

Pinellas County Schools

# NEW HEIGHTS ELEMENTARY SCHOOL



## 2024-25 Schoolwide Improvement Plan

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## School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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

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The mission of New Heights Elementary is to establish an effective learning environment which will develop high achieving and responsible citizens by maintaining high expectations, building positive relationships and providing relevant and rigorous learning experiences.

### Provide the school's vision statement

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The vision of New Heights Elementary School is to create a learning environment where each and every stakeholder are working to reach their highest potential.

## 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

Chris Boulanger

#### Position Title

Principal

#### Job Duties and Responsibilities

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Organize for reduction of barriers for Instructional Team, Facilitate Leadership Team, Management of SIP Initiatives and Monitoring for effectiveness.

### Leadership Team Member #2

#### Employee's Name

Amy Santos

#### Position Title

Assistant Principal

#### Job Duties and Responsibilities

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Monitor Primary Literacy Initiative and Manage teacher PD SIP Initiatives

### **Leadership Team Member #3**

**Employee's Name**

Kurt Wyne

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Lead intermediate Science instructional practices and monitoring and provide PD focused on SIP initiatives.

### **Leadership Team Member #4**

**Employee's Name**

Courtney Peppers

**Position Title**

MTSS Coach

**Job Duties and Responsibilities**

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Monitor schoolwide data trends and work directly with teachers to identify scholars in need of extra support. Facilitate data PDs that enable the close monitoring of targeted scholars.

### **Leadership Team Member #5**

**Employee's Name**

Abigail Walsh

**Position Title**

Math Instructional Coach

**Job Duties and Responsibilities**

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Work with grade level teams to enact appropriate learning progressions to best meet the needs of scholars. In addition, work with targeted groups of scholars to provide an additional layer of support.

### **Leadership Team Member #6**

**Employee's Name**

Sharon Ditata

**Position Title**

ELA Instructional Coach

**Job Duties and Responsibilities**

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Work with grade level teams to enact appropriate learning progressions to best meet the needs of scholars. In addition, work with targeted groups of scholars to provide an additional layer of support.

## 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.*

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New Heights collects feedback from all stakeholders throughout the school year. Instructional and Support Team feedback is sought through the following formal venues: Staff Meetings, PLCs and Yearly site-based Surveys. Parental Feedback is sought through our annual Open House surveys as well as Data Night interviews.

### 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))

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SIP monitoring will occur using Progress Monitoring Cycle Data. In addition, bi-weekly walkthroughs will be conducted to monitor instructional practices with data being collected, monitored and shared in a formal PLC.



## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>73.7%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>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)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: B 2022-23: C* 2021-22: C 2020-21: 2019-20: C</b>

## 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	0	50	33	36	32	27	0	0	0	178
One or more suspensions	0	0	4	3	4	3	0	0	0	14
Course failure in English Language Arts (ELA)	0	0	0	1	1	0	0	0	0	2
Course failure in Math	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	17	25	37	0	0	0	79
Level 1 on statewide Math assessment	0	0	0	10	17	28	0	0	0	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### 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	0	2	4	12	21	20	0	0	0	59

#### 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	0	0	0	17	0	0	0	0	0	17
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

**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	7	6	28	28	32	21				122
One or more suspensions		2			4	1				7
Course failure in ELA		4	2	40	25	10				81
Course failure in Math		4	2	40	25	10				81
Level 1 on statewide ELA assessment				10	58	40				108
Level 1 on statewide Math assessment				11	52	38				101
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	14	23	26	18						101

**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		3	3	35	52	29				122

**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	3	2		13						18
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 CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	40			39	54	53	33	55	56
ELA Grade 3 Achievement **	38			34	54	53			
ELA Learning Gains	62						56		
ELA Learning Gains Lowest 25%	82						55		
Math Achievement *	51			45	61	59	36	51	50
Math Learning Gains	67						57		
Math Learning Gains Lowest 25%	75						45		
Science Achievement *	55			46	62	54	28	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	61			52	64	59	68		

