HEATHROW ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

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

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

Position Title
Principal

Job Duties and Responsibilities

Oversees daily operations.

Leadership Team Member #2

Employee's Name
Rebecca Wagner

Position Title
Assistant Principal

Job Duties and Responsibilities

Administrator lead for curriculum, discipline.

Leadership Team Member #3

Employee's Name
Erin LeRoy

Position Title
Reading Coach

Job Duties and Responsibilities

Curriculum Lead in subject area of Reading

Leadership Team Member #4

Employee's Name
Trisha Roney

Position Title
Math Coach

Job Duties and Responsibilities

Lead Curriculum coach for math instruction.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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. *(ESEA 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 2024-2025 school year. On August 6, 2024, the staff will be shown the SIP and the focal points will be made clear.

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. *(ESEA 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.

D. Demographic Data

2024-25 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**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**54.3%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**24.3%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: A*** **2021-22: A** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
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

Current Year 2024-25

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	0	4	2	4				12

Current Year 2024-25

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		4	3	3						10
Students retained two or more times										0

Prior Year (2023-24) 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										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
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)										0

Prior Year (2023-24) 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										0

Prior Year (2023-24) 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										0
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

Please note that 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 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	79	66	57	78	61	53	81	65	56
ELA Grade 3 Achievement **	84	69	58	81	62	53			
ELA Learning Gains	68	62	60	80			80		
ELA Learning Gains Lowest 25%	56	55	57	60			60		
Math Achievement *	84	67	62	84	64	59	82	46	50
Math Learning Gains	75	64	62	76			76		
Math Learning Gains Lowest 25%	60	43	52	69			69	45	
Science Achievement *	73	68	57	80	65	54	83	65	59
Social Studies Achievement *								62	64
Middle School Acceleration								45	52
Graduation Rate								62	50
College and Career Readiness									80
ELP Progress	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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	75%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	673
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
75%	85%	76%	80%		80%	76%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 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	47%	No		
English Language Learners	75%	No		
Asian Students	85%	No		
Black/African American Students	64%	No		
Hispanic Students	66%	No		
Multiracial Students	71%	No		
White Students	74%	No		
Economically Disadvantaged Students	61%	No		

2022-23 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	42%	No		
English Language Learners	82%	No		
Asian Students	86%	No		
Black/African American Students	48%	No		
Hispanic Students	76%	No		
Multiracial Students	90%	No		
White Students	83%	No		
Economically Disadvantaged Students	61%	No		

2021-22 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	48%	No		
English Language Learners	90%	No		
Native American Students				
Asian Students	92%	No		
Black/African American Students	61%	No		
Hispanic Students	68%	No		
Multiracial Students	92%	No		
Pacific Islander Students				
White Students	77%	No		
Economically Disadvantaged Students	66%	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. (pre-populated)

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%					

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	81%		80%	60%	82%	76%	69%	83%					
Students With Disabilities	35%		57%	43%	47%	63%	63%	31%					
English Language Learners	88%		92%		88%	92%							
Native American Students													
Asian Students	91%		91%		92%	88%		100%					
Black/African American Students	60%		60%		53%	70%							
Hispanic Students	74%		68%	53%	68%	70%	56%	85%					
Multiracial Students	92%		91%		92%	91%							
Pacific Islander Students													
White Students	82%		82%	68%	84%	74%	70%	77%					
Economically Disadvantaged Students	64%		77%	64%	59%	65%	59%	74%					

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.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	81%	67%	14%	55%	26%
Ela	4	81%	62%	19%	53%	28%
Ela	5	69%	63%	6%	55%	14%
Math	3	88%	69%	19%	60%	28%
Math	4	87%	64%	23%	58%	29%
Math	5	47%	43%	4%	56%	-9%
Math	6	100%	67%	33%	56%	44%
Science	5	70%	65%	5%	53%	17%

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?

3rd Grade Reading went up three percentage points this year (81%) in proficiency. This is important to note due to the fact it was an area of focus heading into the 2023-2024 school year

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 Bottom Quartile learning gains in Reading was 57%. That is our lowest score in six years. We had several new students to 5th grade last year. Instructionally, we noticed a lack of focus with one teacher in the area of differentiated instruction. 5th grade bottom quartile results was a big contributor in our low performance.

