Hutchison Beach Elementary School

2017-18 Schoolwide Improvement Plan

Hutchison Beach Elementary School

12900 MIDDLE BEACH RD, Panama City, FL 32407

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	66%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	D

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Hutchison Beach Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - [Rachel Heide](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We are dedicated to developing lifelong leaders. We strive to improve the quality of student performance within a safe environment. We facilitate students as they develop educational and personal goals. Our students are emerging leaders who will meet the challenges of a global society.

We believe and follow our "SPLASH" Pledge. Beach Dolphins are SAFE, POLITE, LEADERS, ACHIEVING, SUCCESS at HBES. Go Dolphins!!!!

b. Provide the school's vision statement.

We are a community of leaders. We recognize, honor, and celebrate the leaders within us all!

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

All students will have the opportunity to hold a leadership job within their classroom that align with their interests and strengths. Teachers greet each student by name and with a handshake before every class period.

Bullying prevention curriculum is presented on ITV and by guidance counselors throughout the school year.

Students are celebrated for their achievements on ITV.

Administrators reward students by eating lunch with small groups of students each month on the cafeteria stage.

Two teams of students serve in a leadership capacity at the school. Student Ambassadors give tours to incoming students and families, speak about the school at community and school events, and train new students in the PBS/Leader in Me initiatives. The Student Lighthouse Team plans the yearly school-wide leadership day where community members visit the school and are immersed in the school culture.

MTSS is school wide and is monitored by teachers, guidance, and administration.

The location of school safety plans is standardized throughout the building. A Crisis Intervention Team is in place to respond to emergencies.

We implement Positive Behavior Supports through the Leader in Me initiative. Students earn Habit High Fives from staff members for demonstrating one of the 7 Habits. They are given the opportunity to redeem their Habit High Fives quarterly for merchandise from our school store called Leader Landing.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Grade level and classroom goals are set quarterly to support school improvement goals. Each nine weeks, students are supported by the teacher as they identify their strengths and weaknesses and develop personal and academic goals.

Student progress is monitored by teachers, administration, and students through regular data chats.

Student-led conferences are modeled and implemented in all classrooms grades K-5.

Guidance Counselors provide services and utilize social capital to meet the physical, social, and emotional needs of students.

Adults supervise students during any unstructured activity on campus: before school, during transitional times, in the cafeteria, and during dismissal. In addition, student safety patrol officers are stationed throughout the campus to ensure that students are safe. A team of students serves as ambassadors to visitors and members of the community. They work with new students and staff members to teach them about the Leader in Me program and the Seven Habits of Highly Effective People.

Students recite the mission statement (SPLASH Pledge) each morning on announcements.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Faculty, staff, and students are taught to exhibit the 7 Habits of Highly Effective People in their personal and academic lives. Students earn Habit High Fives for demonstrating the habits during school. These are incentives that are redeemed monthly at our school store, Leader Landing. Our student discipline model focuses on Positive Behavior Support. Comprehensive training is provided yearly. Follow-up training is embedded in faculty meetings throughout the year.

Each classroom creates a collaborative mission statement that outlines the behavioral norms and expectations for learning throughout the school day. Mission statements are posted outside each classroom and are an integral part of the classroom discipline model.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our school has two full-time Guidance Counselors who work with teachers, parents, and students to attend to the social, emotional, and academic welfare of all children. These counselors routinely meet with small groups and individual students to provide students with strategies to deal with challenging situations. Our parent liaison will also oversee the Watch DOG program, which enlists male parents to act as mentors to our students. Our school also partners with businesses and organizations in the community to provide adult mentors for students. The mentoring program is overseen by the guidance department and mentoring sessions occur regularly throughout the year. We have a Military Family Life Counselor who also works with military related personnel and their dependents.

-Tier 2 Interventions: Social Skills Group, Zoo-U, Check-In/Check-Out, Mentoring, etc.
-Tier 3 Interventions: Individualized Functional Behavioral Assessments & Positive Behavioral Intervention Plans

We ensure that the social-emotional needs of students are met by implementing positive behavior supports school-wide. In addition, the Leader in Me program provides each student with a framework

to identify personal strengths and weaknesses and the skills to set goals and employ strategies to meet those goals.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Early Warning Indicators are student attendance, discipline referrals, and academic failure,

Student attendance that falls below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension is monitored:

One or more suspensions, whether in school or out of school places a student in the EWS system.

We track attendance and discipline data monthly and report to parents and all stakeholders in the newsletter and on display in the office. Guidance Counselors work with teachers to identify students with repeated attendance and/or behavior concerns. Our Parent Liaison has received specific training so that she can make daily phone calls to students with extreme and concerning attendance concerns. Students track their own attendance and behavior in their leadership notebooks and in planners. When a concern is identified, a team meets to discuss interventions.

Course failure in English Language Arts or mathematics's another EWS indicator: Grades are monitored regularly by admin through Parent Portal. Teachers report progress to parents weekly in parent portal. At the end of each nine weeks, admin pulls a report of all course failures in ELA, Math, Science, and Social Studies. This information is used by PLCs to determine if appropriate interventions are in place. In addition, needed supports are provided for teachers and students.

Students that score a Level 1 on the statewide, standardized assessments in English Language Arts or mathematics are tracked: Scores are analyzed and students are strategically placed into classrooms where more support and interventions are provided.

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	33	14	14	14	14	12	0	0	0	0	0	0	0	101
One or more suspensions	5	2	1	1	1	4	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	4	1	3	4	2	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	5	17	21	0	0	0	0	0	0	0	43

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	1	1	4	4	7	0	0	0	0	0	0	0	19

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Tier 2 Simplified MTSS in the PLC Process. PLC's meet to discuss students need for additional support in the classroom. Teachers and grade level para professionals meet to give assessments for need. Teachers and Parents are having CST's to discuss student progress and need.
MTSS Meetings with a flow chart of interventions based on need weekly with Guidance, Admin, and BDS RT for MTSS to provide the team approach for student learning.

