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At-a-Glance

Goal	District	Secondary	Elementary
Priority 1: Academic Excellence + Innovation <i>Rigorous, innovative instruction that prepares students for college, career, and a global society.</i>			
Navigate AI's impact on education	Set AI philosophy and policy, train staff, and build partnerships.	Revise assessments and practice to measure the learning process.	Build foundational understanding and habits.
Build durable skills in every grade	Create shared language for Profile of a Graduate skills at each level.	Revise curriculum maps and integrate explicit lessons.	Extend Profile of a Graduate into all classrooms.
Prepare graduates for the world beyond our walls	Expand global exploration and service opportunities to all levels	Expand industry credentials and dual enrollment.	Introduce service projects.
Priority 2: Student Supports, Services + Opportunities <i>Mental health support, family partnership, and opportunity so every student feels known and connected.</i>			
Build trauma-informed wellness supports	Extend Multi-tiered Systems of Support (MTSS) to mental health and train staff.	Add break spaces, peer helpers, and coping-skills instruction.	Teach self-regulation and build coping routines.
Strengthen the home-school partnership	Provide multilingual communication, clear IEP and 504 guides, and a family education series.	Expand tutoring and academic support for families.	Expand in-classroom family involvement.
Expand opportunities for every student	Broaden clubs, athletics, and specialized programs based on student interest.	Build connection through shared middle and high school events.	Add buddy activities and early community connection.
Priority 3: Operations, Talent + Resources <i>Stewardship of people, facilities, and resources for a safe, supportive environment where all can thrive.</i>			
Plan for capital projects	Districtwide: Develop one capital plan that combines 1-, 3-, and 5-year fiscal projections, the facility assessment, and Lions Legacy initiatives, with a process to prioritize projects.		
Strengthen safety and security	Districtwide: Complete a PCCD-aligned security assessment, standardize emergency plans and drills, strengthen transportation safety, and improve physical spaces.		
Build organizational capacity	Districtwide: Build a framework for leadership, mentoring, and professional growth, with succession planning and career pathways within NHSD.		
Priority 4: Community + Partnership <i>A transparent district built on two-way communication, student voice, and community partnerships.</i>			
Grow community partnerships	Establish a central Community & Career Partnerships Hub.	Implement an Alumni Success Tracking System.	Expand community partnerships into elementary schools.
Amplify student voice	Establish a student advisory structure with District leadership.	Strengthen forums, mentorship, and student leadership.	Pilot classroom town halls and Principal Advisory Councils.
Strengthen communication and service	Align communication tools and expectations, including ParentSquare.	Set clear expectations for digital platforms.	Create welcoming, family-friendly communication.

Priority Area 1: Academic Excellence + Innovation

New Hope-Solebury School District will ensure all students master essential knowledge and skills through innovative, rigorous instruction that prepares them to thrive as confident, future-ready learners in college, career, and a diverse global society.

Goal 1:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will establish a flexible, systemic framework to manage the ongoing educational impact of artificial intelligence by continuously evaluating instructional practices and implementing a scope and sequence for AI fluency.

Action Plans:

1.1 Action Plan: At the District Level, collaborate with stakeholders on continued AI policy and guideline regulation, staff training, and community education.

Action Steps:

- 1.1.1 Research and establish clear student and teacher expectations and ethical guidelines for use of AI with ongoing review and adjustment as needed.
- 1.1.2 Plan and facilitate ongoing professional development for teachers on the topic of AI.
- 1.1.3 Facilitate community and parent education workshops to demystify generative tools, address data privacy concerns, and share insights on how AI impacts future careers.
- 1.1.4 Build and maintain connections with local, regional, and national organizations focused on AI in education to stay current on emerging practices, tools, and research.

1.2 Action Plan: At the Secondary Level, examine instructional practices, assessment protocols, and classroom policies to be responsive to the evolving AI landscape.

Action Steps:

- 1.2.1 Research, train, and implement best instructional practices for building deep student critical thinking.
- 1.2.2 Examine, revise, and norm AI-resilient instructional and assessment practices across departments to measure the learning process over the final product.
- 1.2.3 Increase hands-on, project-based learning (PBL) experiences where possible to encourage authentic problem-solving and peer collaboration.
- 1.2.4 Design and implement learning opportunities that build student understanding of responsible, effective, and ethical use of AI and its impact on individuals and society.

