

Bay District Schools

Hutchison Beach Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Hutchison Beach Elementary School

12900 MIDDLE BEACH RD, Panama City, FL 32407

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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. 100% of our students will make learning gains and show proficiency on grade level by May of 2024 using iReady.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Nouskhajian, Glenda	Principal	Principal- oversee day-to-day operations of the school, serve as an instructional leader, manage school logistics and budgets, monitor student growth and performance, adjust supports and services based on student needs, monitor teacher performance and provide guidance and support, ensure that the campus is safe and secure, build productive relationships with families, community members and other stakeholders.
Folsom, Susan	Teacher, K-12	Teacher K-12: Plan, prepare, and deliver instructional activities to address state standards, create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Shepard, Kayla	Assistant Principal	Assistant Principal-Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal, serves as an Instructional Leader; facilitates the work of PLCs, leads data driven discussions and planning, relates to students with mutual respect while carrying out a positive and effective discipline policy
Marino, Erica	Teacher, K-12	Teacher K-12: Plan, prepare, and deliver instructional activities to address state standards, create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Vandel, Lacey	Instructional Media	Instructional Media: provide accessible tools for students and staff to direct, enhance, and support the learning process, collaborating with staff, teaching skills to students and staff, and maintaining the holdings of the Media Center.
Mann, Jennifer	Curriculum Resource Teacher	Teacher, Curriculum Resource : responsible for planning, developing, delivering, and evaluating appropriate individualized educational services, identify the needs of assigned students through formal and informal assessments, review student performance data and assessment data to develop appropriate goals and objectives for each student, collaborate with general education teachers to ensure all students receive standards based instruction
Golema, Brittany	Teacher, K-12	Teacher, ELL: responsible for planning, developing, delivering, and evaluating appropriate individualized educational services, identify the needs of assigned students through formal and informal assessments, review student performance data and assessment data to develop appropriate goals and objectives for each student, collaborate with general education teachers to ensure all students receive standards based instruction

Name	Position Title	Job Duties and Responsibilities
Libby, Lisa	Teacher, ESE	Teacher, ESE: responsible for planning, developing, delivering, and evaluating appropriate individualized educational services, identify the needs of assigned students through formal and informal assessments, review student performance data and assessment data to develop appropriate goals and objectives for each student, collaborate with general education teachers to ensure all students receive standards based instruction
Carr, Mary	Teacher, K-12	Teacher K-12: Plan, prepare, and deliver instructional activities to address state standards, create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Caskey, Hannah	Teacher, K-12	Teacher K-12: Plan, prepare, and deliver instructional activities to address state standards, create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Doll, Josie	Teacher, K-12	Teacher K-12: Plan, prepare, and deliver instructional activities to address state standards, create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Harris, Lindsey	Teacher, K-12	Teacher K-12: Plan, prepare, and deliver instructional activities to address state standards, create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We provide opportunities for these stakeholders to provide input through surveys, focus groups, or SAC meetings. We ensure that the input provided by stakeholders is considered in the development of the SIP. This involves analyzing the input to identify common themes or concerns, and developing strategies to address these concerns in the SIP. Overall, involving all stakeholders in our SIP development process ensures that the plan reflects the needs and priorities of the entire school community.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

To ensure effective implementation and impact of the SIP on students' achievement, the plan will be regularly monitored at our Monthly Faculty Meetings, ILT Meetings, MTSS Meetings, and SAC Meetings. This monitoring will focus on how the plan is meeting the State's academic standards, especially for our ESE students that have the greatest achievement gap. We will revise the plan to ensure continuous improvement.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	43%
2022-23 Economically Disadvantaged (FRL) Rate	63%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	49	38	39	32	30	48	0	0	0	236	
One or more suspensions	14	6	10	11	17	14	0	0	0	72	
Course failure in English Language Arts (ELA)	0	2	11	5	5	1	0	0	0	24	
Course failure in Math	0	3	2	4	6	1	0	0	0	16	
Level 1 on statewide ELA assessment	0	0	0	15	16	25	0	0	0	56	
Level 1 on statewide Math assessment	0	0	0	9	17	34	0	0	0	60	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	3	13	13	17	7	0	0	0	61	
	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	11	8	16	16	21	27	0	0	0	99