Para Professionals giving additional Tier 3 Support in the classroom, giving feedback to the teachers for documentation purposes and further changes in Tier process.

Math and Reading Liaisons, looking at instructional frameworks and ELA and Mathematics Shifts. Guidance Counselors, MTSS STS, School Psychologists, BDS RT Teachers

Implementation of the ELA and MATH Shift process with teachers, by conducting informal and formal walk thru, having individual data chat meetings with teachers to discuss specific strengths / weakness. Schedule teacher walks with other teachers on campus and at other sites for additional learning and professional development.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/416112.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Administrators regularly review teachers' lesson plans to see that the core instructional program is aligned to Florida's standards. In professional learning communities (PLCs), teachers analyze Florida's standards as they create common assessments and then plan for instruction. Using this planning procedure, teachers use the Florida Standards to drive their instruction. Documentation of Florida's standards is included in each teacher's lesson plans.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Nouskhajian, Glenda	Principal
Oster, Leslee	School Counselor
Marino, Erica	Teacher, K-12
Adkins, Chasity	Teacher, K-12
Hicks, Kasen	Teacher, K-12
Conner, Kari	Teacher, K-12
Moreira, Alison	Teacher, K-12
Fitzgerald, Lori	Teacher, K-12
Cox, Sharen	Teacher, K-12
Wroblewski, Cheri	Assistant Principal
Bunk, Malori	School Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal - Glenda Nouskhajian
Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal- Cheri Wroblewski
Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Guidance Counselors- Leslee Oster and Malori Bunk
Provides guidance on K-12 reading plan; supports schools with the implementation of MTSS; shares information with administrators, provides professional development to faculty and staff based on area of need; attends School Based Leadership Team Meetings; assists with data analysis and development of intervention plans and periodically reviews MTSS folders for compliance.

Teachers: Sharen Cox, Erica Marino, Chasity Walker, Kasen Hicks, Lori Fitzgerald, Kari Conner, Allison Moreira
Provides guidance on K-12 Comprehensive Reading Plan and on implementing new Eureka Math Curriculm; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier I, Tier II, and Tier III intervention plans.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

*supplementing federal, state and local funds, services and programs. Provide the person(s)
responsible, frequency of meetings, how an inventory of resources is maintained and any
problem-solving activities used to determine how to apply resources for the highest impact.*

The MTSS team will meet to build consensus and make decisions about implementation. The MTSS
team functions to conduct on-going MAP, FSA / FCAT Science data, and other Universal Screening
data to match interventions to student needs and stakeholder accountability. We will review progress
monitoring data at the grade level and classroom level to identify students who are meeting or
exceeding benchmarks and students who are at moderate risk or at high risk for not meeting
benchmarks. Based on the above information, the MTSS team will identify and ensure professional
development. The MTSS team is responsible for school-wide implementation. The MTSS team
provides training and coaching to school staff. School administrators will use individual student
performance data to determine activities and the MTSS structures needed to best meet the needs of
their students. The MTSS process will be integrated in the District Reading Plan, District Student
Progression Plan, and School Improvement Plan.

Title I, Part A funds are coordinated with federal, state, and local funds and services to provide high
quality supplemental instruction and support services for educationally disadvantaged students at
schools with 63% or more students qualifying for the Free/Reduced Lunch Program. The purpose of
Title I funding is to implement programs and services that ensure that all children have a fair, equal
and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on
challenging state academic achievement standards and state academic assessments. Title I, Part A
funds and various other funds are coordinated and integrated to provide services for private schools,
local neglected and delinquent institutions, and Homeless Programs.

Title I, Part C- Migrant
A student qualifies as a Migrant Student if the student or their family has moved at any time in the last
three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between
the age of three and twenty-two years old. Bay District Schools is part of a consortium through PAEC
that provides assistance for migrant students and their families. Migrant programs provide funds to
assist migrant children and their families. Funds are used for the following purposes:
• Advocacy and outreach activities for migratory children and their families, including informing such
children and families of, or helping such children and families gain access to, other education, health,
nutrition and social services.
• Support for schools serving migrant students
• Family literacy programs, including such programs that use models developed under Even Start
• The integration of information technology into educational and related programs and
• Programs to facilitate the transition of secondary school students to post secondary education or
employment

Title I, Part D
The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or
At-Risk provide financial assistance to educational programs for youth that are enrolled in state-
operated institutions or community day programs. The program also provides financial assistance to
support school districts' programs, which focus primarily on the transition and academic needs of
students returning from correctional facilities, and involve collaboration with locally operated
correctional facilities.

Title II
Funds from Title II, Title I Part A, Title III, and various state and local allocations are used for the
following activities:
• Providing professional development activities
• Carrying out programs and activities that are designed to improve the quality of the teacher force
• Carrying out professional development activities designed to improve the quality of principals and

superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.
• Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.
• Carrying out programs and activities related to exemplary teachers using demonstration classrooms.

Title III
The Title III/ELL program provides assistance to students, parents and teachers for students whose first language is not English. Title III provides additional funding to support teacher training, English language learning software, translation/interpretation services for parents, district Parent Involvement Nights/Parent Leadership Council, supplemental classroom resources, summer tutorial materials/ assistance, acculturation field trips, and registration/travel for workshops and professional development.

Title X
The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act.
The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.
Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Title X, Title I Part A and various community and faith based organizations provide funding and services to identify homeless students and meet their individual needs.

Supplemental Academic Instruction (SAI)
Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. Our district has flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.
Supplemental instruction strategies may include, but are not limited to
• modified curriculum
• reading instruction
• after-school instruction
• tutoring
• mentoring
• class size reduction
• extended school year
• intensive skills development in summer school and other methods to improve student achievement
Violence Prevention Programs
The District provides "Bully-Proofing Your School" curriculum to all schools. Administrators are provided initial training. Selected Middle Schools participate in the Prevention Partnership Grant, "Life Skills." Each school has submitted a School-wide Violence and Bullying Prevention Plan. There is a Safe Schools website with links to additional training modules. There is also a District webpage that addresses safe schools, anonymous reporting of bullying and other resources. Additional programs

such as, but not limited to, Freedom 180 are provided by Community agencies and must be scheduled through the District Public Relations Director.

