NEW HEIGHTS ELEMENTARY SCHOOL

2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At New Heights Elementary, guided by the spirit of "I am because we are," we cultivate a vibrant, inclusive community where every diverse learner is celebrated, supported, and empowered to reach their unique potential. We are deeply committed to fostering strong connections with our families and the wider community, believing that these partnerships are essential for nurturing academic excellence, social-emotional growth, and a profound sense of belonging. Through collaboration and mutual respect, we prepare compassionate, lifelong learners to thrive.

Provide the school's vision statement

To inspire a generation of collaborative, compassionate leaders who, rooted in the strength of our diverse community, build a brighter, more equitable tomorrow.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Leadership Team Member #1

Employee's Name
Chris Boulanger

boulangerc@pcsb.org

Position Title
Principal

Job Duties and Responsibilities

Facilitate the overall direction of the school.

Leadership Team Member #2

Employee's Name
Amy Santos

santosam@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Work closely with principal to ensure overall function of school.

Leadership Team Member #3

Employee's Name
Courtney Peppers

peppersco@pcsb.org

Position Title
MTSS Instructional Coach

Job Duties and Responsibilities

Monitor and analyze schoolwide data and provide feedback to leadership team and classroom teachers.

Leadership Team Member #4

Employee's Name
Sharon Ditata

ditatas@pcsb.org

Position Title
ELA Instructional Coach

Job Duties and Responsibilities

Monitor planning and implementation of ELA curriculum throughout school. Working with Leadership Team to ensure scholars are receiving a high level of instruction during their ELA block.

Leadership Team Member #5

Employee's Name
Abigail Walsh

walshab@pcsb.org

Position Title
Math Instructional Coach

Job Duties and Responsibilities

Monitor planning and implementation of Math curriculum throughout school. Working with Leadership Team to ensure scholars are receiving a high level of instruction during their Math block.

2. Stakeholder Involvement

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

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

At New Heights Elementary, our commitment to continuous improvement and responsiveness to our diverse school community is woven into the fabric of our decision-making processes. We prioritize consistent and frequent opportunities for feedback and voice from all stakeholders, ensuring that our practices are informed by real-time data and community perspectives.
Here's how we achieve this:

- **Consistent and Frequent Meetings with Instructional Teams:**
    - Our instructional leadership teams (ILTs) and professional learning communities (PLCs) meet regularly – often weekly or bi-weekly – to analyze student progress, discuss instructional strategies, and refine teaching practices.
    - These meetings serve as vital feedback loops, where teachers share successes, discuss challenges, and collectively develop solutions to enhance learning outcomes for all scholars.
    - The focus is on collaborative problem-solving, aligning instructional approaches with school-wide goals, and ensuring that professional development is responsive to identified needs.
- **Utilizing Walkthrough Trend Data for Informed Decision-Making:**
    - Administrators and instructional leaders conduct regular, non-evaluative classroom walkthroughs. These brief, focused observations help us gather real-time insights into instructional practices, student engagement, and classroom environment.
    - **Walkthrough trend data** is systematically collected and analyzed to identify patterns and areas of strength or areas needing refinement across grade levels or specific instructional areas.

- This aggregated data informs discussions in ILTs and PLCs, guiding professional development topics, resource allocation, and strategic planning to address school-wide instructional priorities.
- **Leveraging Scholar Performance Data:**
  - **Scholar performance data** (e.g., benchmark assessments, common formative assessments, standardized test results, progress monitoring data) is regularly disaggregated and reviewed by instructional teams, grade levels, and leadership.
  - This data helps us identify individual student strengths and areas for growth, inform differentiated instruction, and tailor interventions to meet specific learning needs.
  - At a broader level, performance data helps us evaluate the effectiveness of programs and initiatives, ensuring that our curriculum and teaching methodologies are yielding desired results for all diverse learners. It informs adjustments to curriculum pacing, instructional materials, and support systems.
- **Amplifying Parent and Community Voice:**
  - We actively seek feedback from our parent community through various formal and informal channels to ensure their perspectives shape school decisions.
  - **Parent survey results** are collected annually and analyzed to gauge satisfaction, identify areas for improvement in communication, school climate, academic support, and community engagement. The results directly inform school improvement plans and strategic initiatives.
  - **Informal discussions in various formats** are crucial for building relationships and truly understanding parent perspectives. This includes:
    - **Parent-Teacher Conferences:** Dedicated time for individualized feedback and collaborative goal setting.
    - **Community Forums/Town Halls:** Open sessions where parents can voice concerns, ask questions, and offer suggestions on broader school topics.
    - **School Advisory Councils/Committees:** Structured groups where parents can take on leadership roles and contribute to policy and program development.
    - **Casual Conversations:** Encouraging open dialogue during drop-off/pick-up, school events, and volunteer opportunities.
    - **Digital Platforms:** Utilizing school communication apps or social media groups to gather quick feedback and facilitate ongoing dialogue.

