



School Improvement  
Council & Title I  
Planning Meeting

March 26, 2026



# Agenda

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I. Introduction/Approval of Minutes - Angie Benson

II. SIC Update on Programs, Future Meeting Dates - Angie Benson

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III. Upcoming Events; Parent  
Student and Teacher Surveys - Michelle Brockway

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IV. Title I Planning/Amendments  
Review of School Renewal Plan - Michelle Brockway

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V. Whiskers on Patrol update  
HHIHS Family Connections Expo, HHIMS Spring Clean Up

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VI. Closing/Questions and Comments - Angie Benson

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# UPCOMING EVENTS MARCH/APRIL

## MARCH

- 27<sup>th</sup> Report Cards Sent Home
- 30<sup>th</sup> 2nd Gr Sea Turtle Patrol Lesson
- 30<sup>th</sup> 1st Competition - Chapter Book Team
- 31<sup>st</sup> iReady Testing Math Day 1 (Grades 3-5)
- 31<sup>st</sup> 2nd Gr Field Trip - Mitchelville

## APRIL

- 1<sup>st</sup> HHIMS to Visit Grade 5
- 1<sup>st</sup> 2nd Gr Field Trip Mitchelville
- 1<sup>st</sup> iReady Math Day 2 (Grades 3-5)
- 2<sup>nd</sup> PTO Meeting 8 am; Wear All Things Purple!- (Joe Monmonier Athletic Scholarship)
- 3<sup>rd</sup> No School - Good Friday
- 8<sup>th</sup> Afterschool Clubs End
- 9<sup>th</sup> Exhibition with 5<sup>th</sup> Grade Parents - 8:00-9:30am
- 10<sup>th</sup> Nutrition Group Spring Cook Out (all grades)
- 13<sup>th</sup> - 17<sup>th</sup> No School - Spring Break Week
- 20<sup>th</sup> Students Return to School
- 20<sup>th</sup>-25<sup>th</sup> Celebrate the Life of a Military Child Appreciation Week; Purple Up Day 4/22
- 21<sup>st</sup> 1st Grade Field Trip - Moore to Life - Mitchelville Beach
- 22<sup>nd</sup> Earth Day
- 23<sup>rd</sup> The Lorax- Parent Performance 5:30 -6:30pm
- 24<sup>th</sup> Town Hall Meetings; Progress Reports Go Home
- 27<sup>th</sup> 1st Grade Field Trip - Moore to Life - Mitchelville Beach
- 28<sup>th</sup> School Bus Driver Appreciation Day
- 28<sup>th</sup> Link Up Concert - FPC (Grades 3 & 4)
- 29<sup>th</sup> Wellness Wednesday
- 30<sup>th</sup> SIC Meeting 8 am

# SCHOOL RENEWAL PLAN 5 YEAR GOALS

## Student Achievement

**By 2028-2029, the number of students who meet or exceed expectations will increase by 14% on SC Ready ELA from a baseline of 61% on the 24-25 SC Ready ELA and 18% on SC Ready Math from a baseline of 57% on the 24-25 SC Ready Math.**

## Teacher / Administrator Quality

**By 2028-2029 all continuing contract teachers will have completed Sheltered Instruction Observation Protocol (SIOP) or Teaching English to Speakers of Other Languages (TESOL) training (going from 57 trained to 66 trained) and at least Level 1 of Primary Years Programme/ International Baccalaureate training (going from 64 trained to 66 trained).**

## School Climate

**By 2028-2029, the Overall Perception of School Climate, as indicated in the SC School Report Card Climate Data, will increase to a score of Good (7.92/10 points earned) from Average on the 24-25 school report card (7.18/10 points earned).**

# SCHOOL RENEWAL PLAN YEARLY INTERIM GOALS

## Student Achievement

1. For 2026-27, the number of students that meet or exceeds expectations will increase by 7% on SC Ready ELA taking us to 68%
2. For 2026-27, the number of students that meet or exceeds expectations will increase by 9% on SC Ready MATH taking us to 66% .

## Teacher / Administrator Quality

1. By 2026-27, 94% of continuing contract teachers will be SIPO/TESOL and 96% of continuing contract teachers will be Level 1 Primary Years Programme/IB trained.

## School Climate

1. By 2026-27, the Overall Perception of School Climate, as indicated in the SC School Report Card Climate Data, will increase .5 points.