Nutrition Programs
The University of Florida's Extension office in Panama City provides nutrition programs for schools throughout the district.

Housing Programs
The Bay County Housing Rehabilitation Program is designed to restore single family, homeowner occupied, year-round residential property to meet state and local building code standards. Homes must be located in Bay County, but outside the city limits. A family's total household income determines which program can assist. All applications received are considered on a first come, first served basis. Work to be done is also based on funding limitations and the amount of funds available. The Bay Area Housing, Inc., under the Bay County Housing Rehabilitation section, administers the program for Bay County. The mission of the Housing Rehabilitation Program is to conserve and improve the housing stocks in Bay County for moderate- to low-income home owners. With funds provided by the Michigan State Housing Development Authority (MSHDA), an applicant, depending on their income level, can obtain a 3-percent monthly repayment loan or a 0-percent deferred loan that is repaid at the time of ownership or occupancy change.
The Housing Rehabilitation Program uses H.U.D., Section 8 Guidelines for total code enforcement on existing homes. Housing repair loans are available upon approval from the Bay County Housing Rehabilitation Program. Loan interest rates are from 0% to 3%. The maximum loan amount is $25,000, which is used for the elimination of Section 8, local, and state building code violations, and other necessary repairs or improvements.

Head Start
Head Start provides children with activities that help them grow mentally, socially, emotionally, and physically. Head Start recognizes that parents are the first and most important teachers of their children. Parent involvement is welcomed in Head Start activities, and we will work with parents as partners to help children progress.
Children who are 3 to 5 years old are eligible for Head Start services. Pregnant women and children from birth to 3 years of age are eligible for Early Head Start services. Children and families who are homeless, in foster care, or receive TANF or SSI are also eligible for services. Eligibility is determined by Head Start program staff and some families may be eligible for services if they are determined to be at or below the federal poverty level. Some grantees enroll a percentage of children from families with incomes above the poverty guidelines as well.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Glenda Nouskhajain	Principal
Elizabeth Ray	Parent
Rachel Franklin	Parent
Lacey Vandel	Parent
Jeff Vandel	Business/Community
Kristy Meisner	Parent
Leigh Holloway	Parent
	Student
	Student
Michele Thompson	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Last year's school improvement plan was presented to the council for review and reflection. The goal and strategies were used to shape the creation of the current plan. Progress toward meeting the goal will be monitored by SAC.

b. Development of this school improvement plan

The members of the School Advisory Council review student achievement data no fewer than three times a year. They suggest ways that strategies to improve student achievement may be strengthened or implemented. They review the draft of the SIP and contribute to any adjustments prior to finalizing the plan. Improvement and development will be ongoing throughout the school year. SAC members will be updated throughout the year with student data.

c. Preparation of the school's annual budget and plan

This year the annual school budget and Title I budget will be presented to SAC in draft form to solicit input and obtain approval prior to finalization.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

SAC spent $888.00 for creating a Leadership Garden. Students in 3rd grade planted and maintained the garden. The students enjoyed researching and eating the fruits and vegetables.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Wroblewski, Cheri	Assistant Principal
Marino, Erica	Teacher, K-12
Nouskhajian, Glenda	Principal
Oster, Leslee	School Counselor
Adkins, Chasity	Teacher, K-12
Asselin, Stephanie	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the LLT will promote literacy within the school. They are as follows:
SRA Implementation for interventions
Creating and utilizing common assessments in each grade level to ensure that students are receiving a guaranteed and viable curriculum.

Integrating Kagan strategies in literacy instruction
Data analysis of common assessments, MTSS progress monitoring,MAP, and other relevant measures of student performance. The LLT will devise and implement strategies that utilize data to drive instruction.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

All teachers are members of a grade level Professional Learning Community (PLC) and of a vertical PLC. These learning communities meet regularly to analyze student achievement data and develop common summative and formative assessments. Teachers value each other's input on instructional practices and have an active voice in the conversations of the PLC. Norms are created by the PLCs and implemented with fidelity during each meeting. Representatives from each PLC work with administration to share concerns and successes. PLCs create a unified, collaborative faculty committed to improving instruction and student achievement.

Grade levels have common planning time each day and monthly staff meetings have been replaced with time for the vertical PLCs to meet and analyze data. Professional conversations during vertical PLCs highlight the progression of student achievement across all grade levels.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

We work collaboratively with the staff in human resources office to define the ideal teacher based upon the school population served. Teachers and administration serve on the interview teams to share the philosophy and culture of the school with potential candidates.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

We have a lead teacher for each core curriculum area who conducts monthly curriculum meetings with grade level teachers. In addition, seasoned teachers are paired with new teachers to provide mentoring. Administrators check in with new teachers and their mentors on a regular basis to provide on going support for the mentoring process.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Administrators regularly review teachers' lesson plans to see that the core instructional program is aligned to Florida's standards. In professional learning communities (PLCs), teachers analyze Florida's standards as they create common assessments and then plan for instruction. Using this planning procedure, teachers use the Florida Standards to drive their instruction. Documentation of Florida's standards is included in each teacher's lesson plans.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Several sources of data are used to provide and differentiate instruction to meet the diverse needs to students at HBES including FCAT Science / FSA State Assessments, MAP Assessments and grade level common assessments. Data is analyzed and student strengths and weaknesses are noted. Differentiated instruction is constructed using research based strategies and curriculum such as McGraw-Hill Wonders, Eureka Math, STEMScopes, Kagan strategies, and Criss Strategies. Students who show, with a triangulation of data points, need for immediate intervention either in math or reading are brought before the MTSS problem solving team. Students may receive Tier 2 or Tier 3 differentiated instruction in math or reading. While a student is enrolled in Tier 2 or Tier 3, the teacher uses DIBELS Next probes to monitor progress. Based on the data from progress monitoring, instruction may be further differentiated to meet the specific needs of each student

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program
Minutes added to school year: 1,080

We offer reading and mathematics tutorials that target students' weaknesses in reading and math. Students stay after school for one hour twice a week.