By consistently gathering and analyzing this multi-faceted data – from instructional practices and student performance to the invaluable insights from our school community – New Heights Elementary ensures that our decisions are evidence-based, responsive, and truly reflective of our commitment to every child's success, in line with our guiding principle of "I am because we are."

3. SIP Monitoring

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

At New Heights Elementary, our School Improvement Plan (SIP) is a dynamic, living document that drives our continuous improvement efforts. We employ a robust, data-driven system for its regular monitoring and evaluation, ensuring effective implementation and measurable impact on increasing student achievement, especially for those students with the greatest achievement gaps, in alignment with state academic standards (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Monitoring for Effective Implementation and Impact:

1. Continuous Data Analysis and Review Cycles:
    - Weekly Instructional Team Meetings: Our instructional teams (PLCs, grade-level teams) meet consistently to review progress towards SIP goals. These meetings involve deep dives into scholar performance data, disaggregated by subgroups (e.g., socio-economic status, exceptional student education, English language learners, race/ethnicity) to specifically identify and address achievement gaps.
    - Monthly Leadership Team Review: The school leadership team, including the principal, assistant principal, and instructional coaches, conducts monthly reviews of SIP progress. This involves analyzing walkthrough trend data to assess the fidelity of implementation of instructional strategies outlined in the SIP. For example, if a SIP goal is to increase student engagement through collaborative learning, walkthrough data would track instances of collaborative activities and student participation.
    - Quarterly SIP Deep Dives: On a quarterly basis, the entire faculty and staff engage in more comprehensive SIP review sessions. These sessions involve presenting aggregated data, discussing instructional successes and challenges, and collaboratively problem-solving. This ensures that everyone is aware of progress and contributes to solutions.
2. Focus on Achievement Gap Closure:
    - All data analysis and monitoring specifically prioritize the progress of students with the greatest achievement gaps. This means disaggregating all scholar performance data (e.g., formative assessments, summative assessments, progress monitoring results from specific interventions like i-Ready or FAST, classroom assessments) by relevant subgroups.
    - Intervention efficacy for targeted student groups is a key focus. If data reveals that specific interventions are not effectively closing gaps, adjustments are immediately

discussed and implemented.

- Walkthroughs specifically look for equitable access to rigorous instruction and support for all learners, particularly those identified with gaps.

3. Instructional Feedback Loops:

- Walkthrough Trend Data: As mentioned, aggregated walkthrough trend data provides insights into the implementation of SIP strategies. This data is regularly shared with instructional teams to provide targeted feedback, identify professional development needs, and ensure consistency in high-impact instructional practices.
- Teacher Feedback: Regular check-ins and surveys are conducted with teachers to gather their qualitative feedback on the SIP's implementation, perceived effectiveness of strategies, and any barriers encountered. This input is crucial for understanding the "on-the-ground" reality of the plan.

Revising the Plan with Stakeholder Feedback for Continuous Improvement:

New Heights Elementary is committed to a continuous improvement model, recognizing that the SIP is a living document that must adapt to evolving student needs and emerging best practices. Revisions are a direct outcome of robust stakeholder feedback and data analysis:

1. Structured Stakeholder Review Cycles:

- School Advisory Council (SAC) Meetings: The SAC, comprising parents, teachers, administrators, and community members, is central to SIP revision. The SIP's progress, data analyses (including walkthrough trend data and scholar performance data), and proposed adjustments are regular agenda items. The SAC provides formal recommendations for revisions, ensuring broad community input.
- Parent and Family Engagement:
  - Parent survey results are meticulously reviewed at least annually to identify patterns in parent perceptions of school effectiveness, communication, and support for student learning. Areas of concern or success highlighted by surveys directly inform potential SIP adjustments related to family engagement or school climate.
  - Informal discussions in various formats, such as principal coffees, parent workshops, community forums, and dedicated time during school events, serve as crucial ongoing feedback channels. The insights and concerns gathered from these discussions are documented and brought to the attention of the leadership team and SAC for consideration in SIP revisions. For example, if recurring informal feedback suggests a need for more support in a particular academic area, the SIP might be revised to include targeted professional development for teachers or new resources for students in that area.
- Teacher and Staff Feedback: Beyond the formal instructional team meetings, staff-wide surveys, anonymous suggestion boxes, and dedicated professional development

sessions provide avenues for teachers and school staff to offer candid feedback on the SIP. Their practical experiences are invaluable in identifying what is working well and what needs to be changed.

