

Broward County Public Schools

Heron Heights Elementary School



2021-22 Schoolwide Improvement Plan

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Heron Heights Elementary School

11010 NOB HILL RD, Parkland, FL 33076

[no web address on file]

Demographics

Principal: Jennifer McGreevy

Start Date for this Principal: 11/8/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	9%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: A (66%) 2016-17: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Heron Heights Elementary School

11010 NOB HILL RD, Parkland, FL 33076

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	8%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Heron Heights Elementary is to provide an innovative teaching and learning environment that will empower the school community to excel in the 21st century.

Provide the school's vision statement.

The school's vision is based on tenants laid out by the School Board of Broward County. The Heron Heights Elementary School Community believes that: All students will learn when their individual needs are met; Positive stakeholder involvement enhances student achievement; Learning is a lifelong process; Everyone must be held to the highest ethical standards to achieve excellence; Every student has a right to a high-quality educational option; Everyone must contribute to and be held accountable for student achievement; Engaged families combined with highly effective teachers and school leaders are the core components of a successful school; Students must be prepared as innovative thinkers and responsible citizens to compete in a global economy; An equitable education provides all necessary resources to meet student needs; and Positive character education is essential to whole child development.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Weiss-Schnur, Merideth	Principal	<p>The Principal shall:</p> <ol style="list-style-type: none"> 1. Assume administrative responsibility and instructional leadership, under the supervision of the superintendent in accordance with rules and regulations of the School Board, for the planning, management, operation, and evaluation of the educational program of the school to which the individual is assigned. 2. Submit recommendations to the Superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school. 3. Assume administrative responsibility for all records and reports required regarding pupils, for the transfer of pupils within the school, and for the promotion of pupils. 4. Have the authority to discipline students up to and including the suspension of students from school or from a school bus as provided for in F.S.1003.32. 5. Enforce the Broward County Schools Code of Student Conduct.
Griffiths, Michelle	Assistant Principal	<p>To assist the principal in providing vision and leadership to develop, administer and monitor high quality educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.</p>
Cunningham, Rachel	Reading Coach	<p>The Literacy Coach will provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic literacy-focused mentoring, coaches will support teachers to develop skills in analyzing student work, differentiating instruction, supporting English Language learners and students with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.</p> <p>The goal of the Literacy Coach is to improve and sustain student achievement by promoting a culture for literacy learning to include all stakeholders, by enhancing and refining literacy instruction and intervention, providing targeted instructional coaching and building capacity for literacy across the curriculum.</p>
LaBranche, Lisa	Other	<p>The Exceptional Student Education Specialist shall carry out the performance responsibilities listed below. Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually. Coordinate</p>

Name	Position Title	Job Duties and Responsibilities
		<p>required ESE meetings. Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student. Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard. Assist in identifying, reporting and correcting IDEA compliance concerns identified internally. Shall report all compliance concerns directly to the school-based leadership. Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures. Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity. Utilize the electronic management system to generate IEP documents.</p>
Anderson, Christina	School Counselor	<p>The Elementary Guidance Counselor shall establish small group counseling sessions; counsel students on personal and academic concerns and notify parents as deemed necessary; provide materials and suggestions for classroom oriented guidance activities; arrange student, parent and teacher conferences; acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment; assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs; work with parent groups in the area of child growth, development and discipline; meet with teachers to present and explaining the results of various testing programs; assist teachers in effective utilization of test results; identify community and school system resources and when advisable, refer student situations to the proper agencies, keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested; and gather information from all faculty members having contact with a student being considered for referral.</p>
Botero, Paola	School Counselor	<p>The Elementary Guidance Counselor shall establish small group counseling sessions; counsel students on personal and academic concerns and notify parents as deemed necessary; provide materials and suggestions for classroom oriented guidance activities; arrange student, parent and teacher conferences; acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment; assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs; work with parent groups in the area of child growth, development and discipline; meet with teachers to</p>

Name	Position Title	Job Duties and Responsibilities
		present and explaining the results of various testing programs; assist teachers in effective utilization of test results; identify community and school system resources and when advisable, refer student situations to the proper agencies, keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested; and gather information from all faculty members having contact with a student being considered for referral.
Saban, Craig	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor high quality educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.

Demographic Information

Principal start date

Thursday 11/8/2018, Jennifer Mcgreevy

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

1,050

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

15

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	175	175	200	178	182	182	0	0	0	0	0	0	0	1092
Attendance below 90 percent	7	5	5	2	7	5	0	0	0	0	0	0	0	31
One or more suspensions	0	0	1	1	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	3	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	4	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	8	5	6	17	8	3	0	0	0	0	0	0	0	47

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	3	4	2	0	0	0	0	0	0	0	10

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	2	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/10/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				82%	59%	57%	80%	56%	56%
ELA Learning Gains				68%	60%	58%	67%	57%	55%
ELA Lowest 25th Percentile				54%	54%	53%	49%	51%	48%
Math Achievement				82%	65%	63%	83%	62%	62%
Math Learning Gains				70%	66%	62%	66%	60%	59%
Math Lowest 25th Percentile				57%	53%	51%	45%	47%	47%
Science Achievement				66%	46%	53%	72%	49%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	85%	60%	25%	58%	27%
Cohort Comparison						
04	2021					
	2019	89%	62%	27%	58%	31%
Cohort Comparison		-85%				
05	2021					
	2019	75%	59%	16%	56%	19%
Cohort Comparison		-89%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	82%	65%	17%	62%	20%
Cohort Comparison						
04	2021					
	2019	90%	67%	23%	64%	26%
Cohort Comparison		-82%				
05	2021					
	2019	72%	64%	8%	60%	12%
Cohort Comparison		-90%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	66%	49%	17%	53%	13%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Diagnostic