Greatest Decline

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

Science proficiency dropped from an 81% proficiency to a 78% proficiency two years ago, and this year fell to a 73% proficiency. The main contributor to the decline is a lack of instructional focus in science in grades 2 through 4.

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.

Fourth Grade Math had a proficiency score that was over 20 points higher than the State. Differentiation of instruction, Tutorial Classes and remediation (intervention) were the largest contributors to this data.

EWS Areas of Concern

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

A level of concern for the 2024-2025 school year is that of student attendance. This includes tardies.

Highest Priorities

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

1. 5th Grade Bottom Quartile Learning Gains in Reading and Math

2. Science Proficiency

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

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

How it affects student learning- 54% of students (more than half) that are already performing below grade level didn't make learning gains, this means the achievement gap is increasing instead of decreasing. An increased focus on Vocabulary through instruction in specific words, word learning strategies and morphemic analysis. This will increase reading comprehension which will increase student learning.

Rationale for crucial need- Intensive systems/supports will be put in place to ensure that effective PLC's are focused on planning based on assessment data to target differentiated instruction. Scheduled walk throughs to ensure differentiated instruction is implemented with fidelity and to provide feedback on differentiated instruction effectiveness

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.

5th grade BQ students scored a 46% for Learning Gains. Particularly for 5th grade, the percentage for the 24-25 school year will go up to at least 60% in the area of BQ Learning Gains.

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.

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 walk-throughs 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.

Person responsible for monitoring outcome
Brett White- Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence).

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:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
• Conduct daily walk-through and provide specific, meaningful feedback.

Person Monitoring:	**By When/Frequency:**
Brett White- Principal	Daily/ Ongoing

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. • Person Monitoring: Principal/Assistant Principal • By when/frequency: Daily/Weekly/Ongoing • Explain 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.

Action Step #2
• Analyze progress monitoring data and formative assessment data

Person Monitoring:	**By When/Frequency:**
Brett White- Principal	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Analyze progress monitoring data and formative assessment data: Teachers and Leadership Team will analyze progress monitoring/formative assessment data in order to see how students are responding to the intervention and if any adjustment needs to be made. • Person Monitoring: Teachers/Instructional Coaches/Administration • By when/frequency: Weekly/Ongoing • Explain 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.

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

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

For our Bottom Quartile math students in 5th grade, Teachers need to be working in small groups differentiating and hitting the needs of all of their students (especially bottom quartile). Teachers need to work closely with our bottom quartile students to fill gaps and make learning gains. We feel that working in differentiated small groups will help us succeed this goal. Our 2023-2034 BQ Learning Gains in Math was only 62%. That is far off our yearly average over the last seven years.

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.

4th and 5th grade scored a 62% for BQ Learning Gains in the area of Mathematics. Our goal for next school year is to bring that percentage up to 70% for the 2024-2025 FAST PM3.

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.

We have shared a list of our BQ 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 BQ students.

Person responsible for monitoring outcome
Brett White- Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 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 bottom quartile students.

Person Monitoring:	**By When/Frequency:**
Brett White- Principal	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The monitoring of BQ math students will be an integral part of our monthly leadership / data meetings that start in September and go throughout the month of May.

Action Step #2
Analyze progress monitoring data and formative assessment data

Person Monitoring:	**By When/Frequency:**
Brett White- Principal	Weekly

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

• Analyze progress monitoring data and formative assessment data: Teachers and Leadership Team will analyze progress monitoring/formative assessment data in order to see how students are responding to the intervention and if any adjustment needs to be made. • Person Monitoring: Administration • By when/frequency: Weekly/Ongoing • The Leadership Team will compare progress monitoring data to measure outcomes and impact being made on student learning and student achievement.

Action Step #3
Math Instructional Coach will teach small groups during center rotation for our BQ Grade 5 Math Students

Person Monitoring:	**By When/Frequency:**
Math Coach/ Principal	Twice per week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our math coach taught small groups last year with grade 4 with great success. We will implement that strategy this school year with Grade 5 BQ math students. Our math coach will pull small groups in grade 5 two times per week.

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

For a 3rd straight academic year, our Science proficiency scores for 5th grade went down. Two years ago, our Proficiency percentage was 81%. Last year it went down to 78%. This past spring, our science Proficiency score yielded a 70% Proficiency.