- Student Voice (as appropriate for elementary): While formal student representation on the SAC might be limited at the elementary level, student voice is gathered through classroom surveys, student-teacher conferences, and informal discussions, particularly regarding school climate and learning experiences. Their perspectives are considered when evaluating the impact of strategies on their engagement and well-being.

2. Data-Driven Revisions:
   - All stakeholder feedback is synthesized and cross-referenced with quantitative data from walkthrough trend data and scholar performance data. For instance, if parent surveys indicate concerns about math achievement, this would be validated and further explored by disaggregated math performance data for specific student groups.
   - If SIP strategies are not yielding the desired progress in closing achievement gaps, the plan is promptly revised. This might involve:
     - Adjusting specific action steps or interventions.
     - Reallocating resources to support more effective strategies.
     - Providing targeted professional development for staff.
     - Revising timelines or accountability measures.
     - Adding new strategies based on emerging best practices.

3. Annual Comprehensive Review and Approval:
   - The SIP is formally reviewed and updated annually by the school leadership team in collaboration with the SAC. This comprehensive review incorporates all monitoring data, stakeholder feedback, and any new state or district priorities.
   - The revised SIP is then presented to the district for approval, ensuring alignment with broader educational goals and compliance with federal regulations like ESEA Section 1114(b)(3).

Through this continuous cycle of implementation, rigorous monitoring, data analysis, and responsive revision driven by comprehensive stakeholder input, New Heights Elementary ensures that our SIP remains a powerful tool for continuously improving student achievement and fostering an equitable learning environment where every child can meet and exceed state academic standards.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: B** **2022-23: C** **2021-22: C** **2020-21: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	53	78	106	103	94	108	0	0	0	542
Absent 10% or more school days	1	28	41	40	30	32	0	0	0	172
One or more suspensions	0	1	0	0	2	2	0	0	0	5
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	1	0	0	0	1
Level 1 on statewide ELA assessment	0	1	29	38	23	0	0	0	0	91
Level 1 on statewide Math assessment	1	11	22	29	13	18	0	0	0	94
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	1	12	16	0	0	0	0	0	29
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	5	15	13	7	0	0	0	0	40

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	8	11	24	17	28	0	0	0	89

Current Year 2025-26

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		50	33	36	32	27				178
One or more suspensions			4	3	4	3				14
Course failure in English Language Arts (ELA)				1	1					2
Course failure in Math				1						1
Level 1 on statewide ELA assessment				17	25	37				79
Level 1 on statewide Math assessment				10	17	28				55
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
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		2	4	12	21	20				59

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				17						17
Students retained two or more times				1						1

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	57	64	59	40	61	57	39	54	53
Grade 3 ELA Achievement	71	67	59	38	63	58	34	54	53
ELA Learning Gains	67	62	60	62	64	60			
ELA Lowest 25th Percentile	85	59	56	82	62	57			
Math Achievement*	65	69	64	51	66	62	45	61	59
Math Learning Gains	68	67	63	67	68	62			
Math Lowest 25th Percentile	69	56	51	75	58	52			
Science Achievement	57	70	58	55	69	57	46	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	54	67	63	55	65	61	52	64	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	593
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
66%	58%	47%	47%	46%		43%

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

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

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	52%	No		
English Language Learners	70%	No		
Asian Students	75%	No		
Black/African American Students	55%	No		
Hispanic Students	66%	No		
Multiracial Students	75%	No		
White Students	74%	No		
Economically Disadvantaged Students	65%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	57%	71%	67%	85%	65%	68%	69%	57%					54%
Students With Disabilities	41%	60%	59%	85%	40%	55%	63%	14%					
English Language Learners	68%	79%	73%	83%	66%	67%	71%	70%					54%
Asian Students	69%	70%	78%		78%	70%		83%					
Black/African American Students	35%	45%	56%	87%	52%	70%	72%	23%					
Hispanic Students	63%	71%	68%	76%	62%	63%	65%	67%					55%
Multiracial Students	78%		69%		76%	75%							
White Students	64%	92%	73%	91%	71%	72%	70%	60%					
Economically Disadvantaged Students	55%	70%	65%	83%	64%	68%	68%	58%					53%

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%					55%
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%	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%

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.