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	2	7	16	5	0	0	0	0	37
Students retained two or more times	0	0	0	2	2	0	0	0	0	4

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	29	29	23	26	25	22	0	0	0	154	
One or more suspensions	0	0	0	2	2	0	0	0	0	4	
Course failure in ELA	0	1	4	9	3	5	0	0	0	22	
Course failure in Math	0	1	0	4	1	2	0	0	0	8	
Level 1 on statewide ELA assessment	0	0	0	16	20	25	0	0	0	61	
Level 1 on statewide Math assessment	0	0	0	10	17	37	0	0	0	64	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	13	8	13	0	0	0	36

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	3	6	17	3	0	0	0	0	36
Students retained two or more times	0	0	0	3	1	0	0	0	0	4

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	29	29	23	26	25	22	0	0	0	154
One or more suspensions	0	0	0	2	2	0	0	0	0	4
Course failure in ELA	0	1	4	9	3	5	0	0	0	22
Course failure in Math	0	1	0	4	1	2	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	16	20	25	0	0	0	61
Level 1 on statewide Math assessment	0	0	0	10	17	37	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	13	8	13	0	0	0	36

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	3	6	17	3	0	0	0	0	36
Students retained two or more times	0	0	0	3	1	0	0	0	0	4

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	46	47	53	51	51	56	48		
ELA Learning Gains				63			67		
ELA Lowest 25th Percentile				58			87		
Math Achievement*	45	50	59	55	48	50	57		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				55			52		
Math Lowest 25th Percentile				44			47		
Science Achievement*	58	48	54	52	50	59	56		
Social Studies Achievement*					54	64			
Middle School Acceleration					42	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	55	56	59	79			67		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	250
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	457
Total Components for the Federal Index	8

2021-22 ESSA Federal Index

Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	2	1
ELL	32	Yes	1	
AMI				
ASN				
BLK	40	Yes	1	
HSP	42			
MUL	50			
PAC				
WHT	51			
FRL	41			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL	52			
AMI				
ASN				
BLK	43			
HSP	54			
MUL	66			
PAC				
WHT	57			
FRL	52			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	46			45			58					55
SWD	25			17			33				5	50
ELL	23			32			37				5	55
AMI												
ASN												
BLK	43			26			38				4	
HSP	31			40			48				5	57
MUL	60			40							2	
PAC												
WHT	49			50			66				5	45
FRL	38			36			43				5	55

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	51	63	58	55	55	44	52					79
SWD	18	50	53	20	36	29	21					69
ELL	33	61	53	48	55	44	40					79
AMI												
ASN												
BLK	35	64	45	31	45		38					
HSP	33	60	64	48	63	50	35					81
MUL	77	77		62	62		50					
PAC												
WHT	55	62	57	61	52	36	59					73
FRL	43	63	57	43	49	43	47					72

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	48	67	87	57	52	47	56					67
SWD	29	58		49	67		33					
ELL	37	82		41	50		69					67
AMI												
ASN												
BLK	22			32								
HSP	40	73		44	44		67					67
MUL	48			71								
PAC												
WHT	54	68		64	56		53					
FRL	34	58		48	44		44					43

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	53%	52%	1%	54%	-1%
04	2023 - Spring	36%	55%	-19%	58%	-22%
03	2023 - Spring	42%	47%	-5%	50%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	44%	54%	-10%	59%	-15%
04	2023 - Spring	35%	59%	-24%	61%	-26%
05	2023 - Spring	53%	53%	0%	55%	-2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	54%	49%	5%	51%	3%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The data component with the lowest performance for the 22-23 school year was 4th grade ELA at 36% scoring a level 3 or above. Based on the 2023 FAST data and iReady Diagnostc Assessment the greatest needs are in the areas of ELA with a target of the lowest 25% percentile and students with disabilities. The fourth grade PLC struggled with collaborating effectively regarding benchmark-aligned instruction, common assessments, interventions, and classroom management. Our focus will be to enure that our ESSA subgroups receive targeted instruction, and interventions. Another contributing factor to last year's low performance in ELA was the integration of a new ELA curriculum and a new progress monitoring system.

