

Bay District Schools

Hutchison Beach Elementary School



2020-21 Schoolwide Improvement Plan

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Hutchison Beach Elementary School

12900 MIDDLE BEACH RD, Panama City, FL 32407

[no web address on file]

Demographics

Principal: Glenda Nouskhajian

Start Date for this Principal: 7/16/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: C (51%) 2016-17: B (59%) 2015-16: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Bay County School Board on 10/13/2020.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

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!!!!

Provide the school's vision statement.

We are a community of leaders leaving a legacy! Our Instructional vision is for all students to be highly engaged in grade level assignments that are taught to the rigor of the standards in a risk free, collaborative and culturally responsive learning environment.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Nouskhajian, Glenda	Principal	
Adkins, Chasity	Teacher, K-12	
Palmasani, Anne	Teacher, K-12	2nd Grade Chair
Fitzgerald, Lori	Teacher, K-12	ELL
Conner, Kari	Teacher, K-12	
Reyes, Katrina	Teacher, K-12	
Turnipseed, Shaelen	Teacher, K-12	
Tatem, Heather	Teacher, K-12	
Shepard, Kayla	Assistant Principal	

Demographic Information

Principal start date

Thursday 7/16/2020, Glenda Nouskhajian

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

3

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

4

Total number of teacher positions allocated to the school

50

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
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2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
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Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	60	105	106	106	107	98	0	0	0	0	0	0	0	582
Attendance below 90 percent	4	23	20	10	23	16	0	0	0	0	0	0	0	96
One or more suspensions	1	4	4	11	4	4	0	0	0	0	0	0	0	28
Course failure in ELA	0	0	1	1	2	0	0	0	0	0	0	0	0	4
Course failure in Math	0	1	2	2	2	1	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	9	9	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	11	0	0	0	0	0	0	0	17

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	2	2	7	10	0	0	0	0	0	0	0	24

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	3	4	3	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 8/5/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	104	111	103	117	96	96	0	0	0	0	0	0	0	627
Attendance below 90 percent	25	33	21	20	11	21	0	0	0	0	0	0	0	131
One or more suspensions	1	4	3	5	1	4	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	4	2	3	1	1	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	14	13	33	0	0	0	0	0	0	0	60

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	3	4	5	6	9	0	0	0	0	0	0	0	28

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	12	7	1	13	2	1	0	0	0	0	0	0	0	36
Students retained two or more times	0	1	0	3	5	3	0	0	0	0	0	0	0	12

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	104	111	103	117	96	96	0	0	0	0	0	0	0	627
Attendance below 90 percent	25	33	21	20	11	21	0	0	0	0	0	0	0	131
One or more suspensions	1	4	3	5	1	4	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	4	2	3	1	1	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	14	13	33	0	0	0	0	0	0	0	60

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	3	4	5	6	9	0	0	0	0	0	0	0	28

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	12	7	1	13	2	1	0	0	0	0	0	0	0	36
Students retained two or more times	0	1	0	3	5	3	0	0	0	0	0	0	0	12

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	61%	55%	57%	60%	49%	55%
ELA Learning Gains	68%	59%	58%	60%	54%	57%
ELA Lowest 25th Percentile	66%	57%	53%	64%	55%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	60%	56%	63%	61%	52%	61%
Math Learning Gains	49%	54%	62%	58%	55%	61%
Math Lowest 25th Percentile	41%	42%	51%	42%	48%	51%
Science Achievement	61%	53%	53%	66%	44%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	53%	61%	-8%	58%	-5%
	2018	61%	57%	4%	57%	4%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	52%	58%	-6%	58%	-6%
	2018	57%	51%	6%	56%	1%
Same Grade Comparison		-5%				
Cohort Comparison		-9%				
05	2019	62%	56%	6%	56%	6%
	2018	54%	50%	4%	55%	-1%
Same Grade Comparison		8%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	63%	62%	1%	62%	1%
	2018	65%	63%	2%	62%	3%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	50%	59%	-9%	64%	-14%
	2018	52%	59%	-7%	62%	-10%
Same Grade Comparison		-2%				
Cohort Comparison		-15%				
05	2019	52%	54%	-2%	60%	-8%
	2018	58%	57%	1%	61%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-6%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	61%	54%	7%	53%	8%
	2018	54%	54%	0%	55%	-1%
Same Grade Comparison		7%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	55	58	36	45	47	31				
ELL	42	58	75	49	58	53	31				
HSP	40	50	65	45	50	42	31				
MUL	65			71							
WHT	65	74	76	64	47	47	63				
FRL	50	56	48	58	52	56	57				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	29	34	31	37	29	25	24				
ELL	45	62	62	42	24	18					
BLK	58			50							
HSP	44	55	54	42	28	8	46				
MUL	57	50		54	55						
WHT	63	57	50	68	48	28	61				
FRL	57	57	56	60	43	26	51				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	35	55	56	34	41	29	24				
ELL	31	67	67	31	44	43					
BLK				40							
HSP	36	62		42	54	50	36				
MUL	86			71							
WHT	65	62	64	66	60	35	72				
FRL	55	61	67	51	51	44	60				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	80
Total Points Earned for the Federal Index	486
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