		2024-25 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	67%	65%	2%	57%	10%
ELA	4	47%	62%	-15%	56%	-9%
ELA	5	48%	61%	-13%	56%	-8%
Math	3	63%	68%	-5%	63%	0%
Math	4	71%	68%	3%	62%	9%
Math	5	51%	65%	-14%	57%	-6%
Science	5	55%	67%	-12%	55%	0%

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?

The data component that showed the most improvement YOY was our Proficiency rate in Third Grade. New Heights went from 38% Proficient in the 2024 SY to 71% proficient in this current school year. Factors influencing this increase include:
- There has been a continued investment in building scholars' foundational reading skills in the primary grade levels through the work of the PELI program.
- New Heights added a focus on incorporating Retrieval Practice into daily instruction.
- Coaching resources were allocated to better meet scholars' needs and ensure a higher level of instruction was given more consistently.

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 data component that showed the lowest performance was both Overall ELA Proficiency and Science Proficiency. When reflecting on why those components were performing lower than other components, we believe that a lack of consistent opportunities for scholars to engage in productive struggle had an influence. In addition, we saw a lagging in scholars' opportunities to develop their own thinking and read grade level text independently. With that, New Heights is continuing to trend in a positive direction. Proficiency scores for both ELA and Science increased to their historical highest rates.

Greatest Decline

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

The data component that showed the greatest decline was our Math L25 Gains which dropped from 75% in 23-24 to 66% in 24-25. We believe that a lack of teacher capacity to work with scholars struggling far below grade level contributed to the decline. Teachers have grown tremendously when referring to their grade level instruction but still struggle to effectively meet scholars needs that are severly struggling.

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.

The data component had the greatest gap when compared to the state average was Fifth Grade Math Proficiency. Contributing factors include:

- Time allocation within Math block
    - Consistent and effective remediation of Math skills
- Scholar's level of understanding was broad and hard to efficiently meet their needs

EWS Areas of Concern

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

Two potential areas of concern include:

- Number of scholars showing a substantial deficiency in ELA in both Second and Third grades
- Number of scholars that are attending school below the 90% threshold.

Highest Priorities

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

For the 25-26 SY New Heights Highest Priorities will be:

1. Overall, ELA Proficiency
    - Third Grade ELA Proficiency
2. Math L25 Gains
3. Achievement Gap with AA and SWD subgroups
4. Increase schoolwide attendance

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, Collaborative Planning, ELA, ELA required by RAISE (specific questions), Professional Learning, Professional Learning Communities

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

As teachers become more adept at Collaborative Planning and increase their Clarity in regard to the BEST ELA standards, scholars will be able to better connect with the content being taught which has a direct impact on both Proficiency Rates and Gains in ELA.

Grades K-2: Instructional Practice specifically relating to Reading/ELA
No Answer Entered

Grades 3-5: Instructional Practice specifically related to Reading/ELA
Teacher clarity of content through planning is paramount to scholar understanding of instruction

Grades K-2: Measurable Outcome(s)
No Answer Entered

Grades 3-5: Measurable Outcome(s)

Scholar goals for the 25-26 SY are:
ELA G3 Proficiency: (PY-71%) 55%
ELA Overall Proficiency: (PY - 57%) 56%
ELA Gains: (PY-67%) 65%
ELA L25 Gains: (PY-85%) 75%

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

Monitoring for Impact:
Comprehensive Scholar Performance Baseline and Ongoing Tracking:

- o **Leveraging Prior and Current Assessment Data:**
  - **Baseline Establishment:** Utilize the **previous year's PM3 (Progress Monitoring 3) assessment results** as a robust indicator of scholar achievement at the end of the prior academic year. This data will serve as a critical baseline, highlighting areas of strength and areas needing significant focus.
  - **Current Year Starting Point:** Combine the PM3 results with the **current school year's PM1 (Progress Monitoring 1) assessment results**. This combination provides a holistic and immediate picture of where scholars are starting the new academic year, identifying any summer slide or significant gains.
  - **Individual Scholar Profiles:** Create individual scholar profiles that aggregate this data, allowing teachers and PLCs to quickly identify learning gaps and target interventions.
- o **Key Performance Indicators Tracking**
  - **Regular Data Collection:** Implement systematic and consistent data collection for all relevant data points, including:
  - Percentage of scholars meeting or exceeding grade-level expectations on PM assessments.
  - Average scaled scores/proficiency levels on PM assessment
  - Growth rates of individual scholars and cohorts.
  - Completion rates of classroom performance tasks.
  - Module assessment scores.
  - Attendance and engagement data.