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

The data component with the greatest decline from the prior year was ELA, with a passing rate for students in our school at 44%, which is below average. Specifically, the passing rate for third and fourth-grade students were even lower than the state average. Third grade had a passing rate of 42%, compared to the state average of 50%, while fourth grade had a passing rate of 36%, compared to the state average of 58%. Based on this data, it is possible that the quality of teaching and resources available to students contributed to these lower passing rates. Attendance was another contributing factor school-wide. The school suspension data for fourth Grade was the highest in the school.

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 4th grade math. 4th grade math percentile was 26th and the state average was 47th. There were several factors that that could have contributed to the gap in 4th grade math scores. First, there was a teacher turnover in the grade-level that contributed to the students having to change routines several times. Another factor was student behavior and their behavior trends have been a concern for 3 years. The 4th-grade team was departmentalized and collaborating regarding benchmark-aligned instruction specific to math was a significant challenge. The district-approved math curriculum was aligned to the previous standards and teachers struggled to properly align the lessons to the new B.E.S.T Standards. The absence of a dedicated school-based math coach only compounded this concern.

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

The component that showed the most improvement was science. In 2022, our school average was 52% and our 2023 data was 54%. By improving their understanding of scientific concepts, students can better appreciate the world around them and make informed decisions about important issues. It's important to continue building on this progress to ensure that students are getting the best possible education in science. Encouraging students to explore their curiosity and ask questions about the world around them can help foster a love of science that will last a lifetime.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern based on the EWS data was the number of students that missed 10% or more of the school year. There were 236 students who were absent 10% or more days. The second area of concern based on the EWS data is discipline. There were 72 students with one or more suspensions.

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

1. Increase student academic achievement in ELA and Math.
2. Increase the daily student attendance rate with an emphasis on arriving on time.
3. Increase the positive culture and environment specifically relating to Early Warning System.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Hutchison Beach Elementary's Early Warning System data indicates that approximately 35% of the student population was absent 10% or more of the school days during the 2022-2023 school year. In 2022-2023 we had 236 students absent 10% or more school days. For the 2023-2024 our goal is to have less than 204 students absent 10% or more school days. A positive culture in schools is a vital factor that can have a significant impact on students' academic performance and attendance. A positive culture is created when students feel that they are valued, respected, and supported by their teachers and peers. When students feel a sense of belonging, they are more likely to attend school regularly.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Hutchison Beach Elementary will decrease the percentage of students absent 10% or more of the school days by 10% in the 2023-2024 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The attendance report will be reviewed monthly to identify students demonstrating a pattern of nonattendance.

Person responsible for monitoring outcome:

Kayla Shepard (shepakj@bay.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Hutchison Beach Elementary will create positive conditions for learning by being intentional in building strong and supportive relationships among students, faculty, staff, parents, and community members. The Leader in Me process will help build positive family-school relationships.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research indicates that when positive conditions are in place students are more likely to attend and be engaged (attendanceworks.org). There is strong evidence that students benefit from strong family-school community partnerships. According to Hattie, teacher-student relationships have a positive effect size of 0.72 on student achievement. A student's sense of belonging within a supportive school environment also has a positive impact on student attendance and achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Establish, teach, and reinforce schoolwide non-negotiable core values and expectations to create a safe May 2024 and supportive environment for students, teachers, and staff.