## SC READY DATA - MEETS / EXCEEDS

| <u>Year</u> | <u>MATH Meets/Exceeds</u>      | <u>ELA Meets/Exceeds</u>       |
|-------------|--------------------------------|--------------------------------|
| 2025        | 54% (Benchmark) / 57% (Actual) | 63% (Benchmark) / 61% (Actual) |

# TITLE I PLANNING/ AMENDMENTS

## **Title I Amendments and Surveys**

### Surveys

Title One Needs Update

Parent, Student, Teacher Climate Survey

Master Schedule Feedback

MSAP II Grant Survey

Title One Parent Survey

UpBeat Survey

### Title One Amendments

Technology (Reflex; IXL Reading; Brain Pop/Jr; Word Wall)

Stipends

Bulletin Boards

Studies Weekly (Grades 1 and 2)

Class VR Set

SPED Playground Equipment

Shades for Outdoor Classrooms

Charging Towers for each Classroom

Puzzle Tables

Chess Tables

# Title I School Parent & Family Engagement Policy 2025-26

## Parent /Student / Teacher Compact 2025-26

### REVIEW for 2027-28



#### Title I School Parent & Family Engagement Policy HILTON HEAD ISLAND ELEMENTARY SCHOOL 2025 - 2026

The HILTON HEAD ISLAND ELEMENTARY SCHOOL Policy is developed jointly with and agreed upon by parents of Title I children; written in an understandable format and provided in a language parents can understand; distributed to all parents of Title I children; and made available to the local community and updated periodically to meet the changing needs of parents and the school.

- 1) Parents will be involved in an ongoing and timely way in the planning, review, and improvement of the school's Parent and Family Engagement Policy. Parents provide input through surveys and a review is conducted each year during the School Improvement Council meetings, where all parents are invited to attend. The reviewed policy is shared with parents each year at Back to School Night and is available on the school website and in the front office.
- 2) An annual meeting during the first semester will be held to inform parents of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved. This meeting is held at our Back-to-School Parent Night at the beginning of the school year.
- 3) Parent meetings, including parent conferences, will be held at various times. The school will be flexible to meet parents' needs during and after school.
- 4) Title I funds may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions. This could include various school events.
- 5) Parents will be involved in the planning, review, and improvement of the school's Title I program through our School Improvement Council Meetings, which may also be held virtually. Feedback opportunities are available year-round on the school's website.
- 6) The school involves parents in the joint development of the Schoolwide Program Plan under Section 1114. Parent input is always welcome and attendance at School Improvement Council Meetings provides opportunities. The program plan can be found on the Title I section of the school website.
- 7) The school will provide parents of participating children with timely information about the Title I program throughout the year at Meet the Teacher, Back to School Parent Night, Family Events, School Improvement Council Meetings, Parent Teacher Organization Meetings, and Bright Arrow Communication.
- 8) The school will provide parents of participating children with a description of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. This is done through Back-to-School Parent Night, the Student Agenda Book (Grades 3-5), school website and Bright Arrow communication.
- 9) The school will conduct regular parent meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Feedback is always welcomed at meetings, individual conferences, or through HHIE's feedback form which is available in the front office.
- 10) The school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student achievement.
  - a) The school-parent compact describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served to meet the challenging State academic standards.
  - b) The school-parent compact describes the ways in which each parent will be responsible for supporting their children's learning: volunteering, as appropriate, in their child's classroom; participating, as appropriate, in decisions relating to the education of their children, and positive use of extracurricular time.
  - c) The school-parent compact addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum, parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- 11) The school will aid parents in understanding such topics as the State academic standards, State, and local academic assessments, how to monitor their child's progress, and work with educators to improve achievement. This will be done at various school events or individual conferences by request.
- 12) The school will provide materials and training to help parents work with their children to improve achievement and foster parental involvement. This will be done at various school events or individual conferences by request.
- 13) We recognize the importance of the school educating teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out, to communicate, and to work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. We will review the compact and engagement policy with staff at a faculty meeting and encourage volunteer opportunities throughout the year.
- 14) The school will coordinate parent involvement programs and activities with other Federal, State, and local programs, and conduct other activities, such as family nights and parent resource centers, which encourage and support parents in more fully participating in the education of their children. Parents are encouraged to request other parental involvement activities that will support academic achievement and foster relationships.
- 15) We will ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a format and in a language the parents can understand. Bilingual liaisons will be used to assist with translations.



#### Hilton Head Island Elementary A Title I School Parent/Student/Teacher Compacts 2025-2026



Learning can take place only when there is a combination of effort, interest, and motivation. Since we are committed to your child's progress in school, we are going to do our best to promote his or her achievement.

