Hilliard Elementary School

2021-22 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: 7/1/2020

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (76%) 2017-18: A (72%) 2016-17: A (66%) 2015-16: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Dustin Sims](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]
* 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.

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

Name	Title	Job Duties and Responsibilities
Loudermilk, Celena	Principal	
Tilley, Rhonda	Guidance Counselor	
Carter, Latasha	Teacher, ESE	
Nicks, Autumn	Instructional Coach	
Sims, Jacquelin	Assistant Principal	
Starling, Karen	Teacher, K-12	
Rose, Anna	Teacher, K-12	
Vanzant, Christie	Teacher, K-12	
Byous, Stacy	Teacher, K-12	
Terrell, Shelly	Teacher, K-12	
Olman, Joeal	Teacher, K-12	
Libby, Tara	Teacher, PreK	

Demographic Information

Principal start date
Wednesday 7/1/2020, Celena Loudermilk

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

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

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

665

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

11

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

13

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

Date this data was collected or last updated

Friday 9/24/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	102	98	105	110	109	98	0	0	0	0	0	0	0	622
Attendance below 90 percent	13	15	13	8	6	13	0	0	0	0	0	0	0	68
One or more suspensions	1	2	0	0	2	0	0	0	0	0	0	0	0	5
Course failure in ELA	0	2	1	1	1	5	0	0	0	0	0	0	0	10
Course failure in Math	0	2	0	1	2	1	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	1	2	0	0	1	2	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	9	2	2	5	3	1	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	1	2	1	3	0	0	0	0	0	0	0	7

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	102	98	105	110	109	98	0	0	0	0	0	0	0	622
Attendance below 90 percent	13	15	13	8	6	13	0	0	0	0	0	0	0	68
One or more suspensions	1	2	0	0	2	0	0	0	0	0	0	0	0	5
Course failure in ELA	0	2	1	1	1	5	0	0	0	0	0	0	0	10
Course failure in Math	0	2	0	1	2	1	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	1	2	0	0	1	2	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	9	2	2	5	3	1	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	1	2	1	3	0	0	0	0	0	0	0	7

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	76%			78%	76%	57%	73%	72%	56%
ELA Learning Gains	73%			65%	65%	58%	60%	59%	55%
ELA Lowest 25th Percentile	57%			60%	54%	53%	52%	49%	48%
Math Achievement	91%			91%	85%	63%	89%	82%	62%
Math Learning Gains	76%			79%	77%	62%	73%	72%	59%
Math Lowest 25th Percentile	61%			82%	67%	51%	74%	62%	47%
Science Achievement	75%			76%	75%	53%	81%	74%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	78%	75%	3%	58%	20%
Cohort Comparison						
04	2021					
	2019	76%	68%	8%	58%	18%
Cohort Comparison		-78%				
05	2021					
	2019	79%	75%	4%	56%	23%
Cohort Comparison		-76%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	89%	83%	6%	62%	27%
Cohort Comparison						
04	2021					
	2019	85%	81%	4%	64%	21%
Cohort Comparison		-89%				
05	2021					
	2019	96%	86%	10%	60%	36%
Cohort Comparison		-85%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	75%	73%	2%	53%	22%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

1st-5th grade Reading/Language Arts- STAR assessments
1st-5th grade iReady assessments

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

				2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS							
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	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				

				2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS							
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	60	63	72	82	80	78	42				
BLK	46			100							
MUL	69			77							
WHT	75	62	57	90	72	70	85				
FRL	65	53	49	86	72	76	73				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	73
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	509
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	66
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

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	81
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	85
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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

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	74
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	70
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

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

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

HEs has continued to increase scores in ELA and Math according to state data. Our ELA gains grew to 73% gains from 65% in 2019. Our lowest quartile students in ELA had the lowest gains and achievement scores school wide. Math achievement learning gains are slightly higher than in ELA.

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

ELA proficiency of our lowest quartile demonstrated the greatest need for improvement as well as our K-2 Reading achievement data.

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

Students missing key academic foundational skills in Pre-Kindergarten and primary grades due to absences and school closures from COVID are a large factor to this need. ESE students make up a large percentage of our lower quartile. Utilizing our general education and ESE teachers as well as paraprofessionals to assist teachers with strategies specific to those subgroups is a component of Professional Development that we will be adding.

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

According to our most recent state date, 4th grade ELA increased 2% and Math increased 7%; 3rd grade Math increased 2%.