Person Responsible: Kayla Shepard (shepakj@bay.k12.fl.us)

By When: May 2024

Establish and build positive relationships with business partners through Partnership Bay to assist with establishing positive conditions for learning that will benefit students and teachers. Community partners will be instrumental in meeting the basic needs of students such as food and clothing.

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

By When: May 2024

Develop and implement a mentoring program in collaboration with Elevate Bay. Identify and pair students with a mentor to provide additional support and encouragement.

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

By When: May 2024

Establish cross-grade level teams comprised of students, faculty, and staff to build a strong sense of community and relationship building. The teams will meet frequently to recognize individual and team accomplishments related to attendance and behavior and recognize students that consistently demonstrate the core values.

Person Responsible: Kayla Shepard (shepakj@bay.k12.fl.us)

By When: May 2024

#2. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Hutchison Beach Elementary's faculty will actively participate as a member of a school-based highfunctioning Professional Learning Community. The 22-23 schoolwide ELA proficiency levels are below the state average in grades 3 and 4. The 22-23 schoolwide math proficiency levels are also below the state average in grades 3 and 4. The overall achievement levels in the 21-22 school year were also significantly below the state average and below the Federal Index. Students with Disabilities ESSA subgroup have been identified as lowperforming based on 21-22 assessment data.

The Professional Learning Communities will function as a collaborative team and assume collective responsibility for the learning of 100% of the students, which includes the identified ESSA low-performing subgroups. The PLCs will work together to clarify exactly what each student must learn, monitor student progress, and provide interventions for struggling students. PLCs will also serve to provide teachers with job-embedded professional learning.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

100% of the faculty at Hutchison Beach Elementary will be a member of a Professional Learning Community and actively participate in weekly PLC meetings.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The administration will regularly attend grade-level Professional Learning Community meetings to ensure that student learning is the main focus and that all PLC members are present and actively participating. PLC teams will utilize the approved agenda and minutes template that focuses on the Four Critical Questions of a PLC. The agenda and minutes will be uploaded to the grade-level Google shared drive.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Professional Learning Communities will serve to provide job-embedded professional learning to the faculty focused on delivering benchmark-aligned engaging lessons, analyzing student achievement data, and planning and delivering effective interventions for struggling learners.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The U.S. Department of Education Institute of Educational Sciences indicates that for more than a decade education practitioners have promoted the Professional Learning Community (PLC) as an effective way to provide professional development to teachers to improve their pedagogy. By reflecting on and improving teaching practices, PLCs will have a positive impact on student achievement.

Teachers working together to map the learning progression of all students has an effect size of 1.20 according to educational researcher, John Hattie. The effect size of collective teacher efficacy is 1.57.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Develop a master schedule that prioritizes common grade-level planning requiring PLC teams to collaborate during contract hours at least once weekly.

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

By When: May 2024

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Hutchison Beach Elementary's FAST ELA achievement proficiency in grades 3-5 for the 22-23 school is significantly lower than the state percentage. The percentage of students scoring a Level 3 or higher is as follows:

3rd Grade: 42% compared to the state's 50%

4th Grade: 36% compared to the state's 58%

5th Grade: 53% compared to the state's 54%

Economically Disadvantaged and Students with Disabilities ESSA subgroups have been identified as low-performing based on 21-22 state assessment data. By addressing their individual needs through specialized instruction and support, these students can become more confident, engaged, and successful learners. This can lead to improvements in their performance across all subjects, including ELA. Our ESE program will provide accommodations and modifications to help students with disabilities access the general curriculum in ELA classes.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