Strategy Rationale

Students who are working significantly below grade level need an increased amount of instruction in order to close the achievement gap. After school tutorial allows certified teachers to deliver differentiated instruction to target individual student weaknesses without removing the student from his/her regular academic schedule during the school day.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Nouskhajian, Glenda, nouskgt@bay.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The tutorial teacher(s) collaborate with the classroom teachers to plan effective instruction for the struggling students. Classroom assessment data and MAP data is analyzed collaboratively. In addition, students take a pre-test prior to entering the tutorial program and a post-test at its completion.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

All incoming Kindergarten students at Beach Elementary School are assessed using the FLKRS/ ECHOS and MAP Assessments. This data will be used to plan daily academic instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Transition activities begin with Pre-K students interacting with Kindergarten students throughout the year as appropriate. These activities may include visits of Pre-K students to the K classroom, parental activities, and orientation.

In addition visits for 5th grade to the feeder middle school are provided to aware the students of the next step in their academic career.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Mentors from local businesses and the area military bases partner with struggling students to provide them with academic support. These mentors share information about college and career readiness

based on their profession.

Community business partners are invited to participate in SAC.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

We currently do not offer technical education programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Career technology skills are integrated in core academic subjects and taught in the computer lab. Students in all grade levels learn basic coding skills.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Our school has implemented STEM at every grade level. There is a dedicated block of time for students to actively engage in science, technology, engineering and math activities. The emphasis on STEM will not only increase student knowledge in the subject areas, but will prepare them for post-secondary courses in science and mathematics.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

 1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   The whole school will decrease the amount of discipline referrals by 10%.

G2.   Increase student proficiency by building capacity of all stakeholders in rigorous and equitable instruction through Professional Learning Communities that focus on student achievement data to make instructional decisions based on standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. The whole school will decrease the amount of discipline referrals by 10%. 1a

🔑 G095230

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	225.0

Targeted Barriers to Achieving the Goal 3

- Building knowledge about how children process emotions and events.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leader in Me direct instruction,

- Morning Meetings

- Zoo-U

- Guidance

- Mentors

Plan to Monitor Progress Toward G1. 8

Discipline referrals, OSS, and ISS,

Person Responsible
Leslee Oster

Schedule
Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion
FOCUS

G2. Increase student proficiency by building capacity of all stakeholders in rigorous and equitable instruction through Professional Learning Communities that focus on student achievement data to make instructional decisions based on standards. 1a

🔑 G095231

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	71.0
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal 3

- Alignment of assessment and standard based instruction
- Using data to drive instruction
- Tardies and absences

Resources Available to Help Reduce or Eliminate the Barriers 2

- Supportive administration
- Staff Training Specialists
- Instructional Coaches
- MTSS Process
- Common Planning Time
- Professional Development on Data Binders

Plan to Monitor Progress Toward G2. 8

Create school wide student achievement goals for each nine weeks and monitor the progress toward meeting the goals.

Person Responsible
Glenda Nouskhajian

Schedule
Quarterly, from 8/17/2017 to 6/1/2018

Evidence of Completion
MAP, Classroom Common Assessments, and Write Score Data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

G1. The whole school will decrease the amount of discipline referrals by 10%. 1

🔑 G095230

G1.B1 Building knowledge about how children process emotions and events. 2

🔑 B256327

G1.B1.S1 Provide Leader in Me direct instruction time in our master schedule to provide character building education. 4

🔑 S271017

Strategy Rationale

To provide students with methods, and strategies to positively express emotions and process events that occur.

Action Step 1 5

Inbed character education in daily instruction

Person Responsible

Glenda Nouskhajian

Schedule

On 6/1/2018

Evidence of Completion

Lesson Plans, walk-throughs, PLC minutes, and FOCUS

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

The special area teachers and guidance counselors will monitor data and collaborate with classroom teachers.

Person Responsible

Leslee Oster

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

PLC Minutes, FOCUS

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

During our LLT meetings we will analyze the data given from the special area teachers and guidance counselors

Person Responsible

Glenda Nouskhajian

Schedule

Quarterly, from 8/17/2017 to 6/1/2018

Evidence of Completion

PLC Minutes, FOCUS

G2. Increase student proficiency by building capacity of all stakeholders in rigorous and equitable instruction through Professional Learning Communities that focus on student achievement data to make instructional decisions based on standards. `1`

🔑 G095231

G2.B1 Alignment of assessment and standard based instruction `2`

🔑 B256328

G2.B1.S1 Implement monthly grade level PLCs that utilize protocols and focus on student data to create common assessments based on the standards. `4`

🔑 S271018

Strategy Rationale

Active participation in grade level PLCs will ensure that students across the grade level are progressing to the same expectation for mastery of standards. Teachers will use student learning data from aligned assessments to plan and to make instructional and curriculum decisions.

Action Step 1 `5`

Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common assessments, and sustain the focus on rigorous and relevant student instruction.

Person Responsible

Glenda Nouskhajian

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Agendas and data analysis spreadsheets showing performance on common assessments.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Teachers will turn in grade level PLC meeting minutes and administration will follow-up with the facilitators at the monthly leadership team meetings.

Person Responsible

Glenda Nouskhajian

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Meeting minutes

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Flipped Faculty Meetings, Grade Level PLC Meetings

Person Responsible

Glenda Nouskhajian

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Teachers will discuss data tracking with administration monthly to show the assessment process, and progress of the students.

G2.B1.S2 Create and implement vertical PLCs during faculty meetings utilizing protocols and focusing on school-wide and grade level student achievement data. 4

🔧 S271019

Strategy Rationale

Collaboration across grade levels, including special area and resource teachers, will ensure that students are receiving instruction that prepares them for the standards at the next grade level. This builds a culture of collective responsibility for the success of all students. Vertical PLCs will serve as the basis for long-term school improvement.