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	93/57%	111/67%	138/83%
	Economically Disadvantaged	7/50%	7/46%	10/66%
	Students With Disabilities	1/7%	1/7%	3/21%
	English Language Learners	2/40%	3/50%	2/33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	84/52%	90/55%	122/74%
	Economically Disadvantaged	5/36%	6/40%	12/80%
	Students With Disabilities	3/23%	2/15%	5/36%
	English Language Learners	1/20%	1/17%	1/17%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	108/57%	147/77%	158/82%
	Economically Disadvantaged	9/45%	13/65%	15/75%
	Students With Disabilities	2/18%	5/42%	6/50%
	English Language Learners	1/20%	1/17%	2/29%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	92/49%	113/60%	143/73%
	Economically Disadvantaged	6/30%	10/50%	13/65%
	Students With Disabilities	3/27%	4/33%	5/42%
	English Language Learners	1/20%	1/17%	2/29%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	122/74%	144/84%	151/89%
	Economically Disadvantaged	11/55%	15/75%	17/90%
	Students With Disabilities	12/44%	18/62%	15/57%
	English Language Learners	3/27%	5/46%	8/73%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	64/39%	112/66%	127/78%
	Economically Disadvantaged	4/20%	8/40%	11/61%
	Students With Disabilities	5/19%	13/45%	11/48%
	English Language Learners	1/9%	6/55%	6/55%
	Number/% Proficiency	Fall	Winter	Spring
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	112/66%	137/78%	147/84%
	Economically Disadvantaged	12/67%	11/55%	13/65%
	Students With Disabilities	3/17%	6/30%	9/45%
	English Language Learners	2/50%	2/50%	2/50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	96/56%	131/75%	154/88%
	Economically Disadvantaged	8/44%	13/65%	18/90%
	Students With Disabilities	4/22%	9/45%	14/70%
	English Language Learners	1/25%	4/100%	2/50%
	Number/% Proficiency	Fall	Winter	Spring

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	107/62%	133/76%	136/77%
	Economically Disadvantaged	11/46%	17/71%	16/67%
	Students With Disabilities	2/18%	4/36%	4/36%
	English Language Learners	0/0	0/0	1/33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	104/60%	125/72%	150/86%
	Economically Disadvantaged	8/33%	11/48%	19/82%
	Students With Disabilities	3/27%	3/30%	5/46%
	English Language Learners	0/0	2/67%	1/33%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	43	60		40	40						
ELL	70	68		69	74		55				
ASN	86	53		88	54		79				
BLK	71			67							
HSP	73	71	75	68	65	50	58				
MUL	86			85							
WHT	83	68	50	77	60	39	63				
FRL	64	60		63	47		42				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	43	39	19	38	45	36	39				
ELL	71	58	53	73	70	43	57				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	88	70		89	84		92				
BLK	80	70		65	60						
HSP	79	65	38	77	62	54	47				
MUL	83			78	80						
WHT	82	69	57	83	70	59	68				
FRL	68	51	44	70	60	44	50				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	52	58	47	52	57	32	50				
ELL	76	61	38	74	58	33	58				
ASN	91	88		93	88		81				
BLK	63	53		53	53		64				
HSP	74	54	25	78	53	33	68				
MUL	75	50		83	60						
WHT	82	69	59	85	67	48	75				
FRL	60	48	25	68	53	38	43				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	509
Total Components for the Federal Index	8
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	68
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	72
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	69
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	86
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Across grade levels and subgroups, our greatest area of need is our lowest quartile math learning gains. Proficiency levels remained consistent across content areas and subgroups.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 state assessments indicate the SWD subgroup showed the lowest performance overall with a Federal Index of 37. Nineteen percent of SWD in the lowest quartile demonstrated learning gains.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

When examining possible factors contributing to this decline, we are evaluating the alignment of supplemental academic programs with individual student needs. We also contribute this need to learning loss due to instructional interruption from COVID.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Proficiency levels demonstrated the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our school worked collaboratively to provide the least instructional interruptions during COVID in order for students to continue to demonstrate academic progress.

What strategies will need to be implemented in order to accelerate learning?

We are utilizing multiple strategies to accelerate learning and address learning loss due to COVID: standards-based math PLCs, progress monitoring data chats, aligning scheduling to prioritize learning, additional staff to provide reading and math interventions, implementing schoolwide Walk to Read programming during TIER time.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will be participating in professional learning communities centered around standards-based math instruction. Leadership will also provide additional opportunities for professional development

on-site in using iReady data to plan instruction and in small group math instruction. In addition, we are supporting our teachers in enrolling and completing district-based professional development.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will continue to support the implementation of the strategies being utilized this year and build upon the expertise and capacity of our staff to further the efficacy of instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The leadership team will track our SWD and our lowest quartile students with comprehensive progress monitoring in collaboration with the classroom teacher and the ESE teacher in order to responsively adjust instruction and maintain consistent student growth towards our goals.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The leadership team at Heron Heights elementary builds a positive school culture and environment by setting a positive tone and climate for the staff with a growth mindset. Social Emotional Learning (SEL) is a top priority for our staff and teachers given the ever-changing nature of education over the past two years during the global pandemic of COVID. By informally and formally surveying staff and student social-emotional needs, the leadership team is able to respond appropriately and be strategic with leadership decisions that directly impact the work of the school contributing to a positive school culture.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Heron Heights builds a positive school culture and environment through our active school community partnerships, organizations, and volunteers. Our community, staff, and parents are very involved in the school and play a critical role in enhancing the learning environment for all of our students. Through frequent communication and community-engagement events, we provide many varied opportunities for our stakeholders to get involved.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00