

Nassau County School District

Hilliard Elementary School



2022-23 Schoolwide Improvement Plan

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Hilliard Elementary School

27568 OHIO ST, Hilliard, FL 32046

[no web address on file]

Demographics

Principal: Celena Loudermilk

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	61%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (68%) 2018-19: A (76%) 2017-18: A (72%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Hilliard Elementary School

27568 OHIO ST, Hilliard, FL 32046

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	15%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

Provide the school's vision statement.

Hilliard Elementary is committed to an educational process, involving the total community, which encourages each child to become a lifelong learner and provides the necessary resources to enable each student to develop into a responsible, productive citizen prepared to enter secondary education with both academic and social success.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Loudermilk, Celena	Principal	Coordinates administrative oversight and plans for all phases of instructional leadership for the school including educational programming, administration, budgetary planning, discipline, and counseling services.
Byous, Stacy	Teacher, K-12	
Carter, Latasha	Teacher, ESE	
Nicks, Autumn	Reading Coach	
Parr, Debra	Teacher, K-12	
Olman, Joeal	Teacher, K-12	
Rose, Anna	Teacher, K-12	
Vanzant, Christie	Teacher, K-12	
Starling, Karen	Teacher, K-12	

Demographic Information

Principal start date

Friday 7/1/2022, Celena Loudermilk

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

699

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

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

12

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	106	120	113	112	117	121	0	0	0	0	0	0	0	689
Attendance below 90 percent	39	28	26	19	21	24	0	0	0	0	0	0	0	157
One or more suspensions	1	0	1	0	1	2	0	0	0	0	0	0	0	5
Course failure in ELA	0	3	6	5	6	4	0	0	0	0	0	0	0	24
Course failure in Math	0	2	2	2	2	0	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	5	7	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	4	1	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	20	6	13	7	6	6	0	0	0	0	0	0	0	58

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	7	4	9	5	8	6	0	0	0	0	0	0	0	39

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	5	1	3	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 10/11/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	110	110	96	115	114	108	0	0	0	0	0	0	0	653
Attendance below 90 percent	25	22	24	29	22	20	0	0	0	0	0	0	0	142
One or more suspensions	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Course failure in ELA	0	4	0	0	1	0	0	0	0	0	0	0	0	5
Course failure in Math	0	1	0	0	2	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	6	2	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	1	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	8	1	3	1	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	1	2	0	0	0	0	0	0	0	0	3

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	110	110	96	115	114	108	0	0	0	0	0	0	0	653
Attendance below 90 percent	25	22	24	29	22	20	0	0	0	0	0	0	0	142
One or more suspensions	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Course failure in ELA	0	4	0	0	1	0	0	0	0	0	0	0	0	5
Course failure in Math	0	1	0	0	2	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	6	2	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	1	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	8	1	3	1	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	1	2	0	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	76%	69%	56%				78%	76%	57%
ELA Learning Gains	67%						65%	65%	58%
ELA Lowest 25th Percentile	55%						60%	54%	53%
Math Achievement	87%	53%	50%				91%	85%	63%
Math Learning Gains	59%						79%	77%	62%
Math Lowest 25th Percentile	60%						82%	67%	51%
Science Achievement	71%	81%	59%				76%	75%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	78%	75%	3%	58%	20%
Cohort Comparison		0%				
04	2022					
	2019	76%	68%	8%	58%	18%
Cohort Comparison		-78%				
05	2022					
	2019	79%	75%	4%	56%	23%
Cohort Comparison		-76%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	89%	83%	6%	62%	27%
Cohort Comparison		0%				
04	2022					
	2019	85%	81%	4%	64%	21%
Cohort Comparison		-89%				
05	2022					
	2019	96%	86%	10%	60%	36%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	75%	73%	2%	53%	22%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	60	53	50	85	63	80	47				
BLK	70			80							
MUL	75	70		100	70						
WHT	76	66	51	86	59	59	71				
FRL	69	60	51	82	52	62	65				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	54	50		81	69		75				
BLK	62			100							
MUL	77			92							
WHT	77	76	63	91	76	61	77				
FRL	71	70	53	88	75	59	72				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	65	54	67	85	66	93	53				
BLK	67	30		93	80						
MUL	61	50		83	83						
WHT	80	67	64	92	79	82	77				
FRL	76	63	60	89	78	80	76				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	63