Professional Learning Communities (PLCs) as Core Monitoring Hubs:

o **Structured Data Discussions:** PLCs will be mandated to meet regularly (e.g., weekly) with a specific focus on analyzing scholar data.

o **Deep Dive into Classroom Performance Tasks:** Teachers will bring **scholar classroom performance tasks** to PLC meetings for collaborative scoring, analysis of common misconceptions, identification of effective instructional strategies, and differentiation for individual scholar needs.

o **Module Assessment Data Analysis: Module assessment data** will be thoroughly reviewed in PLCs to track immediate response to current instruction. This will involve:
  - Identifying specific learning objectives where scholars are struggling.
  - Analyzing patterns in errors to pinpoint instructional gap
  - Collaboratively planning targeted re-teaching, interventions, or enrichment activities
  - Tracking the impact of these instructional adjustments on subsequent performance.

o **Response to Instruction (RTI) Integration:** PLC discussions will directly inform RTI tiers and intervention strategies based on observed scholar performance.

Administrative Walkthrough Trend Data for Instructional Alignment and Support:

o **Systematic Walkthroughs:** Administration will conduct regular, focused classroom walkthroughs with specific look-fors aligned with instructional best practices and the school's curriculum goals.

o **Trend Analysis: Walkthrough trend data** will be systematically collected, aggregated, and

analyzed. This data will focus on:

- Observed instructional strategies (e.g., differentiated instruction, formative assessment use, student engagement techniques).
- Alignment of instruction with curriculum and learning objectives.
- Classroom environment and management.

o   **Feedback and Professional Development:** Trends identified through walkthroughs will inform targeted professional development, coaching cycles, and resource allocation to support teachers in improving instructional delivery and, consequently, scholar performance.

o   **Integration with PLC Discussions:** Walkthrough trends will be shared with PLCs to foster a school-wide understanding of instructional strengths and areas for growth, linking observed practices to scholar outcomes.

·   **Data Analysis and Interpretation:**

o   **Trend Analysis:** Analyze data over time (PMs, module assessments, performance tasks, walkthroughs) to identify patterns, emerging issues, and areas requiring further attention across different cohorts and demographics.

o   **Comparative Analysis:** Compare performance against targets, benchmarks, and historical data.

o   **Root Cause Analysis:** When deviations from desired outcomes occur, conduct root cause analysis collaboratively with PLCs and leadership to understand underlying factors (e.g., curriculum gaps, instructional delivery, specific scholar needs).

Person responsible for monitoring outcome
Chris Boulanger

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Cognitive Engagement with Content (PCS 5 Essentials) Write to Learn (PCS 5 Essentials) Teach students to use writing for a variety of purposes

Rationale:
Research consistently demonstrates the indelible link between writing, thinking, and reading. Writing acts as the primary key, unlocking deeper engagement with texts and concepts. Studies across all grade levels and subjects (English, social studies, science, math) confirm that when students write about what they've read or been taught, their reading comprehension and learning are significantly enhanced. This process, known as retrieval practice, solidifies information in long-term memory. Ultimately, teaching writing about content is teaching critical thinking, often yielding greater benefits than discussions, projects, or group work.

Tier of Evidence-based Intervention:

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

Description of Intervention #2:
Identifying critical content Teacher clarity

Rationale:
When teachers become more skilled in this approach, they'll witness students transform into more effective learners. Students will gain the power to discern crucial information and grasp how new concepts connect and deepen over time. In such a classroom, students aren't just meeting standards; they're actively engaging with knowledge, appreciating its complexity as their understanding evolves.

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Vertical Progression Clarity

Person Monitoring:	**By When/Frequency:**
Sharon Ditata	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 scholars are expected to master within each grade levels strands.

Action Step #2
Daily Retrieval Practice

Person Monitoring:	**By When/Frequency:**
Sharon Ditata	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Plan for daily retrieval practice opportunities designed to ensure scholar understanding of previously taught content.

Action Step #3
Effective planning for Writing Instruction

Person Monitoring:	**By When/Frequency:**
Sharon Ditata	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide clear, direct, and explicit instruction in writing.

Action Step #4
Writing Mechanics

Person Monitoring:	**By When/Frequency:**
Sharon Ditata	Weekly

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

Teach sentence-level activities to develop knowledge and analytical abilities while simultaneously enabling students to learn the mechanics of sentence construction.

Area of Focus #2

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

Instructional Practice specifically relating to Differentiation, Intervention, Math

Area of Focus Description and Rationale

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

New Heights scholars have shown an increased range of abilities within their grade level. Building teacher capacity with differentiation and intervention as well as clarity of benchmark standards will increase scholar understanding and narrow the ability gap.