\*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 (FPI) 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	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	525
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
58%	47%	47%	46%		43%	38%

\* 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	46%	No		
English Language Learners	61%	No		
Asian Students	66%	No		
Black/African American Students	45%	No		
Hispanic Students	61%	No		
Multiracial Students	78%	No		
White Students	60%	No		
Economically Disadvantaged Students	57%	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	13%	Yes	4	2
English Language Learners	52%	No		
Asian Students	65%	No		
Black/African American Students	23%	Yes	4	4
Hispanic Students	45%	No		
Multiracial Students	63%	No		
White Students	50%	No		
Economically Disadvantaged Students	46%	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	23%	Yes	3	1
English Language Learners	53%	No		
Native American Students				
Asian Students	58%	No		
Black/African American Students	28%	Yes	3	3
Hispanic Students	54%	No		
Multiracial Students	56%	No		
Pacific Islander Students				
White Students	41%	No		
Economically Disadvantaged Students	46%	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	40%	38%	62%	82%	51%	67%	75%	55%					61%
Students With Disabilities	20%	16%	55%	79%	29%	61%	86%	20%					
English Language Learners	45%	56%	61%	88%	58%	73%	84%	31%					55%
Asian Students	57%	70%	68%		76%	71%		55%					67%
Black/African American Students	19%	13%	49%	80%	30%	60%	72%	35%					
Hispanic Students	45%	46%	63%	83%	53%	73%	86%	47%					55%
Multiracial Students	77%		64%		86%	85%							
White Students	40%	35%	71%	91%	49%	63%		72%					
Economically Disadvantaged Students	38%	34%	65%	80%	49%	68%	76%	49%					52%

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	39%	34%			45%			46%					52%
Students With Disabilities	15%	7%			18%								
English Language Learners	42%	46%			60%			42%					69%
Asian Students	58%	62%			71%								67%
Black/African American Students	21%	16%			23%			33%					
Hispanic Students	37%	28%			48%			43%					69%
Multiracial Students	64%				62%								
White Students	47%	43%			52%			56%					
Economically Disadvantaged Students	37%	32%			44%			45%					71%

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	33%		56%	55%	36%	57%	45%	28%					68%
Students With Disabilities	13%		30%		21%	45%		8%					
English Language Learners	27%		77%		37%	81%	62%	22%					68%
Native American Students													
Asian Students	41%		57%		59%	61%		53%					74%
Black/African American Students	20%		39%	24%	20%	45%	40%	5%					
Hispanic Students	45%		65%		35%	70%	58%	33%					69%
Multiracial Students	32%		55%		47%	91%							
Pacific Islander Students													
White Students	30%		69%		39%	46%		19%					
Economically Disadvantaged Students	29%		54%	50%	35%	58%	43%	29%					68%

## 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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

### 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?

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New Heights showed considerable improvement in the Gains Category (L25 and General) for BOTH Math and ELA. We believe this was due to a consistent monitoring of scholar's response to instruction as well as adjustments to how data was shared and communicated with ALL stakeholders in a clear and meaningful way.

##### Lowest Performance

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

---

The lowest data component for New Heights was our ELA proficiency performance (BOTH overall and G3). While our percentage increased minimally it is still far below expectations for OUR scholars.

##### Greatest Decline

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

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New Heights did not report ANY categories showing a decline for the 2023-24 SY

##### 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.

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The greatest gap in performance reported this year was in our ELA proficiencies. We believe this gap exists because instruction lacks in a clear progression of cognitive development that would increase scholar's responsibility for working at the applying stage of learning.