Action Step 1 5

Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common assessments, and sustain the focus on rigorous and relevant student instruction.

Person Responsible

Glenda Nouskhajian

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Agendas and data analysis spreadsheets showing performance on common assessments.

Action Step 2 5

Create and utilize six vertical PLCs that are comprised of teachers and include special area and guidance.

Person Responsible

Glenda Nouskhajian

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Supplemental Sign ups for Leadership Roles

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Teachers will reflect on the data with their vertical PLC and compile their findings to be examined by the leadership team.

Person Responsible

Glenda Nouskhajian

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Summary of their findings, meeting agendas

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Data Collection

Person Responsible

Glenda Nouskhajian

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Data turned into administration based on common assessments.

G2.B1.S3 Provide a paraprofessional to work in the computer labs to provide direct instruction based on data. `4`

🔑 S271020

Strategy Rationale

Paraprofessional will work in the labs to provide instruction to K- 5 students.

Action Step 1 `5`

Paraprofessional to work in the computer lab to provide instruction in reading and math.

Person Responsible

Glenda Nouskhajian

Schedule

Daily, from 8/17/2017 to 6/1/2018

Evidence of Completion

school data and tracking forms

G2.B1.S4 Provide the Leader in Me License for instructional materials. `4`

🔑 S271021

Strategy Rationale

The Leader in Me License provides many instructional resources for teachers.

Action Step 1 `5`

Leader in Me License will provide resources for teachers to create instructional activities.

Person Responsible

Glenda Nouskhajian

Schedule

Weekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Lesson Plans

G2.B1.S5 Provide the registration fee for teachers to attend the Reading by the Bay Conference. 4

🔑 S271022

Strategy Rationale

Reading by the Bay Conference will provide rigorous activities for the reading block.

Action Step 1 5

Registration fee for teachers to attend Reading by the Bay Conference.

Person Responsible

Glenda Nouskhajian

Schedule

On 1/6/2018

Evidence of Completion

Registration form

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Reading By the Bay

Person Responsible

Glenda Nouskhajian

Schedule

On 1/6/2018

Evidence of Completion

Registration form

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Reading By the Bay

Person Responsible

Glenda Nouskhajian

Schedule

On 1/6/2018

Evidence of Completion

Registration form

G2.B1.S6 Provide teachers with supplies for math, reading, and science instruction. `4`

🔑 S271023

Strategy Rationale

Teachers need supplies to create standard based lessons including STEM and hands on labs..

Action Step 1 `5`

Provide Teachers with supplies to create standards based lessons, including STEM and hands on labs.

Person Responsible

Glenda Nouskhajian

Schedule

Annually, from 8/17/2017 to 6/1/2018

Evidence of Completion

Lesson Plans

G2.B1.S7 Provide teachers with IPADS and Chromebooks for students to use in centers for reading and math. `4`

🔑 S271024

Strategy Rationale

Teachers need more technology for small group instruction.

Action Step 1 `5`

Provide IPADS and Chromebooks to teachers for students to use in centers for reading and math

Person Responsible

Glenda Nouskhajian

Schedule

Annually, from 8/17/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, Common formative assessments and summative assessments

G2.B2 Using data to drive instruction [2]

🔑 B256329

G2.B2.S1 Implement monthly grade level PLCs that utilize protocols and focus on student data to create common assessments based on the standards. [4]

🔑 S271025

Strategy Rationale

Active participation in grade level PLCs will ensure that students across the grade level are to the same expectation for mastery of standards. Teachers will use student learning data from aligned assessments to plan to make instructional and curriculum decisions.

Action Step 1 [5]

Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common summative and formative assessments, and sustain the focus on rigorous and relevant student instruction.

Person Responsible

Glenda Nouskhajian

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Agendas and data analysis spreadsheets showing performance on common assessments.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 [6]

Flipped Faculty Meetings

Person Responsible

Glenda Nouskhajian

Schedule

Monthly, from 8/1/2017 to 6/1/2018

Evidence of Completion

PLC Meetings minutes will be collected on standard district form showing creation and implementation of their common summative and formative assessments.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Flipped Faculty Meetings

Person Responsible

Glenda Nouskhajian

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Sign In Sheets, Agendas, PLC Meetings Minutes.

G2.B2.S2 Create and implement vertical PLCs during faculty meetings utilizing protocols and focusing on school-wide and grade level student achievement data. `4`

🔑 S271026

Strategy Rationale

Collaboration across grade levels, including special area and resource teachers will ensure the use of results of assessments to improve individual student performance and the instructional program. This builds a culture of collective responsibility for the success of all students. Vertical PLCs will serve as the basis for long-term school improvement.

Action Step 1 `5`

Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common assessments, and sustain the focus on rigorous and relevant student instruction.

Person Responsible

Glenda Nouskhajian

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Agendas and data analysis spreadsheets showing performance on common assessments.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Flipped Faculty Meeting,Grade Level PLC,

Person Responsible

Glenda Nouskhajian

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Data tracking forms will be analyzed and collected from teachers to admin, looking at trends from the "Win Win" block to develop additional remediation for struggling students and enrichment for students that grasp topics quickly.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Data tracking forms

Person Responsible

Glenda Nouskhajian

Schedule

Monthly, from 6/1/2017 to 6/1/2018

Evidence of Completion

Data tracking form, FOCUS, MAP Assessment data

G2.B2.S3 Paraprofessionals to provide small group instruction `4`

🔑 S271027

Strategy Rationale

Paraprofessionals will work with our Tier II and Tier III providing interventions in the areas of math and reading.