We are using the same reflection from 2019-2020, due to Covid 19 ending the school year before FSA. The data component which showed the lowest performance was the lowest 25% of mathematics gains. Even though we increased from 26% to 41%, our scores are still below the district and state percentages. Due to Hurricane Michael, we had an influx of new students and staff which contributed to a lack of fidelity and a shorter school year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was math achievement. The growth percentile decreased from 57th to 37th percentile. The performance percentile decreased from 51st percentile to 45th percentile. Due to Hurricane Michael, we had an influx of new students and staff which contributed to a lack of fidelity and a shorter school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was in math learning gains. The state average was 62% and our school average was 49%. Due to Hurricane Michael, we had an influx of new students and staff which contributed to a lack of fidelity and a shorter school year.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was the lowest 25% in ELA. Our scores in this area were above the district and state percentiles. We went from 51% to 66% During PLCs we focused on the rigor of instruction in ELA.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

One area of concern is attendance. We had 96 students who fell under the indicator of attendance below 90%.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Mathematics learning gains of the lowest 25%
2. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Our area of Focus is to increase learning gains in math. This year our teachers will focus on the acceleration model as opposed to remediation. Our percentile in math learning gains was significantly below our district's and the state's percentiles.
Measurable Outcome:	The intended outcome is to increase our lowest 25% in Math FSA from 41% to 55% as well as to increase learning gains of all students from 49% to 61%.
Person responsible for monitoring outcome:	Glenda Nouskhajian (nouskgt@bay.k12.fl.us)
Evidence-based Strategy:	We will use MAP data, as well as Eureka Math common assessments, to identify students that are in this group and establish a data baseline. We will have weekly data meetings with teachers and administration as well as monthly data meetings with teachers, counselors and administration to discuss each student and make instructional adjustments. To ensure that instruction is standards based, the BDS walkthrough tool will be used for progress monitoring.
Rationale for Evidence-based Strategy:	Research shows that frequent data analysis combined with adjusted instruction increases student achievement. "In order to raise student achievement, schools must use diagnostic assessments to measure students' knowledge and skills at the beginning of each curriculum unit, on the spot assessments to check for understanding during instruction, and end of unit assessments and interim assessments to see how well students learned. All of these enable teachers to make mid-course corrections and to get students into intervention earlier." (Odden 2009 p. 23) To truly impact learning gains, students have to be exposed to on-grade material and given the skills and strategies to grapple with that on-grade level material.

Action Steps to Implement

1. Identify students that are in this targeted group by using baseline data points from FSA, as well as the fall MAP assessment.
2. PLC teams will meet weekly to discuss these students, look for trends in the data, and make adjustments as needed to ensure success.
3. We will conduct monthly Instructional Leadership Team meetings to analyze data and vertical alignment to ensure all members of our staff are aware of all of our students and their progress toward the goal.
4. Students will use their personal MAP and Eureka Math Assessments data to create academic goals for improvement.

Person Responsible Glenda Nouskhajian (nouskgt@bay.k12.fl.us)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Our area of focus will be to improve attendance. Students who attend school regularly have been known to achieve at higher levels. The number of students falling below 90% attendance rose from 179 students in 2017-18 to 190 students in 2018-19 but has declined to 96 for the 2019 - 2020 school year. Our efforts seem to be having a positive impact.

Measurable Outcome: The intended outcome for this focus is to decrease the number of students below 90% from 96 students to 86 students. This will result in a decrease of 10%.

Person responsible for monitoring outcome: Natasha Turner (turnenl@bay.k12.fl.us)

Evidence-based Strategy: To increase attendance and elevate excessive tardies, we have provided board games for students and teachers to build relationships before the school starts. As well as dedicated times built in the master schedule for morning meetings. We will analyze EWS data from Focus during monthly MTSS meetings to determine the correlation between students on the EWS report who are also Tiered in the MTSS process.

Rationale for Evidence-based Strategy: Epstein and Sheldon (2002) note in order to manage chronic attendance problems, schools need to “intensify interpersonal relationships between students and teacher” (p. 309).