##### EWS Areas of Concern

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

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Attendance is of major concern of in our schoolwide data due to an average daily attendance of <90%

##### Highest Priorities

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

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1. ELA Proficiency
2. Sustain growth percentages with small increases



## 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 Benchmark-aligned instruction

#### 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.

---

Focusing on Instructional practices with a lens on clearly identifying Learning Targets with aligned Success Criteria will improve classroom instructional clarity. This clarity will allow teachers to better articulate learning goals for scholars. In addition, it will help with increasing scholar's accessing content at an Applying level.

#### 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.

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ELA proficiency % will increase to 50% overall and 45% in Grade 3.

#### 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.

---

Data monitoring will include PM Cycle data for summative monitoring as well as walkthroughs by leadership team focused on the following areas:

- Is INSTRUCTION on grade level
- Level of ACTIVE engagement
- Is instruction meaningful or important to scholars

#### Person responsible for monitoring outcome

Chris Boulanger

#### 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:

## Professional Learning Communities

**Rationale:**

Professional Learning Communities will provide a structured environment where teachers can discuss strategies for teaching content to scholars in a systematic and purposeful way.

**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**

Facilitated Learning Progression

**Person Monitoring:**

Instructional Coaches

**By When/Frequency:**

Weekly

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

Instructional coaches will facilitate PD that supports logical ordering of instruction with learning targets and clear success criteria for each lesson. This will be monitored through weekly walkthrough data collection as well as scholar response to instruction.

**Action Step #2**

Small Group Instruction Development

**Person Monitoring:**

Instructional Coaches

**By When/Frequency:**

Weekly

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

Instructional coaches will work with classroom teachers on developing small group, core support, instruction targeted at working with struggling scholars ON GRADE LEVEL to better understand the content.

**Area of Focus #2**

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

**Instructional Practice specifically relating to ELA required by RAISE (specific questions)****Grades K-2: Instructional Practice specifically relating to Reading/ELA**

As teachers become more skilled in this strategy, they will see remarkable changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. A classroom of scholars identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated

### **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.

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Scholars in grade K-5 need a strong foundational understanding of Reading Strategies. Scholars in grade K are showing potential as >50% are performing at or above the 40th%ile within their grade level. However, scholars in grades 1 and 2 are showing that >50% are not reaching the 40th%ile within their grade level strand.

### **Grades 3-5: Instructional Practice specifically related to Reading/ELA**

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As teachers become more skilled in this strategy, they will see remarkable changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. A classroom of scholars identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated

### **Grades K-2: Measurable Outcome(s)**

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>50% of scholars in grades K-2 will perform at the 40th%ile or higher on the EOY ELA Common Assessment.

### **Grades 3-5: Measurable Outcome(s)**

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>45% of scholars will perform at a level 3 or higher.  
>50% of all scholars in G3-G5 will perform at a level 3 or higher.

### **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.

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Monitoring progress will occur within 3 different areas. First, classroom teachers will be monitoring their scholars progress within their classroom. Second, PLC meetings will be scheduled to review scholar progress on a monthly schedule. Third, administration will review scholar performance data during each progress monitoring period as well as weekly walk-throughs monitoring implementation of PLC strategies.

### **Person responsible for monitoring outcome**

Chris Boulanger

### **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:**

- Identifying critical content -Teacher clarity -Cognitive Engagement with Content

**Rationale:**

As teachers become more skilled in this strategy, they will see remarkable changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. A classroom of scholars identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated.

**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**

Connection of standards

**Person Monitoring:**

Sharon Ditata

**By When/Frequency:**

Weekly

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

Continue to deepen understanding of the vertical progression and standards design in order to understand what students are expected to master.

**Action Step #2**

Purposeful planning of learning targets for increased clarity

**Person Monitoring:**

Sharon Ditata

**By When/Frequency:**

Weekly

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

Purposefully combine/stack standards and benchmarks to support learning so that a benchmark is spotlighted and supporting benchmarks (such as ELA Expectations) that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted benchmark.