It is the vision of Hutchison Beach Elementary that 100% of our students will be at or above grade level. In order to work towards this vision, at least 50% of our students in grades 3-5, including the identified low-performing ESSA subgroup, will score a Level 3 or higher this school year as measured by the State ELA FAST PM3 assessment administered in May.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The data from the FAST PM1 and PM2 will be analyzed to monitor progress in grades K-5. The iReady diagnostic will be administered in the Fall and Winter and utilized as an instructional tool to monitor progress, plan for instruction, and plan for appropriate interventions. PLCs will review student work samples, formative assessments, and district-common summative assessments frequently to track student progress. MTSS Tier 3 progress monitoring data will be reviewed monthly to monitor the effectiveness of Tier 3 interventions. Classroom walkthrough data will be utilized to monitor instruction and student progress. Students will track their individual progress and participate in teacher-student data chats.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Hutchison Beach Elementary will implement the district-adopted Houghton Mifflin Harcourt curriculum with fidelity during the 90-minute uninterrupted reading block. We will schedule an additional 45 minutes of small group reading instruction daily to provide supplemental support to master grade-level essential benchmarks utilizing approved resources as outlined in Bay District Schools Comprehensive Reading Plan.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students will need extra support in order to master essential grade-level benchmarks. By scheduling an additional dedicated block of time daily to provide systematic small-group interventions within a Multi-Tiered System of Supports, we will be able to reteach and accelerate student learning on essential benchmarks.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create a master schedule that includes a dedicated 45 minutes of additional small group ELA instruction in grades K-5.

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

By When: May 2024

Schedule ESE & ELL Intervention Teachers, Academic Interventionists, and Instructional Paraprofessionals in order to maximize support during ELA time.

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

By When: May 2024

PLCs will monitor student progress frequently using progress monitoring data, formative assessments, common summative assessments, and student work samples. PLCs will identify and provide small-group instruction during ELA block to students based on identified needs. PLCs will respond quickly and proactively.

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

By When: May 2024

PLCs will monitor student progress frequently using progress monitoring data, formative assessments, common summative assessments, and student work samples. PLCs will identify and provide small-group instruction during ELA time to students based on identified needs. PLCs will respond quickly and proactively.

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

By When: May 2024

The administration will conduct frequent classroom walkthroughs utilizing a walkthrough form that identifies look-fors that are in alignment with the Areas of Focus and Instructional Priorities.

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

By When: May 2024

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Hutchison Beach Elementary's FAST Math achievement proficiency in grades 3-5 for the 22-23 school is significantly lower than the state percentage. The percentage of students scoring a Level 3 or higher is as follows:

3rd Grade: 44% compared to the state's 59%

4th Grade: 35% compared to the state's 61%

5th Grade: 53% compared to the state's 55%

Economically Disadvantaged and Students with Disabilities ESSA subgroups have been identified as low-performing based on 21-22 state assessment data. By addressing their individual needs through specialized instruction and support, these students can become more confident, engaged, and successful learners. This can lead to improvements in their performance across all subjects, including Mathematics. The ESE program can provide accommodations and modifications to help students with disabilities access the general curriculum in the subject of Math.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

It is the vision of Hutchison Beach Elementary that 100% of our students will be at or above grade level. In order to work towards this vision, at least 50% of our students in grades 3-5, including the identified low-performing ESSA subgroups, will score a Level 3 or higher this school year as measured by the State Math FAST PM3 assessment administered in May.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The data from the FAST PM1 and PM2 will be analyzed to monitor progress in grades K-5. The iReady diagnostic will be administered in the Fall and Winter and utilized as an instructional tool to monitor progress, plan for instruction, and plan for appropriate interventions. PLCs will review student work samples, formative assessments, and district-common summative assessments frequently to track student progress. Classroom walkthrough data will be utilized to monitor instruction and student progress. Students will track their individual progress and participate in teacher-student data chats.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Hutchison Beach Elementary will implement the newly adopted BDS-approved Big Ideas math curriculum with fidelity during the 60-minute core math instructional block. We will provide an additional 30 minutes of small group math instruction to address deficits in prerequisite math skills students need to be successful with grade-level essential benchmarks using district-approved supplemental resources for math.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students will need extra support in order to master essential grade-level benchmarks. By scheduling an additional dedicated block of time daily to provide systematic small-group interventions within a Multi-Tiered System of Supports, we will be able to reteach and accelerate student learning on essential

benchmarks. The What Works Clearinghouse practice guides indicate there is strong evidence related to delivering evidence-based mathematics interventions based on students' needs. Researcher John Hattie concludes that RTI has an effect size of 1.29.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PLCs will monitor student progress frequently using progress monitoring data, formative assessments, common summative assessments, and student work samples. PLCs will identify and provide small-group instruction to students based on identified needs. PLCs will respond quickly and proactively.