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.

5th Grade Science yielded an 81% Proficiency score in 2022, a 78% Proficiency score in 2023 and a 70% Proficiency score in 2024 FAST. The expectation for 2025 5th Grade Science Proficiency Score and beyond is at least an 80% Proficiency score.

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 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.

Person responsible for monitoring outcome
Brett White- Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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. To be able to help our students become successful, we will use our framework/instructional plan that uses evidence based high quality curriculum that is aligned to our standards.

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:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
The subject area of Science will be a more integral part of our grades 2-5 PLCs for school year 2024-2025

Person Monitoring:	**By When/Frequency:**
Administration	Weekly

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

step:
PLCs will utilize test item analysis to identify standards that need to be revisited for reteach.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

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 focus will be fostering a positive working environment specifically when working as professional learning communities at each grade level. Teachers, Instructional Coaches and Administration will work closely and collaboratively when analyzing data, planning for instruction and making other instructional decisions. The PLC teams will value the team norms and positively collaborate on team decisions.

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.

According to the Panorama survey from the Spring of 2024, only 59% of our teachers believed Heathrow Elementary had a positive environment in which to work. Our goal for the spring of 2025 is to raise the 59% score to that of 70% of teachers that feel we have a positive work environment.

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.

As our PLC teams positively work together on a weekly basis towards effective instruction, we can measure by analyzing the results of unit and mid-unit assessments in ELA and topic assessments in Math. The team will look for trends in the results of these assessments to navigate next steps in instruction, reteaching or acceleration.

Person responsible for monitoring outcome

Brett White-Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Our primary goal at Heathrow Elementary School is student growth. PLC teams will meet weekly to bi-weekly to assess data and plan for instruction. Teams will also discuss the need to create or celebrate positive opportunities. A Positive Opportunities Facilitator will be nominated for each team. If there is a school-wide positive opportunity, the facilitator will discuss that specific opportunity and suggested strategies proposed for that opportunity at monthly school-based meetings.

Rationale:
Creating a positive working environment takes a schoolwide collective team effort. It requires much of our team working together identifying areas of needed growth, brainstorming strategies to improve identified needs and then formulating a strategy(ies) to implement a positive opportunity. We believe that positivity breeds positivity and when the collective majority have a role in driving that force and sharing implications with others, more individuals may be willing to also help to create positive opportunities. As a school family, we have an opportunity to rephrase our narrative and our goals. Our goal will be to adjusting our lenses for opportunities to improve.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Positive Opportunities Facilitator

Person Monitoring:	**By When/Frequency:**
Brett White- Principal	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Each team will nominate a Positive Opportunities Facilitator who will lead team discussions about needs identified and then formulate a strategy to implement a positive opportunity. The facilitators will meet with the leadership team once a month to share positive opportunities and celebrate students and teachers.

Area of Focus #2

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.

Too many of our students (140) had 15 or more absences (excused or unexcused) in school year 2023- 2024. This can easily affect the amount of quality instruction that those students receive.

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.

In the 2023-2024 school year, 140 students had 15 or more absences. This includes both excused and unexcused. Our goal for the 2024-2025 school year is to reduce this by 20% and have no more than 112 students with 15 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.

Person responsible for monitoring outcome
Brett White- Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Once the reports are run on a monthly basis, the students missing attendance days will become priority number 1. Our belief is that making parents aware of how many actual hours of instruction are missed will lead to them making necessary adjustments.

Rationale:
Communication with student and parents at the Elementary level is key. Once the reports are run, administration can have clear communication with families based on the data and a review of the expectations.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
FTE clerk set up schedule and correct reporting steps to query the necessary data and run the reports at the end of each month and give those reports to the Principal.

Person Monitoring:	**By When/Frequency:**
Brett White- Principal	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
I, as Principal, will start a notebook on students with over 5% absenteeism and track them using the

FTE reports monthly. At the beginning of each month, I will contact parents of students that are missing more than 5 % of the instructional days. The communicator will be scripted and consisted to each family.

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 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. (ESEA 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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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. (ESEA Section 1114(b)(7)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 ESSA, 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). (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. (ESEA 1114(b)(7)(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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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. (ESEA section 11149b)(7)(iii(V)).

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. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process 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), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.

No

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