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	75
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

When evaluating trend data from Kindergarten through 5th grade it is evidenced that in the content of Reading, students who were in primary grades during the pandemic are still working to close skill gaps.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

In comparing 5 consecutive years of data through FSA, Stanford 10, iReady, and STAR assessment platforms, students who were in Kindergarten through 2nd grade during the 2019-2020 and 2020-2021 school years show a 10-15% decline in Reading proficiency. While that percentage is increasing as the student groups progress, it is still a significant gap in comparison to student groups from years prior and after.

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

The factors that contributed to this need are the significant loss of instruction during the pandemic at the critical developmental phases of emergent readers. The alternative implementations of education during this formidable timeframe greatly altered the progression of student learning in phonics, phonemic awareness, and fluency. New actions that are being taken are a significant refocus in the Science of Reading with lesson plans, intensive tutoring and intervention groups (including additional paraprofessional support in Reading), and an increase in exposure to leveled texts in multiple genres.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

According to FSA and Stanford 10 end of year data, our largest growth is in Fourth grade where Reading scores increased 6% from 78% to 84%. Overall, Hilliard Elementary School scores above 80% in the following grades and categories: Kindergarten Math, First grade Math, Second grade Reading and Math, Third grade Math, Fourth grade Reading, and Fifth grade Math. In Fourth grade Math, our scores continue to trend above 90%.

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

Collaborative planning and professional development with a key focus on CPA (concrete, pictorial, and abstract) instructional approach in mathematics and and increased focus and understanding in purposefully including a gradual release strategy method to instruction in reading and mathematics by teachers and paraprofessionals through classroom instruction and tutoring.

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

To accelerate learning we will need to continue with additional modeling for new teachers as well as curriculum planning with the new B.E.S.T. Standards to plan and incorporate CPA and Gradual release teaching methods into the new curriculum structures. Continued tutoring and partnership with the New World's Reading Initiative to support student learning, especially for students scoring within the lowest quartile

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

Professional development opportunities provided to support teachers and leaders are presented in a multi-tiered system of supports for brand new teachers as well as teachers new to our school and/or county. The plan outlines a mentor/mentee plan of action with guidance from the Reading Coach and administrative team. This includes collaborative planning and modeling to support instructional implementation on a weekly basis, classroom observations made by the mentee as well as the mentor with developed goals and action plans individualized to each teacher team, and in conjunction with observations and feedback from coaching and administrative teams. In addition, bi-monthly professional development learning opportunities are scheduled and implemented in accordance with the needs and goals identified within the school.

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

Additional services implemented include:

1. Monthly professional development for instructional and non-instructional staff members to meet the needs of students to ensure their progress.
2. Progress monitoring for students with disabilities and students in the lowest quartile.
3. Monthly MTSS/RTI meetings to discuss ongoing progress, academic/attendance/behavioral data, and intervention strategies.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Hilliard Elementary School identifies ELA as the focus this year, but will continue to monitor math achievement data based on diagnostic assessments from STAR, Cambium and iReady progress monitoring. Our 2021-2022 ELA Achievement averaged at 76% for 3rd-5th grade; SAT 10 ELA achievement for K-2 averaged at 72% total reading percentile ranking. We want to continue to increase the overall ELA achievement through all grade levels.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Using the state's Cambium platform, our overall ELA achievement will increase from 39% on the BOY F.A.S.T. to 80% on EOY F.A.S.T.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

ELA achievement increases will be monitored through progress monitoring data collection in phonics, phonemic awareness, fluency, vocabulary and comprehension. We will also utilize monitoring through iReady and STAR diagnostic testing throughout the year. We will measure this area of focus by compiling and analyzing our data, then compare progress to make academic adjustments to the instructional pacing and strategies utilized.