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

By When: May 2024

Provide professional learning opportunities for teachers related to the district-adopted Big Ideas Math Curriculum, effectively using math manipulatives during instruction, using the B1G-M to plan benchmark-aligned instruction, and using the iReady math prerequisite report to guide small group instruction.

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

By When: May 2024

The administration will conduct frequent classroom walkthroughs utilizing a walkthrough form that identifies look-fors that are in alignment with the Areas of Focus and Instructional Priorities.

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

By When: May 2024

#5. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

In Bay District, we are a collaborative team. Together, the district office supports school leaders and staff members in developing spending plans that are directly aligned with their SIP goals. With the leadership of our Director of Federal Programs, the district monitors expenses bi-weekly and updates the financial spreadsheet. In an effort to be transparent, this spreadsheet is shared with stakeholders including district leaders, school leaders, and pertinent school staff members. In the event there is a need to update or modify the plan based on a change in need, then the group collaborates to develop an amendment.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the Spring iReady Diagnostic Assessment, 82% of Kindergarten students met grade-level expectations. This was a decrease by 4% of Kindergarten students that showed proficiency at the end of 2021-2022. 64% of First Grade students demonstrated proficiency on the Spring iReady Diagnostic Assessment. This was a decrease of 3% of First Graders that showed proficiency at the end of 2021-2022. 57% of Second Grade students demonstrated proficiency on the Spring iReady Diagnostic Assessment. This was a decrease of 9% of Second Graders that showed proficiency at the end of 2021-2022.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Based on the Spring iReady Diagnostic Assessment, 69% of 3rd Grade students met grade-level expectations. This was a increase by 10% of 3rd Grade students that showed proficiency at the end of 2021-2022. 41% of Fourth Grade students demonstrated proficiency on the Spring iReady Diagnostic Assessment. This was a decrease of 29% of Fourth Graders that showed proficiency at the end of 2021-2022. 55% of Fifth Grade students demonstrated proficiency on the Spring iReady Diagnostic Assessment. This was a decrease of 25% of Fifth Graders that showed proficiency at the end of 2021-2022.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Based off the ELA Fall 2023 Florida Progress Monitoring Star Assessments the K-2 average is 43% being proficient. At the Spring 2023-2024 school year our goal is for K-2 students to be at least 70% proficient in ELA.

Grades 3-5 Measurable Outcomes

Based off the ELA Fall 2023 Florida Progress Monitoring Fast Assessments the 3-5 average is 23% being proficient. At the Spring 2023-2024 school year our goal is for 3-5 students to be at least 70% proficient in ELA.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student progress will be monitored through standards based formative and summative assessments, iReady Diagnostic, and the Florida Progress Monitoring FAST Assessments. Grade level PLCs along with school-level interventionist, coaches and administration will conduct monthly data chats to review data and ongoing progress related to TIER I instruction along with student progress receiving TIER II and TIER III interventions.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Nouskhajian, Glenda, nouskgt@bay.k12.fl.us