Measurable Outcome

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

PY Proficiency Rates
Overall - 65%

PY Learning Gains
Overall - 68%
L25 - 69%

For the 2025-26 SY New Heights is looking to stabilize our Proficiency and Gains rates. The following percentages are our goals for the EOY PM3 FAST Assessment:
Proficiency
Overall - 60%
Gains
Overall - 70%
L25 - 75%

Monitoring

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

Monitoring for Impact:
Comprehensive Scholar Performance Baseline and Ongoing Tracking:
o   **Leveraging Prior and Current Assessment Data:**

- **Baseline Establishment:** Utilize the **previous year's PM3 (Progress Monitoring 3) assessment results** as a robust indicator of scholar achievement at the end of the prior academic year. This data will serve as a critical baseline, highlighting areas of strength and areas needing significant focus.
- **Current Year Starting Point:** Combine the PM3 results with the **current school year's PM1 (Progress Monitoring 1) assessment results**. This combination provides a holistic and immediate picture of where scholars are starting the new academic year, identifying any summer slide or significant gains.
- **Individual Scholar Profiles:** Create individual scholar profiles that aggregate this data, allowing teachers and PLCs to quickly identify learning gaps and target interventions.

o **Key Performance Indicators Tracking**

- **Regular Data Collection:** Implement systematic and consistent data collection for all relevant data points, including:
- Percentage of scholars meeting or exceeding grade-level expectations on PM assessments.
- Average scaled scores/proficiency levels on PM assessment
- Growth rates of individual scholars and cohorts.
- Completion rates of classroom performance tasks.
- Module assessment scores.
- Attendance and engagement data.

Professional Learning Communities (PLCs) as Core Monitoring Hubs:

o **Structured Data Discussions:** PLCs will be mandated to meet regularly (e.g., weekly) with a specific focus on analyzing scholar data.

o **Deep Dive into Classroom Performance Tasks:** Teachers will bring **scholar classroom performance tasks** to PLC meetings for collaborative scoring, analysis of common misconceptions, identification of effective instructional strategies, and differentiation for individual scholar needs.

o **Module Assessment Data Analysis: Module assessment data** will be thoroughly reviewed in PLCs to track immediate response to current instruction. This will involve:

- Identifying specific learning objectives where scholars are struggling.
- Analyzing patterns in errors to pinpoint instructional gap
- Collaboratively planning targeted re-teaching, interventions, or enrichment activities
- Tracking the impact of these instructional adjustments on subsequent performance.

o **Response to Instruction (RTI) Integration:** PLC discussions will directly inform RTI tiers and intervention strategies based on observed scholar performance.

Administrative Walkthrough Trend Data for Instructional Alignment and Support:

o **Systematic Walkthroughs:** Administration will conduct regular, focused classroom walkthroughs with specific look-fors aligned with instructional best practices and the school's curriculum goals.

o **Trend Analysis: Walkthrough trend data** will be systematically collected, aggregated, and analyzed. This data will focus on:

- Observed instructional strategies (e.g., differentiated instruction, formative assessment use, student engagement techniques).
- Alignment of instruction with curriculum and learning objectives.
- Classroom environment and management.

o **Feedback and Professional Development:** Trends identified through walkthroughs will inform targeted professional development, coaching cycles, and resource allocation to support teachers in improving instructional delivery and, consequently, scholar performance.

o **Integration with PLC Discussions:** Walkthrough trends will be shared with PLCs to foster a school-wide understanding of instructional strengths and areas for growth, linking observed practices to scholar outcomes.

· **Data Analysis and Interpretation:**

o **Trend Analysis:** Analyze data over time (PMs, module assessments, performance tasks, walkthroughs) to identify patterns, emerging issues, and areas requiring further attention across different cohorts and demographics.

o **Comparative Analysis:** Compare performance against targets, benchmarks, and historical data.

o **Root Cause Analysis:** When deviations from desired outcomes occur, conduct root cause analysis collaboratively with PLCs and leadership to understand underlying factors (e.g., curriculum gaps, instructional delivery, specific scholar needs).

Person responsible for monitoring outcome
Chris Boulanger

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

Description of Intervention #1:
Build procedural fluency from conceptual understanding

Rationale:
Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.

Tier of Evidence-based Intervention:

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

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

Action Step #1

Core Support

Person Monitoring:
Abby Walsh

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensure instructional supports are in place for all students during core instruction and intervention, based on data, including supports for students with exceptional needs, English language supports, as well as extensions/more advanced tasks for students above benchmark.

Action Step #2
Daily Retrieval Practice

Person Monitoring:
Abby Walsh

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Plan for daily retrieval practice opportunities designed to ensure scholar understanding of previously taught content.