**Area of Focus #3**

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

**ESSA Subgroups specifically relating to Black/African American Students (BLK)**

**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.

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Student performance data collected from common assessments as well as observationally indicates a need for increased focused on our Black and African American subgroup. Although schoolwide trend data shows an overall student proficiency performance below 50%, our African American subgroup was consistently below the school average in each grade level. Although ESSA trend data has indicated that this subgroup increased their Federal Index points by 22% percent YOY to 45%, there is still a gap in performance that justifies a focus on African American scholars.

### **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.

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For the 2023-24 school year, African American scholars showed a 19% proficiency rate in ELA and 30% proficiency rate in Math. For the 2024-25 school year New Heights scholars in the African American subgroup will perform at a 50% proficiency rate in both ELA and Math.

### **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.

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This area will be monitored within New Heights weekly PLC meetings as scholar data on state Progress Monitoring cycles and subject area Module and Unit assessments.

### **Person responsible for monitoring outcome**

Chris Boulanger

### **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:**

Grade Level PLCs regarding scholar data with a focus on African American subgroups.

#### **Rationale:**

Discussing scholar data and progress allows all stakeholders to identify areas of weakness and how to best address each scholar's needs within the classroom.

#### **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**

Scholar data will be shared and reviewed by teachers in August PLC meetings as well as ongoing data as it becomes available.

**Person Monitoring:**

Courtney Peppers

**By When/Frequency:**

Monthly

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

Teachers will be given data of their scholars and set targets based on information and performance from previous school year.

**IV. Positive Culture and 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.

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New Heights Area of Focus for Culture and Environment will be focused on attendance. Our attendance rates (<90% daily) are outside of an acceptable range which is preventing key stakeholders from receiving consistent instruction.

**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.

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New Heights will increase their Daily average attendance rate to 92% by the end of the 24-25 SY

**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.

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Daily monitoring of scholar attendance and bi-weekly CST meetings.

**Person responsible for monitoring outcome**

Amy Santos

**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:**

Reporting of individual classroom attendance rates in a consistent format along with increasing level of communication with scholars struggling to attend school consistently and on-time.

**Rationale:**

Increasing awareness schoolwide of scholar attendance concerns will increase the number of invested stakeholders in eliminating the problem.

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Weekly Attendance Reporting

**Person Monitoring:**

Amy Santos

**By When/Frequency:**

Weekly

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

Weekly classroom reports of daily average attendance will be shared with staff along with names of scholars who are struggling to meet schoolwide attendance expectations.

**Action Step #2**

Daily Communication with Absent scholars

**Person Monitoring:**

Kurt Wyne

**By When/Frequency:**

Daily

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

Front office team will contact absent scholars directly with "check-in" support calls in an effort to connect with families and identify barriers.

## 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.

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<https://www.pcsb.org/newheights-es>

#### 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))

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<https://www.pcsb.org/newheights-es>

#### 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))

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New Heights will strengthen the academic program through the use of consistent and focused PLC meetings with grade level teams. In addition, New Heights' Instructional Leadership Team will meet weekly to review areas of focus and feedback for continued instructional improvement.

#### 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

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or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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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))

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The scholar support team plays works closely with New Heights ILT to Target scholars in need of additional support. This support focuses on scholar need and uses scholar, family and team feedback.

#### 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))

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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)).

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New Heights utilizes Class Dojo as a Tier I classroom management. During our SBLT meetings scholar behavior data is discussed along with its connection to academic progress. Teachers are then brought into the discussion to develop a Tier 2 plan where interventions are chosen and monitored. If further intervention is deemed necessary, the behavior team initiates a formal FBA will be initiated.

#### 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)).

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The New Heights instructional team participates in weekly PLC meetings facilitated by administration and instructional coaches. These meetings focus on scholar performance and instructional strategies to apply within each lesson.

#### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early

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childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

New Heights Elementary participates in PCSB PELI initiative in an effort to increase instructional rigor within classroom.

## 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.

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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).

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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