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Bay County has adopted state approved ELA Curriculum , Houghton Mifflin Harcourt, which is correlated with the new FL BEST Standards. This curriculum provides quality instruction on the new BEST standards through a gradual release model starting with whole group lessons then allowing students to interact with the text and practice the skills in small group and individualized activities. In addition the curriculum includes Table Top lessons designed to differentiate instruction in small groups and enables grade level texts to be accessible to all learners. Along with the implementation of the HMH curriculum, students' progress will also be monitored through iReady. Students will participate in diagnostic assessments in Fall, Winter and Spring. This diagnostic data will be used to identify students that need additional support and interventions. Students will be assigned individualized lessons to address learning deficits and provide instruction on prerequisite skills necessary to master grade-level standards.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Houghton Mifflin Harcourt Into Reading core adopted instructional materials for K-5 English Language Arts. The series was reviewed and approved by the FLDOE for inclusion on the State Adopted List at time of adoption and purchase. To improve instruction and learning, BDS teachers incorporate explicit, direct instruction (effect size of .60) and scaffolding (effect size of .82) based on Hattie's research (Visible Learning: John Hattie 2017)

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
All new teachers will be provided the opportunity to participate in Houghton Mifflin Harcourt training through HMH. Teachers will meet in PLCs to analyze formative and summative assessment data along with iReady diagnostic and growth monitoring data. Administrators will take part in these PLC meetings to ensure that the curriculum is being instructed with fidelity and that students are receiving necessary support and interventions. For any student who has not responded to a specific reading intervention delivered with fidelity, reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strengths and weaknesses.) Additionally, schools follow the Comprehensive Evidence-Based Reading Plan and MTSS decision tree which indicates research based and evidence-based materials available for targeted interventions (Tier 2). If student data does not show progress at Tier 2 then adjustments will be made.	Nouskhajian, Glenda, nouskgt@bay.k12.fl.us

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

School Improvement Plans are made publicly available via the Florida Department of Education, CIMS website: <https://www.floridacims.org/plans>. This link is available for parents and the community on the school's webpage <https://hutchisonbeach.bay.k12.fl.us/>. The yearly BDS Title I Newsletter will provide the CIMS link to the SIP/SWP, which contains the UniSIG budget. The newsletter is translated into the language parents can understand and distributed to parents via PeachJar. Paper copies of the plan are provided upon request. We also provide monthly school newsletters through SMORE, Facebook, Class Dojo, Peachjar, Everbridge and Parent Portal. The SIP/SWP will be discussed at the Title I Annual Meeting and during SAC meetings. The SAC will progress monitor the implementation of the plan.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

With the input of parents, a Parent and Family Engagement Plan (PFEP) has been developed for the 23-24 school year and a summary of the PFEP is disseminated electronically to parents at the beginning of the year. The PFEP outlines the meetings, workshops, and communications planned to engage parents, build parents' capacity in order to be fully involved in their child's education, meet their child's needs, and increase academic achievement; which will fulfill the school's mission. It also outlines the training for teachers, administrators, and other staff to promote positive relationships with parents. The PFEP is available on the school's website at <https://hutchisonbeach.bay.k12.fl.us/>. Parents are able to monitor their child's progress 24/7 using the Parent Portal. The following Title I expenditures will support the implementation of the PFEP:

- parent communications;
- materials for parents to work with their children at home;
- parent workshops (refreshments and supplies);

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

At Hutchison Beach Elementary, we utilize rigorous instruction and productive PLCs to guide our faculty to help our students reach their achievement goals. Our job is to maintain instructional momentum and as such we use Title 1 funds such as 10 classroom paraprofessionals, 1 media center paraprofessional, Copier rental, Instructional supplies and 20 Chromebooks to enhance and engage instruction. These resources allow us to focus on teaching quality curriculum and enhancing the quality of instruction by not only maintaining instructional momentum but providing hands-on instruction and creating core memories for our students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Title III, ESSER, Immigrant, and local funds are coordinated to provide office staff in the bilingual center who assist families new to the community with school registration; ESOL Resource Teachers who support teachers of ELL students; bilingual paraprofessionals who assist students in the classrooms; curriculum resources; supplies; and parent involvement resources for students to be successful. Title II and local funds provide ongoing professional development for teachers and administrators to support the implementation of best practices for continuous improvement, ensure that instructional practices and strategies align with the rigorous state standards, and promote accelerated learning and differentiated instruction to meet students' individual needs. Funds provide opportunities for teachers to add endorsements for Autism, Reading, ESOL, and Gifted as well as obtaining certification for critical shortage areas. New teachers are provided sustained support from staff training specialists and content area instructional specialists to facilitate their development.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