Area of Focus #3

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/African American Students (BLK)

Area of Focus Description and Rationale

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

Increasing our level of focus on scholar performance in both OUR ESE and African American subgroups will have a direct impact on our overall level of instruction to better meet individual scholar needs.

Measurable Outcome

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

PY Data
ESE FI - 52
AA FI - 55

Goals for Current SY
ESE FI - 55
AA FI - 60

Monitoring

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

Working within our current structures of monitoring identified in previous goal areas, New Heights will intentionally aggregate and report data from each of these subgroups separate from the overall data being looked at.

Person responsible for monitoring outcome
Chris Boulanger

Evidence-based Intervention:

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

Description of Intervention #1:
Increasing scholars' opportunity to Retrieve and apply previously taught content on a daily basis will help ensure understanding is concrete and ability to apply with assessed is increased.

Rationale:
Scholars being presented with activities that force them retrieve and apply previously taught concepts will better solidify understanding as well as allow for scholars to access new, connected content as it is taught.

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

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

Action Step #1
Daily Retrieval Practice

Person Monitoring: **By When/Frequency:**
Amy Santos   Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Scholars will be presented with daily retrieval practice opportunities to review previously learned content and ensure a solid understanding is present.

Area of Focus #4

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

specifically relating to

Area of Focus Description and Rationale

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

No Answer Entered

Measurable Outcome

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

No Answer Entered

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

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

Action Step #1

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

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

Area of Focus #5

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

specifically relating to

Area of Focus Description and Rationale

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

No Answer Entered

Measurable Outcome

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

No Answer Entered

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

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

Action Step #1

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

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

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Scholar attendance is a key indicator of success. When looking at historical data, scholars attending school with less than a 10% absence rate falls in the 60% range. Although scholar performance is increasing, this high of an absentee rate will be counterproductive and make it difficult to continue to make gains.

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.

PY Avg. % of Scholars ATTENDING >90% of school days: 63.2%
PY Avg. % of Scholars MISSING >20% of school days: 15.6%

Current School Year GOALS
Avg. % of Scholars ATTENDING >90% of school days: 75%
Avg. % of Scholars MISSING >20% of school days: 9%

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.

New Heights Child Study team will meet regularly to identify scholar attendance issues as well as formulates to engage families and increase scholar attendance. In addition. Attendance will be monitored and discussed within PLC and Staff Meetings to ensure ALL stakeholders are engaged.

Person responsible for monitoring outcome
Amy Santos

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Identify Scholars in need of monitoring.

Person Monitoring:	**By When/Frequency:**
Amy Bluett	Weekly

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

PY attendance records will be utilized to identify scholars in need of immediate engagement and connection. Scholars will be added throughout the year as needed.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

Disseminating the School Improvement Plan (SIP), UniSIG budget, and School-Wide Plan (SWP) to everyone involved – students, families, staff, and local community – means making sure everyone knows what our school's goals are, how we're spending money, and what our overall plan is for success.

_____

How We'll Share the Information (Methods):

Here's how we'll get the word out to different groups:

• For Everyone (General):

o School Website: We'll have a special section with clear summaries of the SIP, budget, and SWP. It'll be easy to understand and available on phones.

o Newsletters & Social Media: We'll share regular updates, highlights, and quick facts through our school newsletters (digital and print) and social media pages.

o Community Meetings: We'll host public meetings (like Open House and our Dinner and Data Nights) to explain our plans, share progress, and answer questions.

• For Families:

o Parent-Teacher Conferences: Teachers will discuss how the plans affect their child's learning.

o Translated Info: All important summaries and FAQs will be translated into the languages our families speak.

o Parent Liaisons: We'll have staff or volunteers who can talk to parents in their own language and answer questions.

• For School Staff & Leaders:

o Staff Meetings & Training: We'll have regular meetings and training sessions to make sure everyone

understands the plans and their role.
• For Local Businesses & Organizations:
o Direct Meetings: We'll meet with local leaders to discuss our plans and how they can partner with us (e.g., mentorship, internships).
o Community Events: We'll invite them to school events where they can learn more.

_____

Our Plan for Sharing Progress:
We'll share updates regularly, so everyone stays informed:
1. Start of School Year:
o We'll introduce the full plans to staff and, on our website, and during our Open House meetings
o We'll send out notifications that information has been posted to your school website.
2. Throughout the Year:
o We'll create simple, visual "progress reports" showing how we're doing on our goals. These will be shared on our website, in newsletters, and during our Dinner and Data Nights for families
o We'll discuss progress at staff meetings and with our parent advisory groups.
o Teachers will share updates during parent-teacher conferences.
3. End of School Year:
o We'll publish a full annual report summarizing our progress, how we used the budget, and our achievements for the year. A shorter "executive summary" will also be available for everyone.