1.3 Action Plan: At the Elementary Level, establish developmentally appropriate foundational programming that builds the core cognitive and social competencies required for primary learners to navigate future interactions with technologies and AI safely, responsibly, and effectively.

Action Steps:

- 1.3.1 Update the general education and special areas curricula to integrate modern digital citizenship units.
- 1.3.2 Explore and pilot age-appropriate instructional methods within STEAM and Library specials that introduce foundational AI concepts, machine learning logic, and algorithmic thinking through interactive learning.

Goal 2:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will integrate core durable skills directly into all K-12 areas, utilizing a unified language and clear measurement frameworks aligned with the District's Profile of a Graduate qualities.

Action Plans:

2.1 Action Plan: At the District Level, create a districtwide, developmentally appropriate performance measurement matrix and standardized vocabulary to define, assess, and benchmark Profile of a Graduate (POG) durable skills across all grade bands.

Action Steps:

2.1.1 Convene a cross-building POG Steering Committee to translate abstract graduate characteristics into explicit, grade-banded performance descriptors and common-rubric templates for teachers.

2.1.2 Train teachers on multi-disciplinary strategies for integrating durable skills.

2.1.3 Research, train, and implement best practices for a balanced approach to technology for instructional purposes to elevate essential human skills, including intentionally pairing device use with hands-on, analog learning experiences and real-world project creation.

2.2 Action Plan: At the Secondary Level, examine and revise curriculum maps to provide explicit opportunities for secondary students to demonstrate the qualities of the Profile of a Graduate.

Action Steps:

2.2.1 Audit existing middle and high school curriculum maps across all academic departments to identify current baselines and gaps where POG traits can be natively embedded.

2.2.2 Revise secondary course syllabi, unit maps, and/or Canvas course layouts to feature performance tasks and/or reflection activities that measure POG qualities.

2.3 Action Plan: At the Elementary Level, expand the lessons from the elementary Wellness Special to the general education classroom to embed lessons related to the qualities of the Profile of a Graduate.

Action Steps:

2.3.1 Facilitate meetings of general education grade-level teams and Wellness Specialist to design a monthly pacing calendar that aligns homeroom morning meetings with current Wellness Special POG themes.

2.3.2 Integrate explicit Profile of a Graduate durable skill vocabulary and activities directly into daily classroom instruction.

2.3.3 Leverage Profile of a Graduate qualities to support foundational literacy and numeracy skill development.

Goal 3:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will continue to strengthen its comprehensive college and career pathways while significantly expanding opportunities for global connectedness, civic duty, and service, ensuring graduates earn industry credentials and possess a deeply rooted responsibility toward society.

Action Plans:

3.1 Action Plan: At the District Level, expand global connectedness through exploration, exchange, and cross-cultural learning at all grade levels.

Action Steps:

3.1.1 Increase global exploration opportunities through travel and/or exchange programs at the secondary level.

3.1.2 Introduce age-appropriate global awareness experiences in K-5 classrooms.

3.2 Action Plan: At the District Level, cultivate civic duty and community service through grade-level service learning and outreach.

Action Steps:

3.2.1 Organize annual, grade-level community service and civic outreach projects across K-5 that connect classroom thematic learning with identified local and global community needs.

3.2.2 Increase offerings of service learning opportunities at the secondary level.

3.3 Action Plan: At the Secondary Level, strengthen college and career pathways by expanding industry credential opportunities, dual enrollment, and internships for students.

Action Steps:

3.3.1 Embed high-demand, industry-recognized credential options into the high school program of studies.

3.3.2 Expand dual-enrollment opportunities for students.

3.3.3 Develop and expand student internship placements with local and regional employers, recruited and coordinated through the Community & Career Partnerships Hub.

Priority Area 2: Student Supports, Services + Opportunities

New Hope-Solebury School District will surround every student with the mental health support, family partnership, and breadth of opportunity necessary for them to feel known, capable, and connected, regardless of the door through which they enter our schools.

Goal 1:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will build a comprehensive, proactive, and trauma-informed mental health and wellness infrastructure — inclusive of the emerging challenges posed by social media — that integrates emotional wellbeing into daily learning and equips every student with the lifelong coping skills, multi-tiered supports, and caring adults necessary to safely and successfully thrive.

Action Plans:

1.1 Action Plan: At the District Level, establish a coordinated, K-12 framework for staff and family education on social media's mental health impact, digital wellbeing, and accessible, multi-tiered mental health support.

Action Steps:

- 1.1.1 Extend the three-tier MTSS framework (Tiers 1 and 2 interventions, Tier 3 clinical support) to mental health, ensuring every building has a clear, consistent referral and support pathway.
- 1.1.2 Train staff in trauma-informed practices, through dedicated professional development time and vetted mental health resources, in recognizing when a student needs a break or additional resources.
- 1.1.3 Partner with outside organizations and community members to supplement existing wellness programming, including after school clubs, with outreach coordinated through the Community & Career Partnerships Hub.
- 1.1.4 Facilitate ongoing conversations with students and staff across all grade levels about the ethics of social media, reinforcing that these are tools students need to understand, respect, and use responsibly.

1.2 Action Plan: At the Secondary Level, build structured, non-graded opportunities and daily coping-skills instruction that let students recover, reflect, and connect during the school day.

Action Steps:

- 1.2.1 Establish indoor and outdoor sensory/break spaces and time at the secondary level, with attention to designated safe outdoor areas and existing space constraints.
- 1.2.2 Launch a student peer helper program.
- 1.2.3 Equip coaches and teachers to recognize signs of student stress and to build coping skills.

1.3 Action Plan: At the Elementary Level, lay the foundation for lifelong wellness habits, coping skills, and age-appropriate technology literacy among the youngest learners.

Action Steps:

- 1.3.1 Introduce age-appropriate digital citizenship and-self-regulation lessons within existing wellness programming.

1.3.2 Expand the sensory/break space concept at elementary buildings, as developmentally appropriate.

1.3.3 Embed foundational, developmentally appropriate coping-skills routines (e.g., breathing and self-regulation practices) into daily classroom life.

Goal 2:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen the partnership and two-way communication between home and school by expanding family resources, multilingual communication, and educational programming so that every family has equitable access to the information and support their child needs to thrive.

Action Plans:

2.1 Action Plan: At the District Level, strengthen family access to information and education through multilingual resources, clear explanations of services, and a coordinated family education series.

Action Steps:

2.1.1 Translate newsletters and key communications into Spanish and other home languages represented in the community, supported by a designated multilingual family liaison.

2.1.2 Produce short instructional videos demonstrating processes such as registration and athletic forms.

2.1.3 Publish clear, accessible, and grade-level appropriate information on IEPs, 504 Plans, and GIEPs for all families, supported by a shared family-facing glossary of terms and advocacy training for students and parents navigating gifted, special education, and English Language services.

2.1.4 Plan and deliver a coordinated family education series with themed sessions.

2.2 Action Plan: At the Secondary Level, expand technology and academic support resources for secondary families.

Action Steps:

2.2.1 Establish a tutoring bank of retired teachers, community members, and older students to support struggling students.

2.2.2 Provide resources and guidance, including opportunities to connect with other families facing similar challenges, for families navigating behavioral challenges at home.

2.3 Action Plan: At the Elementary Level, build early, in-classroom family engagement pathways.

Action Steps:

2.3.1 Expand parent involvement in the classroom, including structured volunteer roles.

2.3.2 Increase parent involvement in academics by sponsoring additional engagement activities, such as reading and math nights, offered with flexible timing or virtual participation options to reduce barriers to attendance.

Goal 3:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will expand and diversify student opportunities — activities, athletics, gifted programming, special education supports, and English

Language services — so that every student, regardless of ability, interest, or language background, finds a meaningful path to belonging and growth.

Action Plans:

3.1 Action Plan: At the District Level, broaden the range and equity of access to extracurricular, athletic, and specialized programming.

Action Steps:

3.1.1 Use results from the annual student survey to guide new club, activity, and athletic offerings, including non-competitive options such as yoga, dance, music, art, and board games.

3.1.2 Move athletic department budgeting from reactionary, line-item decisions to proactive, multi-year planning, including a contingency allocation for emerging program needs.

3.1.3 Require and fund coach certification and training.

3.1.4 Continue the three-tier MTSS support model.

3.2 Action Plan: At the Secondary Level, build connective programming across the middle and high school.

Action Steps:

3.2.1 Involve students directly in planning spirit week, assemblies, and activities, tying programming to the Profile of a Graduate, with intentional rotation of planning roles across different student groups each year to broaden leadership access.

3.2.2 Stabilize and expand middle school athletic offerings for coaching consistency and multi-sport participation, including shared events, such as joint pep rallies or combined clubs, that connect middle and high school athletes.

3.3 Action Plan: At the Elementary Level, build early exposure to community connection.

Action Steps:

3.3.1 Host a community youth sports open house for Lower and Upper Elementary students, featuring current student-athlete representatives from each program, potentially integrated into school events.

3.3.2 Increase in-school buddy activities to support inclusivity and belonging.

3.3.3 Encourage high school students, including those not already involved in an established club, to mentor and support elementary-level activities, sports, and clubs.

Priority Area 3: Operations, Talent + Resources

New Hope-Solebury School District will steward its people, facilities, and resources to ensure a safe, secure, and supportive environment in which every student and staff member can thrive.

Goal 1:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will develop a comprehensive capital projects plan.

Action Plans:

1.1 Action Plan: At the District Level, create and review a document that combines fiscal projections for 1, 3, and 5 years out, a facility conditions assessment, and Lions Legacy initiatives. This document serves as a centralized guide for Operations and Finance.

Action Steps:

- 1.1.1 Develop a team of stakeholders to support the development of the District's comprehensive capital projects plan and identify the information and resources needed for long-range planning.
- 1.1.2 Compile and review capital planning information including the District's Facility Conditions Assessment, Lion's Legacy initiatives, anticipated facility and capital needs, estimated project costs, and 1-, 3-, and 5-year fiscal projections.
- 1.1.3 Develop a process for prioritizing capital projects based on safety, facility conditions, educational and operational needs, estimated costs, available funding, and long-term financial sustainability, while maintaining flexibility to address emerging District priorities.
- 1.1.4 Develop a comprehensive capital projects plan that identifies prioritized projects, estimated costs, anticipated timelines, and funding sources, and aligns capital needs with the District's long-range financial capacity.
- 1.1.5 Establish an ongoing review and update process to monitor capital projects, reassess priorities, update costs and timeline, evaluate financial resources, and revise the plan as District needs evolve.

Goal 2:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen districtwide safety and security through comprehensive assessment, consistent protocols, safe and secure facilities, effective emergency preparedness, and ongoing staff training.

Action Plans:

2.1 Action Plan: At the District Level, revise and strengthen a comprehensive districtwide safety and security program that assesses physical security needs, standardizes emergency response procedures, strengthens transportation and facility safety protocols, and aligns identified safety improvements with capital planning and staff training.

Action Steps:

- 2.1.1 Complete a districtwide physical safety and security assessment using PCCD/PA School Safety and Security criteria to identify facility, access-control, surveillance, communication, and

other physical security needs. Develop a prioritized list of recommended improvements and align related projects with the District's capital plan.

- 2.1.2 Review, update, and standardize Emergency Operations Plans and Standard Response Protocols across all District buildings. Establish consistent emergency procedures, drill schedules, and after-action reviews to identify opportunities for improvement.
- 2.1.3 Review and strengthen transportation safety and emergency procedures, including routing, driver training, student arrival/dismissal, emergency response, family communication, and coordination between transportation providers and District buildings.
- 2.1.4 Optimize and improve physical spaces to support safety and supervision, including entrances and vestibules, sightlines, signage, visitor management, and designated safe/de-escalation spaces. Incorporate identified improvements into facility renovation and capital planning as needed.
- 2.1.5 Establish an ongoing safety review and staff training process to monitor safety priorities, evaluate incidents and drills, review protocols, and provide professional development based on identified District and building needs.

Goal 3:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen organizational capacity by developing employees, expanding leadership opportunities, and building systems that support collaboration, professional growth, and continuity.

Action Plans:

3.1 Action Plan: At the District Level, establish a districtwide framework that supports employee leadership, professional growth, mentoring, collaboration, succession planning, and the continuity of critical organizational knowledge.

Action Steps:

- 3.1.1 Assess districtwide professional learning, leadership opportunities, employee engagement, and organizational needs to establish priorities and baseline measures for improvement.
- 3.1.2 Develop and implement a districtwide leadership and professional growth framework that provides employees across all employee groups with opportunities for leadership, mentoring, collaboration, professional learning, and career growth.
- 3.1.3 Develop and maintain a districtwide knowledge-sharing and succession process that identifies critical functions, documents essential procedures, encourages cross-training and collaboration, and supports continuity during staffing transitions.
- 3.1.4 Develop pathways that connect students, alumni, and current employees with future employment and career-growth opportunities within NHSD.

Priority Area 4: Community + Partnership

The New Hope-Solebury School District will cultivate a transparent, collaborative, and deeply connected district ecosystem by establishing effective and reliable two-way communication, championing authentic student voices, and forging dynamic community partnerships that unite families, taxpayers, and local leaders in the shared mission of student success.

Goal 1:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen and expand partnerships with local businesses, higher education institutions, alumni, and civic organizations to deliver authentic, real-world learning experiences and community-based opportunities for all students, broadening existing programs and enhancing accessible academic and career pathway opportunities that enable students to advance study beyond the traditional instructional setting.

Action Plans:

1.1 Action Plan: At the District Level, establish a centralized "Community & Career Partnerships Hub" to systematically recruit, vet, coordinate, and maintain formal relationships with regional businesses, higher education institutions, alumni, and civic organizations in collaboration with schools.

Action Steps:

- 1.1.1 Establish the framework, structure, and processes for a centralized and digital Community & Career Partnerships Hub, including identifying key partnership opportunities and priorities.
- 1.1.2 Implement and expand the Hub by strengthening community and career partnerships, establishing clear points of contact, and creating opportunities for meaningful collaboration through initiatives such as an annual Partnership Pitch Day.
- 1.1.3 Develop a centralized approach for empowering students to connect directly with meaningful community-based learning and career opportunities through the Partnerships Hub. Evaluate participation and track outcomes to ensure the system is accessible, effective, and aligned with student, partner, and District needs.

1.2 Action Plan: At the Secondary Level, implement a comprehensive "Alumni Success Tracking System" to systematically monitor and evaluate the long-term impact and effectiveness of District academic pathways and post-secondary preparation, fostering long-term and ongoing collaboration.

Action Steps:

- 1.2.1 Develop the framework and processes for tracking alumni outcomes and maintaining meaningful connections with graduates.
- 1.2.2 Implement and expand the tracking system, using alumni information and feedback to better understand post-secondary pathways and student outcomes.
- 1.2.3 Evaluate the information collected and use insights to inform and strengthen District programs, post-secondary preparation, and ongoing alumni engagement in collaboration with District administration.

1.3 Action Plan: At the Elementary Level, expand community partnership network to flow into the elementary level, strengthening existing and fostering new collaborations and connections.

Action Steps:

- 1.3.1 Identify existing elementary-level partnerships and establish a framework for expanding community connections and opportunities.
- 1.3.2 Strengthen and expand community partnerships that create meaningful opportunities for elementary students to engage with and contribute to the broader community, including through experiences with grade-level service learning.
- 1.3.3 Evaluate and sustain successful partnerships while identifying new opportunities that enrich the elementary experience through meaningful civic engagement, community connections, and hands-on learning experiences.

Goal 2:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will establish and strengthen meaningful opportunities for students to share their perspectives, contribute to decision-making, and play an active role in shaping school programs, activities, and experiences, establishing sustainable structures that ensure student voice is consistently represented across the District.

Action Plans:

2.1 Action Plan: At the District Level, establish a sustainable structure for ongoing student input and dialogue with District leadership, creating meaningful opportunities for students to contribute perspectives on District priorities, decisions, communications, and initiatives.

Action Steps:

- 2.1.1 Establish a structured framework for student advisory engagement, including defined membership, roles, and processes, to ensure the consistent collection, consideration, and evaluation of diverse student perspectives in collaboration with building leadership, district administration, and the Board of Directors.
- 2.1.2 Establish consistent opportunities for students to share feedback, develop solutions, and advocate for meaningful improvements within their schools and the broader district community through an annual student survey, civic engagement, presentations, and collaborations.
- 2.1.3 Expand K-12 opportunities that foster cultural understanding, respect for diverse perspectives, and meaningful connections across the school and broader community.