NA

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

NA

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Ongoing professional development is provided for teachers and administrators to support the implementation of best practices for continuous improvement, ensure that instructional practices and strategies align with the rigorous state standards, and promote accelerated learning and differentiated instruction to meet students' individual needs. Funds provide opportunities for teachers to add endorsements for Reading, ESOL, and Gifted as well as obtaining certification for critical shortage areas. New teachers are provided sustained support from staff training specialists and content area instructional specialists to facilitate their development.

Title I funds support professional development providing additional planning during the summer for the leadership team; additional staff members to participate in leadership meetings during the school year who are then required to share information to grade levels.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

In the spring, the school will conduct a Pre-K to Kindergarten Workshop for parents of preschool children. Invitations will be given to childcare centers within the school's zone. It will be advertised throughout the community via social media. During the meetings, parents will be given resources for their preschool child to work on during the summer to prepare them for kindergarten; information about the curriculum that will be used; assessments; behavior expectations; and information about Parent Portal. Parents will be given a tour of the campus.

Additionally, in the fall, schools hold an Orientation to invite parents and families to visit the school, classroom, and teacher to become more comfortable with the school and to provide opportunities for parents to be involved.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$22,522.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	510	0081 - Hutchison Beach Elementary School	Title, I Part A		\$2,830.00
			<i>Notes: Parent Events and Communications</i>			
	6400	369	0081 - Hutchison Beach Elementary School	Title, I Part A		\$3,003.00
			<i>Notes: Leader in Me Resources for teachers and staff for Character Development.</i>			
	5100	369	0081 - Hutchison Beach Elementary School	Title, I Part A		\$3,248.00
			<i>Notes: Copier Rental for teachers to make copies for Leader in Me activities and for family connections.</i>			
	5100	510	0081 - Hutchison Beach Elementary School	Title, I Part A		\$9,292.00
			<i>Notes: Provide supplies and copy paper for teachers to use for ELA/Math instruction and family connections.</i>			
	5100	519	0081 - Hutchison Beach Elementary School	Title, I Part A		\$4,000.00
			<i>Notes: Provide ink to make copies for teachers to use for ELA/Math instruction and family connections.</i>			
	6150	369	0081 - Hutchison Beach Elementary School	Title, I Part A		\$149.00
			<i>Notes: Provide a year subscription of SMORE for family and teacher newsletter.</i>			
2	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities				\$1,435.82
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	121	0081 - Hutchison Beach Elementary School	Title, I Part A		\$1,435.82
			<i>Notes: Provide PLC planning days for school improvement instructional practices.</i>			
3	III.B.	Area of Focus: Instructional Practice: ELA				\$255,015.05

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	151	0081 - Hutchison Beach Elementary School	Title, I Part A		\$219,103.17
			Notes: Provide para support during ELA intervention times.			
	6200	151	0081 - Hutchison Beach Elementary School	Title, I Part A		\$28,911.88
			Notes: Provide Media para to help teachers utilize resources and support in ELA instructional practices.			
	5100	644	0081 - Hutchison Beach Elementary School	Title, I Part A		\$7,000.00
			Notes: Provide Chromebooks for students to access iReading and Intervention resources.			
4	III.B.	Area of Focus: Instructional Practice: Math				\$2,046.13
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0081 - Hutchison Beach Elementary School	Title, I Part A		\$2,046.13
			Notes: To provide additional math resources.			
5	III.B.	Area of Focus: -- Select below --:				\$0.00
Total:						\$281,019.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes