Learning by the Heathrow Leadership team.

Action Step #2

Analyze progress monitoring data and formative assessment data.

Person Monitoring:

Brett White

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Leadership Team will compare progress monitoring data to measure outcomes and impact being made on student learning and student achievement. Meanwhile, Our Math Instructional Coach will teach small groups during center rotation for our LQ Grades 4 and 5 Math students twice weekly.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

54% of our SWD students scored a level 1 or Level 2 (non-proficient) on the 2024-2025 State Science Assessment.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

46% of our 5th Grade SWD students scored proficient in Science. The expectation for the 2025-2026 school year is for our 5th grade SWD students to score at least a 60% proficiency mark in Science.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The Leadership team will provide PD on topics aligned to the focus area and monitor the implementation of ideas/strategies learned from PD's in the classroom during instruction and how these ideas/strategies are being utilized in the planning process. The Leadership Team will analyze progress monitoring data to continue to assist/support with planning instruction for small group/differentiated instruction on an ongoing weekly basis. Ongoing monitoring will allow teachers to adjust instruction based on real time and current student needs. Therefore, students will receive instruction based on student deficient skills, this will allow for student learning gaps to decrease and increase student achievement. Instructional Priorities will be utilized for Benchmark Instruction, Monitor for Learning, Student Engagement and Conditions for Learning by the Heathrow Leadership team.

Person responsible for monitoring outcome

Brett White

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

In all grade levels, we will use high quality curriculum that is aligned to our state standards for science. We will use rigorous classwork and assessments to meet the needs of our students. Our teachers will target remediation and enrichment for each standard taught. This will happen throughout all grade levels to help our students become successful on their science state assessment. Science vocabulary terms will be introduced schoolwide during announcements as a science word of the week. In addition, our music teacher will incorporate science terms during certain music lessons throughout the school year.

Rationale:

We believe that modeling (direct instruction), collaborative learning, and inquiry based learning (hands on) will help all of our students in science. Teachers will make constant observations to help target where differentiation and support is needed. We want our students to learn by asking questions and exploring science. We know that all students do not learn the same, so we want to make sure all of our students needs are being met during our core science instruction. We believe that modeling, collaborative learning, and inquiry based learning/ experiments will help all of our students be successful while becoming proficient with our science state standards.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Incorporate Science related terms and events throughout the year via various subjects.

Person Monitoring:

Brett White

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Our Math / Science Coach will introduce our students schoolwide to a Science vocabulary word each week on her morning announcement program. Also, our music teacher will incorporate 4th and 5th grade science words during her music lessons throughout the school year. This exposes our students more frequently to common science vocabulary words.

Action Step #2

Incorporate Science into our Numeracy events (Scnumeracy)

Person Monitoring:

Brett White

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Our Math / Science coach will incorporate Science lessons during our Scnumeracy weeks each quarter.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

104 of our students had 10+ absences last school year (2024-2025) and 25% of them reside in our lowest quartile academically. This is a concern since those students are crucial to our school performance and missing instruction will only hurt them academically short and long term.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 2024-2025 school year, we had 104 students accrue 10 or more absences for the school year. Of those 104, 25% of them were lowest quartile students. Our plan for the 2025-2026 school year is to reduce the number of students (104) down 20% to no more than 84 students reaching 10 or more absences.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The FTE clerk will run a report at the end of each month that determines which students have amassed the most absences from beginning of the school year to the date of the report. This will allow me to contact any and all parents with my attendance concerns; especially those of our LQ students.

Person responsible for monitoring outcome

Brett White- Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will implement a schoolwide attendance incentive plan for all students. The plan will be based on students attending consecutive school days (minimum of 15 days in a row).

Rationale:

We believe that purposeful and direct incentives will motivate families to recognize the importance of being present during quality instruction.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Schoolwide Student Incentive Program.

Person Monitoring:

Brett White

By When/Frequency:

Throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Each classroom will have a HEATHROW KNIGHTS poster. For every day that all students are present, the class will cross out one letter until they cross out the entire words (Heathrow Knights). The class will then be given an opportunity to spin a reward wheel. The class will spin to find out what reward they are now eligible for.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00