Action Step 1 `5`

Provide Paraprofessionals for interventions in the areas of math and reading

Person Responsible

Cheri Wroblewski

Schedule

On 6/1/2018

Evidence of Completion

Paraprofessionals will keep data tracking forms

Plan to Monitor Fidelity of Implementation of G2.B2.S3 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 `7`

Person Responsible

Schedule

Evidence of Completion

G2.B2.S4 Eight teachers will provide after school tutoring 2 days a week in the areas of math and reading. 4

🔍 S271028

Strategy Rationale

Provide additional support in the areas of math and reading after school hours.

Action Step 1 5

After school Tutoring

Person Responsible

Glenda Nouskhajian

Schedule

On 3/15/2018

Evidence of Completion

Sign in sheets

G2.B2.S5 Provide subs for our monthly Leadership Team PLC to analyze and monitor school data. 4

🔍 S271029

Strategy Rationale

Provide one full day a month for our vertical Leadership Team to progress monitor data in the areas of reading and math. Then use the data to make instructional decisions.

Action Step 1 5

Provide Subs for our LLT to analyze data and make instructional decisions.

Person Responsible

Glenda Nouskhajian

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

PLC minutes

Plan to Monitor Fidelity of Implementation of G2.B2.S5 `6`

Provide subs for our LLT to analyze data and make instructional decisions.

> **Person Responsible**
>
> Glenda Nouskhajian
>
> **Schedule**
>
> Monthly, from 8/17/2017 to 6/1/2018
>
> ***Evidence of Completion***

G2.B2.S6 Six teachers will attend summer training in July to work on SIP and SIP Behavior. `4`
🔑 S271030

> **Strategy Rationale**
>
> Provide suggestions and feedback to modify SIP and create SIP Behavior Plan

Action Step 1 `5`

Six teachers attended a summer training on SIP and SIP Behavior.

> **Person Responsible**
>
> Glenda Nouskhajian
>
> **Schedule**
>
> On 7/26/2017
>
> ***Evidence of Completion***
>
> Sign in Sheet, revised SIP

G2.B3 Tardies and absences 2

🔑 B256330

G2.B3.S1 Communicate attendance to students and parents and celebrate improvements in student attendance. 4

🔑 S271031

Strategy Rationale

By posting monthly attendance data outside the office and including data in our monthly newsletter to parents, we will emphasize the importance of regular, on-time student attendance.

Action Step 1 5

Create and update a graph of student attendance to be displayed outside the office.

Person Responsible

Cheri Wroblewski

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Graph of student attendance data.

Action Step 2 5

Include attendance data and celebrations in the monthly newsletter to parents. Inform parents about school initiatives (including new standards) in order to increase stakeholder buy-in.

Person Responsible

Rachel Franklin

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Copies of newsletters

Action Step 3 5

Celebrate improvements in student attendance on ITV and in the monthly newsletter to parents.

Person Responsible

Glenda Nouskhajian

Schedule

Biweekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Copies of the newsletters, ITV celebration log, attendance parties

Action Step 4 5

Provide a copy machine in the front office for parent notifications with attendance, tardies, discipline and current events.

Person Responsible

Glenda Nouskhajian

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Parent copies of the notifications

Action Step 5 5

Parent Liaison will contact parents regarding repeated tardies and absences.

Person Responsible

Rachel Franklin

Schedule

Annually, from 8/17/2017 to 6/1/2018

Evidence of Completion

Parent communication log and attendance records

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

TACKK Leader Documents

Person Responsible

Glenda Nouskhajian

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

TACKK newsletters showing the various statistics and celebrating successes.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Attendance Celebrations

Person Responsible

Malori Bunk

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Teachers will be monitoring student attendance monthly to show increased attendance.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B2.S3.MA1 M388136	[no content entered]		No Start Date		No End Date one-time
G2.B2.S3.MA1 M388137	[no content entered]		No Start Date		No End Date one-time
G2.B2.S6.A1 A363190	Six teachers attended a summer training on SIP and SIP Behavior.	Nouskhajian, Glenda	7/25/2017	Sign in Sheet, revised SIP	7/26/2017 one-time
G2.B1.S5.MA1 M388130	Reading By the Bay	Nouskhajian, Glenda	1/6/2018	Registration form	1/6/2018 one-time
G2.B1.S5.MA1 M388131	Reading By the Bay	Nouskhajian, Glenda	1/6/2018	Registration form	1/6/2018 one-time
G2.B1.S5.A1 A363182	Registration fee for teachers to attend Reading by the Bay Conference.	Nouskhajian, Glenda	1/6/2018	Registration form	1/6/2018 one-time
G2.B2.S4.A1 A363188	After school Tutoring	Nouskhajian, Glenda	1/16/2018	Sign in sheets	3/15/2018 one-time
G1.MA1 M388125	Discipline referrals, OSS, and ISS,	Oster, Leslee	8/17/2017	FOCUS	6/1/2018 monthly
G2.MA1 M388141	Create school wide student achievement goals for each nine weeks and monitor the progress toward...	Nouskhajian, Glenda	8/17/2017	MAP, Classroom Common Assessments, and Write Score Data	6/1/2018 quarterly
G1.B1.S1.MA1 M388123	During our LLT meetings we will analyze the data given from the special area teachers and guidance...	Nouskhajian, Glenda	8/17/2017	PLC Minutes, FOCUS	6/1/2018 quarterly
G1.B1.S1.MA1 M388124	The special area teachers and guidance counselors will monitor data and collaborate with classroom...	Oster, Leslee	8/17/2017	PLC Minutes, FOCUS	6/1/2018 monthly
G1.B1.S1.A1 A363176	Inbed character education in daily instruction	Nouskhajian, Glenda	8/17/2017	Lesson Plans, walk-throughs, PLC minutes, and FOCUS	6/1/2018 one-time
G2.B1.S1.MA1 M388126	Flipped Faculty Meetings, Grade Level PLC Meetings	Nouskhajian, Glenda	8/17/2017	Teachers will discuss data tracking with administration monthly to show the assessment process, and progress of the students.	6/1/2018 monthly
G2.B1.S1.MA1 M388127	Teachers will turn in grade level PLC meeting minutes and administration will follow-up with the...	Nouskhajian, Glenda	8/17/2017	Meeting minutes	6/1/2018 monthly
G2.B1.S1.A1 A363177	Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about...	Nouskhajian, Glenda	8/17/2017	Agendas and data analysis spreadsheets showing performance on common assessments.	6/1/2018 monthly
G2.B2.S1.MA1 M388132	Flipped Faculty Meetings	Nouskhajian, Glenda	8/17/2017	Sign In Sheets, Agendas, PLC Meetings Minutes.	6/1/2018 monthly
G2.B2.S1.MA1 M388133	Flipped Faculty Meetings	Nouskhajian, Glenda	8/1/2017	PLC Meetings minutes will be collected on standard district form showing creation and implementation of their common summative and formative assessments.	6/1/2018 monthly
G2.B2.S1.A1 A363185	Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about...	Nouskhajian, Glenda	8/17/2017	Agendas and data analysis spreadsheets showing performance on common assessments.	6/1/2018 monthly
G2.B3.S1.MA1 M388139	Attendance Celebrations	Bunk, Malori	8/17/2017	Teachers will be monitoring student attendance monthly to show increased attendance.	6/1/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1 🔑 M388140	TACKK Leader Documents	Nouskhajian, Glenda	8/17/2017	TACKK newsletters showing the various statistics and celebrating successes.	6/1/2018 monthly
G2.B3.S1.A1 🔑 A363191	Create and update a graph of student attendance to be displayed outside the office.	Wroblewski, Cheri	8/17/2017	Graph of student attendance data.	6/1/2018 monthly
G2.B3.S1.A2 🔑 A363192	Include attendance data and celebrations in the monthly newsletter to parents. Inform parents...	Franklin, Rachel	8/17/2017	Copies of newsletters	6/1/2018 monthly
G2.B3.S1.A3 🔑 A363193	Celebrate improvements in student attendance on ITV and in the monthly newsletter to parents.	Nouskhajian, Glenda	8/17/2017	Copies of the newsletters, ITV celebration log, attendance parties	6/1/2018 biweekly
G2.B3.S1.A4 🔑 A363194	Provide a copy machine in the front office for parent notifications with attendance, tardies,...	Nouskhajian, Glenda	8/17/2017	Parent copies of the notifications	6/1/2018 monthly
G2.B3.S1.A5 🔑 A363195	Parent Liaison will contact parents regarding repeated tardies and absences.	Franklin, Rachel	8/17/2017	Parent communication log and attendance records	6/1/2018 annually
G2.B1.S2.MA1 🔑 M388128	Data Collection	Nouskhajian, Glenda	8/17/2017	Data turned into administration based on common assessments.	6/1/2018 monthly
G2.B1.S2.MA1 🔑 M388129	Teachers will reflect on the data with their vertical PLC and compile their findings to be examined...	Nouskhajian, Glenda	8/17/2017	Summary of their findings, meeting agendas	6/1/2018 monthly
G2.B1.S2.A1 🔑 A363178	Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about...	Nouskhajian, Glenda	8/17/2017	Agendas and data analysis spreadsheets showing performance on common assessments.	6/1/2018 monthly
G2.B1.S2.A2 🔑 A363179	Create and utilize six vertical PLCs that are comprised of teachers and include special area and...	Nouskhajian, Glenda	8/17/2017	Supplemental Sign ups for Leadership Roles	6/1/2018 monthly
G2.B2.S2.MA1 🔑 M388134	Data tracking forms	Nouskhajian, Glenda	6/1/2017	Data tracking form, FOCUS, MAP Assessment data	6/1/2018 monthly
G2.B2.S2.MA1 🔑 M388135	Flipped Faculty Meeting,Grade Level PLC,	Nouskhajian, Glenda	8/17/2017	Data tracking forms will be analyzed and collected from teachers to admin, looking at trends from the "Win Win" block to develop additional remediation for struggling students and enrichment for students that grasp topics quickly.	6/1/2018 monthly
G2.B2.S2.A1 🔑 A363186	Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about...	Nouskhajian, Glenda	8/17/2017	Agendas and data analysis spreadsheets showing performance on common assessments.	6/1/2018 monthly
G2.B1.S3.A1 🔑 A363180	Paraprofessional to work in the computer lab to provide instruction in reading and math.	Nouskhajian, Glenda	8/17/2017	school data and tracking forms	6/1/2018 daily
G2.B2.S3.A1 🔑 A363187	Provide Paraprofessionals for interventions in the areas of math and reading	Wroblewski, Cheri	8/17/2017	Paraprofessionals will keep data tracking forms	6/1/2018 one-time
G2.B1.S4.A1 🔑 A363181	Leader in Me License will provide resources for teachers to create instructional activities.	Nouskhajian, Glenda	8/17/2017	Lesson Plans	6/1/2018 weekly
G2.B2.S5.MA1 🔑 M388138	Provide subs for our LLT to analyze data and make instructional decisions.	Nouskhajian, Glenda	8/17/2017		6/1/2018 monthly
G2.B2.S5.A1 🔑 A363189	Provide Subs for our LLT to analyze data and make instructional decisions.	Nouskhajian, Glenda	8/17/2017	PLC minutes	6/1/2018 monthly
G2.B1.S6.A1 🔑 A363183	Provide Teachers with supplies to create standards based lessons, including STEM and hands on labs.	Nouskhajian, Glenda	8/17/2017	Lesson Plans	6/1/2018 annually
G2.B1.S7.A1 🔑 A363184	Provide IPADS and Chromebooks to teachers for students to use in centers for reading and math	Nouskhajian, Glenda	8/17/2017	Lesson Plans, Common formative assessments and summative assessments	6/1/2018 annually

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Increase student proficiency by building capacity of all stakeholders in rigorous and equitable instruction through Professional Learning Communities that focus on student achievement data to make instructional decisions based on standards.

G2.B1 Alignment of assessment and standard based instruction

G2.B1.S1 Implement monthly grade level PLCs that utilize protocols and focus on student data to create common assessments based on the standards.