Person responsible for monitoring outcome:

Celena Loudermilk (loudermilk.ce@nassau.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The Evidence-based strategy used is to implement intentional differentiated ELA instruction based on data from diagnostic assessment, daily observations, and benchmark assessments to progress monitor achievement and growth as well as the utilization of the gradual release model within small group instruction.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Based on previous FSA and various assessments using iReady, STAR and Benchmark assessments, our data reveals the need for continued adjustments in differentiating small group instruction and providing additional targeted instruction through intervention blocks such as after school tutoring and in-school support time for interventions.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Differentiated small group instruction
2. Targeted in school intervention
3. Tiered support as indicated in MTSS
4. After school tutoring
5. Collaborative Planning and professional development

Person Responsible

Celena Loudermilk (loudermilk.ce@nassau.k12.fl.us)

#2. Positive Culture and Environment specifically relating to Attendance

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the data collected regarding attendance in the 2021-2022 school year, 18% of student attendance is recorded as below 90% of the school year. Our current average daily attendance is 93% of our total student body.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

HES would like to increase the average percentage of students attending school daily from 93 to 95%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Attendance data indicating the student and the number of unexcused absences will be reviewed each month at our A-Team meetings. Student interventions will be discussed within monthly MTSS grade level meetings.

Person responsible for monitoring outcome:

Autumn Nicks (autumn.nicks@nassau.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Student average daily attendance from FOCUS will be reported and reviewed monthly at our A-Team meetings and will be addressed at grade level MTSS meetings to report intervention processes.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Parent communication will be used to bring awareness of the school and district's attendance policy. In addition, procedures have been put in place for teachers to communicate with parents about their student's absences.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. 2-day absenteeism follow-up calls
2. Positive celebrations for students who maintain perfect attendance
3. Increase parent awareness of attendance policy
4. Home visits and parent-teacher conferences regarding poor attendance.
5. Tiered system of support including: letters, phone calls, and building positive relationships.

Person Responsible

Celena Loudermilk (loudermilk.ce@nassau.k12.fl.us)

Positive Culture & Environment

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

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

School staff, faculty, and administrators strive to strengthen parent involvement in the school. The school will coordinate and integrate parental involvement strategies including community involvement opportunities and business partnerships.

The school will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective and comprehensive parent involvement programs, based on the National Standards for Parent/Family Involvement Programs, which include:

- A. Communication between home and school is regular, two-way, and meaningful.
- B. Responsible parenting is promoted and supported.
- C. Parents play an integral role in assisting student learning. The School will help parents understand the state's academic standards, student progression requirements, and how to monitor their children's progress.
- D. Parents are welcome in school, treated with courtesy and respect, and their support and assistance are sought.
- E. Parents are full partners in the decisions that affect children and families.
- F. Community resources are utilized to strengthen school programs, family practices, and student learning.

The school will communicate parental choices and responsibilities to parents. Emphasis will be placed on active parent involvement at each school. The following are examples of family and community involvement communication:

- Open House and Parent Nights (STEAM, Literacy)
- School Web Page
- Focus
- Newsletters communicating classroom and school news to parents
- Parent phone calls, Blackboard, conferences, Remind, school marquee

All stakeholders are invited to attend SAC meetings to provide feedback and participate in conversations regarding involvement opportunities and academic achievement.

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

Stakeholder groups include instructional and non-instructional staff, students, families of students, volunteers, School Advisory Council members (SAC), and District Office personnel. Additional stakeholder groups include after-school care providers, social services, and business partners. Stakeholder groups meet or are consulted to employ school improvement strategies that impact the positive school culture and environment of our schools.