Compacts make sure that everyone owns the responsibility of helping children achieve high academic standards. This compact is a promise to work together. We believe that this compact should be fulfilled as a team. Together we can improve teaching and learning!

The school will:

- ☐ Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the challenging State's Student Academic Achievement Standards and state/local academic assessments and all IB requirements.
- ☐ Hold student led parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
- ☐ Provide parents with frequent reports on their child's progress.
- ☐ Provide parents reasonable access to staff in person and via the parent portal system.
- ☐ Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities.
- ☐ Ensure that all important information relating to school programs, meetings, activities and announcements will be easy to understand and in parent's home language.
- ☐ Provide materials and training to parents to work with their children to improve their child's achievement, such as literacy training and using technology.
- ☐ Provide all parents with access to fully participate in school activities including students who are classified as homeless, foster-care, military dependent and/or migrant.

Principal's Signature: Michelle Brockway

As a Teacher, I will:

- ☐ believe that each student can learn;
- ☐ show respect for each child and his or her family;
- ☐ help each child grow to his or her fullest potential;
- ☐ provide a safe and productive learning environment;
- ☐ come to class prepared to teach and learn;
- ☐ model professional behavior and a positive attitude;
- ☐ ensure fairness and equity in adherence to school, district, and classroom rules;
- ☐ maintain open multiple lines of communication with students and parents;
- ☐ provide a variety of opportunities for parents to become involved in school activities;
- ☐ schedule conferences that are considerate of parent's schedules;
- ☐ provide parents with appropriate resources;
- ☐ provide meaningful and appropriate homework;
- ☐ recognize and celebrate the cultural diversity of the students; and
- ☐ consult and coordinate with other teachers about the specific needs of each child.

Teacher's Signature \_\_\_\_\_

As a Parent/Guardian, I will:

- ☐ make sure my child attends school regularly and be punctual;
- ☐ encourage my child to be independently responsible;
- ☐ listen or read to my child every night;
- ☐ communicate regularly with my child's teacher;
- ☐ provide a home environment that encourages my child to learn;
- ☐ recognize that I am my child's first teacher;
- ☐ review my child's progress report;
- ☐ strive to develop the skills needed to help my child;
- ☐ if possible, volunteer in my child's school; and
- ☐ provide educational opportunities for my child during the summer.

Parent/Guardian's Signature: \_\_\_\_\_

As a Student, I will:

- ☐ be an active participant in school and in the community;
- ☐ obey school and bus essential agreements;
- ☐ be respectful at all times;
- ☐ attend school regularly and be punctual;
- ☐ come to school prepared with homework and supplies;
- ☐ do my best in my work and in my behavior;
- ☐ read aloud or silently every day; and
- ☐ assume responsibility for my actions.

IB Affirmations: I AM an agent of my own learning, I DEMONSTRATE agency in class. I have a VOICE, CHOICE and OWNERSHIP of my learning. I STRIVE to model the IB Learner Profile everyday.

Student's Signature: \_\_\_\_\_

#### PARENT CONFERENCE REFLECTION

|               |                                                 |                                                  |                                                       |
|---------------|-------------------------------------------------|--------------------------------------------------|-------------------------------------------------------|
| How did I do? | <input checked="" type="checkbox"/> outstanding | <input checked="" type="checkbox"/> almost there | <input checked="" type="checkbox"/> needs improvement |
| As a School:  | <input checked="" type="checkbox"/> outstanding | <input checked="" type="checkbox"/> almost there | <input checked="" type="checkbox"/> needs improvement |
| How did I do? | <input checked="" type="checkbox"/> outstanding | <input checked="" type="checkbox"/> almost there | <input checked="" type="checkbox"/> needs improvement |
| As a Parent:  | <input checked="" type="checkbox"/> outstanding | <input checked="" type="checkbox"/> almost there | <input checked="" type="checkbox"/> needs improvement |
| How did I do? | <input checked="" type="checkbox"/> outstanding | <input checked="" type="checkbox"/> almost there | <input checked="" type="checkbox"/> needs improvement |
| As a Student: | <input checked="" type="checkbox"/> outstanding | <input checked="" type="checkbox"/> almost there | <input checked="" type="checkbox"/> needs improvement |
| How did I do? | <input checked="" type="checkbox"/> outstanding | <input checked="" type="checkbox"/> almost there | <input checked="" type="checkbox"/> needs improvement |
| As a Teacher: | <input checked="" type="checkbox"/> outstanding | <input checked="" type="checkbox"/> almost there | <input checked="" type="checkbox"/> needs improvement |

Comments: \_\_\_\_\_

# Questions