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

Two contributing factors were:
1. Implementing daily the McCarthy Math program in Math classrooms especially for remediation.
2. Implementing professional development on Concrete, Pictoral, Abstract Math Strategies and creating or purchasing concrete manipulatives to be utilized during math small group instruction at the teacher and paraprofessional table.

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

1. Targeted in school support with small group instruction.
2. After school tutoring of our lower quartile with specific instruction based on areas of need as determined through ongoing progress monitoring data.
3. Non-instructional toolbox PD and creating/purchasing materials for a toolbox paraprofessionals can utilize during small group instruction and tutoring.
4. New teacher mentor/mentee program will be implemented.

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 focused on differentiation and instruction of the 5 components of reading as well as data collection/analysis.
There will be increased opportunity for peer observations, video reflections, and instructional coaching through the new teacher mentor/mentee program supported by lead teachers, the reading coach, and administration.

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.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Our current data reveals that our average daily attendance has fluctuated each month from 93.08% in August to 92.21% in September.
Measureable Outcome:	HES would like to increase the student daily attendance from 92% to 94% by the end of the year.
Monitoring:	Student ADA from FOCUS will be reviewed monthly at A-Team meetings.
Person responsible for monitoring outcome:	Celena Loudermilk (loudermilk.ce@nassau.k12.fl.us)
Evidence-based Strategy:	Parent communication will be used to bring awareness of attendance policy to implement student incentives for attendance.
Rationale for Evidence-based Strategy:	It is evident that parent/student communication is needed to express the importance of attendance.

Action Steps to Implement

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)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Hilliard Elementary School identifies ELA as the focus this year, but will continue to monitor math achievement data based on diagnostic assessments from STAR and iReady progress monitoring. Our 2020-2021 ELA Achievement averaged at 75% for 3rd-5th grade with ELA Gains averaging at 73% (57% for the lowest quartile); SAT 10 ELA achievement for K-2 averaged at 62% total reading percentile ranking. We want to increase the overall ELA achievement and gains.
Measureable Outcome:	By the end of the 2021-2022 school year, Hilliard Elementary School will increase our overall ELA achievement and ELA gains by 3-5%.
Monitoring:	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 strategies utilized.
Person responsible for monitoring outcome:	Celena Loudermilk (loudermilk.ce@nassau.k12.fl.us)
Evidence-based Strategy:	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.
Rationale for Evidence-based Strategy:	Based on previous FSA and various assessments using iReady, STAR and Benchmarks, 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

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)

Additional Schoolwide Improvement Priorities

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

According to the safeschoolsforAlex.org data, Hilliard Elementary School ranks significantly low compared to other elementary schools in the state of Florida. HES uses PBIS to provide each student with expectations, rewards, and consequences. School discipline data is analyzed each month during our A-Team meetings using our School Discipline Notices and Discipline Referrals from FOCUS. Students are provided interventions based on the data that include: "Check-In Check-Out." If the behavior elevates beyond the use of a Tier 2 intervention, other resources are provided which may include a behavior plan, meetings with the counselor/school psychologist, family support, community outreach, etc.

Part IV: Positive Culture & Environment

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

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

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

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 culture and environment at the school.

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.

Part V: Budget

1	III.A.	Areas of Focus: Culture & Environment: Student Attendance				$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				$192,403.33
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	120-Classroom Teachers	0241 - Hilliard Elementary School	Title, I Part A		$1,000.00
			Notes: Curriculum Development and Mapping Standards			
	6300	750-Other Personal Services	0241 - Hilliard Elementary School	Title, I Part A		$1,500.00
			Notes: Curriculum Development using data analysis for collaborative planning and instructional needs.			
	6400	120-Classroom Teachers	0241 - Hilliard Elementary School	Title, I Part A		$1,000.00
			Notes: Professional Development of curriculum needs, instructional strategies, and instructional platforms			
	6400	750-Other Personal Services	0241 - Hilliard Elementary School	Title, I Part A		$1,500.00
			Notes: Professional Development of curriculum needs, instructional strategies, and instructional platforms			
	5100	150-Aides	0241 - Hilliard Elementary School	Title, I Part A		$139,603.30
			Notes: Base salaries of paraprofessionals to work in small groups for student intervention.			
	5100	120-Classroom Teachers	0241 - Hilliard Elementary School	Title, I Part A		$47,800.03
					Total:	$192,403.33