_____

Making it Easy for Parents to Understand:
• Simple Language: We'll avoid jargon and use everyday words.
• Translations: All key information will be professionally translated into the main languages spoken by our families.
• Bilingual Help: We'll have staff or volunteers who can talk to parents in their native language.
• Ask Questions: We'll make sure there are plenty of chances for parents to ask questions in their preferred language.
Our goal is to be open and clear, so everyone feels informed and connected to our school's journey toward success.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

How We'll Build Relationships:
• Be Welcoming: We'll make our school a friendly place for everyone. Staff will be trained to understand and respect diverse family backgrounds. We'll celebrate our diverse community through events and displays.
• Communicate Clearly: We'll keep everyone informed using multiple channels:
o Website & Parent Portal: Easy access to grades, attendance, and school news.
o Newsletters & Social Media: Regular updates and highlights.
o Text Messages/School Apps: Quick alerts and reminders.
o Phone Calls: Proactive "good news" calls, not just when there's an issue.
o Translated Info & Interpreters: All key information and meetings will be available in the languages our families speak.
• Support Student Needs & Share Progress:
o Regular Updates: You'll get clear report cards and progress reports.
o Parent-Teacher Conferences: We'll discuss your child's strengths, growth areas, and how you can help at home.
o Online Access: You can always see your child's grades and assignments online.
o Parent Workshops: We'll offer free sessions on topics like homework help or understanding our curriculum.
• Engage the Community:
o Partnerships: We'll team up with local businesses and organizations for things like mentorships, internships, and volunteers.
o Joint Events: We'll host events that bring the school and community together.
o Advisory Roles: Community members can join school committees to help shape our plans.
o Share Success: We'll share our student and school achievements with the local community.
By working together, we can ensure every student gets the support they need to succeed and that our school mission is achieved as a team.

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

See Area of Focus connected to Instructional Planning.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

ESOL-
New Heights Elementary School will ensure the unique needs of ESOL students are being met by the following strategies: 1. Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families. 2. Provide professional development for all educators working with ESOL students. 3. Providing information to families in their native language to the extent possible.

IDEA (ESE)-
New Heights Elementary School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as, the specific learning needs and expectations for ESE students.

Title II (Professional Learning dept.)-
New Heights Elementary School will take advantage of any support provided by the district in regards professional learning.

In addition New Heights has partnered with United Methodist Church to provide a food pantry for our school community.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

NA

Preparing for Postsecondary Opportunities and the Workforce

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

NA

Addressing Problem Behavior and Early Intervening Services

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

A **Multi-Tiered System of Supports (MTSS)** helps schools effectively use their resources to provide high-quality instruction and interventions tailored to student needs. It addresses both academic and behavioral challenges through targeted support. The **problem-solving/response to intervention (PS/RtI)** part of MTSS is a key requirement under both the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004).

Benefits of an Effective MTSS

In a well-implemented MTSS model, you'll see:

- **Accelerated learning** that closes existing gaps and prevents new ones.
- **Fewer students at risk** over time.
- **Quick decisions** about who needs extra support.
- **High success rates** for interventions.

- **Clear goals** focused on improving student achievement.

Key Roles in MTSS Implementation

- **MTSS Coach:** This school-based coach supports the framework by guiding staff. They help practice problem-solving skills, provide feedback, and develop coaching activities based on professional development, how well the plan is implemented, and student results.
- **Title I Support Assistant:** This role helps organize and implement academic and behavior support programs like PBIS and MTSS. They assist teachers with data analysis, documentation for problem-solving, and involving students, parents, and families in the MTSS process. They also participate in monthly training to stay current on enrichment, intervention, and prevention techniques.

Professional Learning and Other Activities

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

Professional Learning for instructional staff will consist of weekly PLCs and Staff Meetings focused on schoolwide data that includes both scholar performance on state assessments, district assessments and trend data from daily administrative observations. Teachers will be provided with tailored support from instructional coaches for planning.

Strategies to Assist Preschool Children

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

Title I funds continue to support the full day three-year old program at New Heights Elementary allowing the district to provide continuity of service for a full two years in early childhood prior to entering kindergarten. This seamless, two-year programming provides a strong foundation for school readiness and future educational success. This leads to a smooth transition between preschool and kindergarten for both scholars and parents. Families are familiar with the personnel, environment, rules, and safety procedures.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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