TA Opportunity 1

Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common assessments, and sustain the focus on rigorous and relevant student instruction.

Facilitator

Glenda Nouskhajian

Participants

All teachers

Schedule

Monthly, from 8/17/2017 to 6/1/2018

G2.B1.S2 Create and implement vertical PLCs during faculty meetings utilizing protocols and focusing on school-wide and grade level student achievement data.

TA Opportunity 1

Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common assessments, and sustain the focus on rigorous and relevant student instruction.

Facilitator

Glenda Nouskhajian and Cheri Wroblewski

Participants

All teachers

Schedule

Monthly, from 8/17/2017 to 6/1/2018

G2.B2 Using data to drive instruction

G2.B2.S1 Implement monthly grade level PLCs that utilize protocols and focus on student data to create common assessments based on the standards.

TA Opportunity 1

Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common summative and formative assessments, and sustain the focus on rigorous and relevant student instruction.

Facilitator

Glenda Nouskhajian, Cheri Wroblewski

Participants

All teachers

Schedule

Monthly, from 8/17/2017 to 6/1/2018

G2.B2.S2 Create and implement vertical PLCs during faculty meetings utilizing protocols and focusing on school-wide and grade level student achievement data.

TA Opportunity 1

Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common assessments, and sustain the focus on rigorous and relevant student instruction.

Facilitator

Glenda Nouskhajian, Cheri Wroblewski

Participants

All teachers

Schedule

Monthly, from 8/17/2017 to 6/1/2018

VII. Budget

1	G1.B1.S1.A1	Inbed character education in daily instruction	$0.00
2	G2.B1.S1.A1	Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common assessments, and sustain the focus on rigorous and relevant student instruction.	$0.00
3	G2.B1.S2.A1	Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common assessments, and sustain the focus on rigorous and relevant student instruction.	$0.00

4	G2.B1.S2.A2	Create and utilize six vertical PLCs that are comprised of teachers and include special area and guidance.				$0.00
5	G2.B1.S3.A1	Paraprofessional to work in the computer lab to provide instruction in reading and math.				$12,780.96
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6500	150-Aides	0081 - Hutchison Beach Elementary School	Title I, Part A	0.58	$12,780.96
6	G2.B1.S4.A1	Leader in Me License will provide resources for teachers to create instructional activities.				$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0081 - Hutchison Beach Elementary School	Title I, Part A		$1,500.00
			Notes: Notes			
7	G2.B1.S5.A1	Registration fee for teachers to attend Reading by the Bay Conference.				$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	330-Travel	0081 - Hutchison Beach Elementary School	Title I, Part A		$200.00
			Notes: Notes			
8	G2.B1.S6.A1	Provide Teachers with supplies to create standards based lessons, including STEM and hands on labs.				$31,676.76
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0081 - Hutchison Beach Elementary School	Title I, Part A		$31,476.76
			Notes: Notes			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0081 - Hutchison Beach Elementary School	Title, I Part A		$200.00
			Notes: Provide pencil sharpeners for teachers.			
9	G2.B1.S7.A1	Provide IPADS and Chromebooks to teachers for students to use in centers for reading and math				$7,560.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	0081 - Hutchison Beach Elementary School	Title I, Part A		$7,160.00
	5100	510-Supplies	0081 - Hutchison Beach Elementary School	Title, I Part A		$200.00
			Notes: computer mouse for students who are not able to use the touch pad.			
	5100	510-Supplies	0081 - Hutchison Beach Elementary School	Title, I Part A		$200.00
			Notes: To provide headphones for the student to use in the computer lab.			

10	G2.B2.S1.A1	Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common summative and formative assessments, and sustain the focus on rigorous and relevant student instruction.				$0.00
11	G2.B2.S2.A1	Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common assessments, and sustain the focus on rigorous and relevant student instruction.				$0.00
12	G2.B2.S3.A1	Provide Paraprofessionals for interventions in the areas of math and reading				$65,679.34
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0081 - Hutchison Beach Elementary School	Title I, Part A	5.38	$65,679.34
13	G2.B2.S4.A1	After school Tutoring				$5,186.56
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0081 - Hutchison Beach Elementary School	Title I, Part A	0.11	$5,186.56
14	G2.B2.S5.A1	Provide Subs for our LLT to analyze data and make instructional decisions.				$2,378.16
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0081 - Hutchison Beach Elementary School	Title I, Part A		$2,378.16
			Notes: Notes			
15	G2.B2.S6.A1	Six teachers attended a summer training on SIP and SIP Behavior.				$2,008.36
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0081 - Hutchison Beach Elementary School	Title, I Part A		$2,008.36
16	G2.B3.S1.A1	Create and update a graph of student attendance to be displayed outside the office.				$0.00
17	G2.B3.S1.A2	Include attendance data and celebrations in the monthly newsletter to parents. Inform parents about school initiatives (including new standards) in order to increase stakeholder buy-in.				$0.00
18	G2.B3.S1.A3	Celebrate improvements in student attendance on ITV and in the monthly newsletter to parents.				$0.00
19	G2.B3.S1.A4	Provide a copy machine in the front office for parent notifications with attendance, tardies, discipline and current events.				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0081 - Hutchison Beach Elementary School	Title I, Part A		$3,000.00
20	G2.B3.S1.A5	Parent Liaison will contact parents regarding repeated tardies and absences.				$15,467.86

Function	Object	Budget Focus	Funding Source	FTE	2017-18
6150	160-Other Support Personnel	0081 - Hutchison Beach Elementary School	Title, I Part A		$12,543.86
	Notes: Parent Liaison				
6150	390-Other Purchased Services	0081 - Hutchison Beach Elementary School	Title, I Part A		$500.00
	Notes: Parent Liaison to make copies of family events and other communication needs to parents.				
6150	510-Supplies	0081 - Hutchison Beach Elementary School	Title, I Part A		$2,424.00
	Notes: Parent Involvement events				
				Total:	**$147,438.00**