Action Steps to Implement

1. To increase attendance teachers open their doors for Morning Choice from 7:15-7:35. During this time students play board games with each other to build trusting relationships.
2. Built in the master schedule is a dedicated morning meeting time for teachers and students to build positive and trusting relationships.
3. At ten a.m. on Fridays, the students who have perfect attendance stand up and dance for 30 seconds.

Person Responsible: Glenda Nouskhajian (nouskgt@bay.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The School Leadership Team will conduct Learning Cycles throughout the year with the focus on Accelerated Learning.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

We are a Leader in Me Lighthouse School, where we create a leadership culture. Every student is empowered to create and track their personal and academic goals. Every student has the opportunity for a leadership role within the classroom and school community. This year we will implement the Ron Clark House System. The House System has received National and International recognition for its success for creating a loving, dynamic learning environment that promotes academic excellence and fosters leadership to build a positive school culture, each staff member will mentor students in our lowest quartile.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Math				\$176,001.32
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0081 - Hutchison Beach Elementary School	Title, I Part A		\$5,880.00
			Notes: We will have seven classroom teachers tutor after school to our lowest 25% in Math starting in January for 12 weeks.			
	5100	150-Aides	0081 - Hutchison Beach Elementary School	Title, I Part A		\$143,850.97
			Notes: We have budgeted to hire 12 paraprofessionals to focus on the acceleration model for our MTSS students			
	6200	150-Aides	0081 - Hutchison Beach Elementary School	Title, I Part A		\$11,184.35
			Notes: The Media Paraprofessional will collaborate with the Media Specialist during STEM Rotation to use the acceleration model to increase learning gains in math.			
	6400	120-Classroom Teachers	0081 - Hutchison Beach Elementary School	Title, I Part A		\$625.00
			Notes: The Instructional Leadership Team met this summer to analyze data, create goals, define strategies to increase our learning gains in math.			
	5100	644-Computer Hardware Non-Capitalized	0081 - Hutchison Beach Elementary School	Title, I Part A		\$9,625.00

			<i>Notes: We are purchasing Chrome Books to put in the 3rd-5th grade classrooms for the students use resources such as ZEARN, FIM.</i>			
	5100	519-Technology-Related Supplies	0081 - Hutchison Beach Elementary School	Title, I Part A		\$4,000.00
			<i>Notes: We have purchased headphones for students to use with their Chromebooks to accompany the academic resources on the student launchpad.</i>			
	5100	369-Technology-Related Rentals	0081 - Hutchison Beach Elementary School	Title, I Part A		\$836.00
			<i>Notes: We have purchased PlanBook an online resource for teachers to plan instruction, especially in the area of math.</i>			
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$92,872.68
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	160-Other Support Personnel	0081 - Hutchison Beach Elementary School	Title, I Part A		\$10,845.10
			<i>Notes: The Parent Liaison will provide resources and support to help our families become more actively engaged in academics, with the focus on math.</i>			
	6400	750-Other Personal Services	0081 - Hutchison Beach Elementary School	Title, I Part A		\$26,962.00
			<i>Notes: To improve school culture we are implementing the Ron Clark House System. We are going to send 7 teachers to a 2 day Ron Clark Academy Training. This team will meet each month for a PLC to analyze data in attendance and behavior. We have budgeted for a Leader in Me Consultant to train our teachers on setting and tracking goals to increase our learning gains in Math.</i>			
	5100	510-Supplies	0081 - Hutchison Beach Elementary School			\$15,413.00
			<i>Notes: We have purchased Student Leadership Guides that go with the professional development training in LIM.</i>			
	5100	510-Supplies	0081 - Hutchison Beach Elementary School	Title, I Part A		\$15,413.00
			<i>Notes: We have purchased Student Leadership Guides that go with the professional development training in LIM.</i>			
	5100	390-Other Purchased Services	0081 - Hutchison Beach Elementary School	Title, I Part A		\$1,800.00
			<i>Notes: We have purchased Character Educational Banners.</i>			
	6150	369-Technology-Related Rentals	0081 - Hutchison Beach Elementary School			\$3,288.00
			<i>Notes: We have purchased a digital smore newsletter to send out monthly parent newsletters. We also rent a copier for parent communication.</i>			
	6150	390-Other Purchased Services	0081 - Hutchison Beach Elementary School			\$650.00
			<i>Notes: We print Character Education and LIM for parent/student communication.</i>			
	6150	510-Supplies	0081 - Hutchison Beach Elementary School			\$2,183.00
			<i>Notes: Purchased consumable supplies and refreshments for Parent Events to increase a positive culture between school and home.</i>			
	6150	160-Other Support Personnel	0081 - Hutchison Beach Elementary School	Title, I Part A		\$16,318.58
			<i>Notes: We will provide resources and supplies for our families and teachers to increase student attendance by creating a positive culture.</i>			

Total:	\$268,874.00
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