2.2 Action Plan: At the Secondary Level, strengthen structures for student voice, peer connection, and leadership, creating meaningful opportunities for students to contribute to school operations, activities, and culture.

Action Steps:

- 2.2.1 Create meaningful opportunities for diverse student perspectives to be shared with and inform school leadership through staff advocacy to support opportunities to foster connection, collaboration, social-emotional development, and inclusion.

2.2.2 Create dedicated forums and student-to-student mentorship opportunities at both the Middle School and High School levels to validate student perspectives and connection, specifically student groups that have been traditionally marginalized.

2.2.3 Strengthen student leadership and voice by creating meaningful opportunities for students to shape school culture, share ideas, and contribute to the broader school community through student-led initiatives and speaker series.

2.3 Action Plan: At the Elementary Level, expand developmentally appropriate opportunities for students to share their perspectives, practice self-advocacy, and contribute to their school community.

Action Steps:

2.3.1 Pilot developmentally appropriate student voice opportunities, including classroom town halls and building-level Principal Advisory Councils.

2.3.2 Expand student voice and leadership opportunities across the elementary level, incorporating student input into school experiences, shared spaces, and annual career and community-focused activities.

Goal 3:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen districtwide communication practices to ensure information is clear, consistent, timely, accessible, and engaging, while fostering a culture of service that emphasizes responsiveness, collaboration, respect, and a commitment to supporting others.

Action Plans:

3.1 Action Plan: At the District Level, strengthen and align communication practices by streamlining digital tools, establishing consistent communication expectations, and providing clear, timely, accessible, accurate, and engaging information to families and the community. Foster a strong culture of service by building shared expectations around responsiveness, collaboration, professionalism, and a commitment to supporting others across the District.

Action Steps:

3.1.1 Establish and implement foundational communication and service practices (including the transition to ParentSquare), consistent communication expectations including accessibility and accuracy, an accessible and comprehensive District calendar, regular Board and budget updates, and professional learning focused on a culture of service.

3.1.2 Strengthen and expand communication practices while increasing proactive public relations efforts that highlight student voice, achievements, events, community partnerships, and opportunities for families and community members to engage and volunteer.

3.1.3 Evaluate and refine communication and service practices to ensure they are sustainable, accessible, transparent, and embedded in the District's culture, while expanding outreach and engagement with the broader New Hope-Solebury community, including alumni, senior citizens, civic organizations, and other community partners.

3.2 Action Plan: At the Secondary Level, strengthen and align communication practices by establishing clear, consistent expectations for the use of digital platforms to support academic, extracurricular, student, and family communication through district-approved digital tools. Foster a culture of

responsiveness and service through predictable, timely, and accessible communication that promotes student responsibility, while keeping families informed and connected.

Action Steps:

3.2.1 Establish clear and consistent communication expectations across the secondary schools, including aligned use of digital platforms for academic and extracurricular communication, predictable academic updates, and clear processes for communicating student needs with families.

3.2.2 Strengthen implementation and accountability around these practices while expanding proactive communication with students, families, and the broader community to increase awareness, engagement, and connection with secondary school programs and activities, including athletics and extracurricular activities.

3.2.3 Evaluate and refine secondary communication practices to ensure they are consistent, sustainable, and responsive, including establishing dependable processes for communicating with families when students are experiencing academic, social-emotional, or other support needs.

3.3 Action Plan: At the Elementary Level, strengthen communication and service practices by establishing clear, consistent, and family-friendly approaches to sharing information and connecting with families. Foster a welcoming and responsive school culture where every family feels informed, valued, supported, and a meaningful part of the school community.

Action Steps:

3.3.1 Establish clear and welcoming communication practices for elementary families, including consistent use of communication platforms, accessible resources, and onboarding support to help families understand how to connect with their school and access information and support.

3.3.2 Strengthen family engagement and connection by expanding opportunities for teachers to engage families through consistent, meaningful communication about group-level and individual student learning, as well as overall school experiences.

3.3.3 Evaluate and refine communication and engagement practices to ensure they are sustainable, inclusive, and responsive, with a continued focus on ensuring every elementary family feels informed, supported, connected, and part of the Lion community.