



## Beacon Cove Intermediate School

150 SCHOOLHOUSE RD, Jupiter, FL 33458

[www.edline.net/pages/beacon\\_cove\\_intermediateschool](http://www.edline.net/pages/beacon_cove_intermediateschool)

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	No	18%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	25%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

### SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>35</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>38</b>
Professional Development Opportunities	39
Technical Assistance Items	0
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Beacon Cove Intermediate is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

##### Provide the school's vision statement

Beacon Cove Intermediate envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

#### School Environment

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

Beacon Cove infuses multicultural diversity content into the lessons during group planning sessions. Multicultural literature is infused in the reading/writing. In addition, our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Beacon Cove will provide faculty members simple strategies for gaining information about students' cultures; and provide professional development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings; as well as, encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students; Beacon Cove will embed cultural activities within curriculum and daily course work with direction from the Literacy Team (e.g., reading selections, writing prompts). Beacon Cove will celebrate and inform students monthly on different cultures, celebrations and traditions through the school-wide student led television broadcast system (WBCI).

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

Beacon Cove Intermediate will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines and Single School Culture for academics, behavior and climate to the contexts students will encounter before/during/after school. These expectations will be posted throughout the school, including hallways, cafeteria and playground. Students will receive the PBS expectations at two grade level assemblies during the school year. During those assemblies students will be reminded of the high expectations in each location on campus and on the school buses.

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations.

Beacon Cove will involve non-instructional staff, including office staff, bus drivers, cafeteria personnel,



and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors. Beacon Cove will infuse the content required by FL Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness. At Beacon Cove, all students, including SWDs have the same opportunities to participate in all school sponsored, non-academic, age appropriate activities, including dances, field trips, clubs and community service activities. All student, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school.

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

Beacon Cove utilizes Universal Guidelines and a behavior matrix taught twice a year through school-wide grade level assemblies to ensure students are aware of school expectations.

Beacon Cove ensure teachers are trained in Classroom management strategies (CHAMPS, etc.) which is part of the Single School Culture Initiative for Behavior.

The Beacon Cove Intermediate SwPBS team reviews classroom data to ensure students are engaged while in class and that differentiation of instruction is taking place to meet the needs of all students.

Beacon Cove teachers convey and review expectations for learning activities within their classroom daily and make references to Universal Guidelines and behavioral expectations when providing students with positive feedback. Class meetings will occur on a frequent basis to include student feedback.

Beacon Cove has several School-wide recognition systems is in place, such as The Get REAL Awards, Proud Pelicans, Cafe Cookie award program, as well as individual recognition programs within the classroom.

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

Beacon Cove has an operational school based team that meets weekly to discuss students with barriers to academic and social success. Additionally, there is Instruction through the school-wide guidance program and various campus activities/groups that address social/emotional needs of students, such as Changing Families and Friendship groups.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

Beacon Cove will use Parent University, which is the vehicle to increase parents' knowledge and understanding of a variety of educational and community topics; such as the new literacy initiative,

expectations for the reading counts program, college savings and online cyber bullying to assist in building positive relationships with families and increase parent understanding and involvement. Additionally, during Open House, curriculum night, etc., the school will work to ensure non-threatening methods of introducing parents to teachers and administrators. Beacon Cove will offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology as needed and communicate classroom and school news to parents.

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

Beacon Cove builds and sustains partnerships with the local community through involvement in the city Chamber of Commerce, attending functions, volunteering and engaging in PTO sponsored community fundraisers with local businesses. Additionally, the school has an Adopt a Class program and takes part in business student recognition programs.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Bolte, Leslie	Principal
Braswell, Judith	Assistant Principal
Taylor, Gina	Teacher, K-12
Hamilton, Ilene	Teacher, ESE
Simmons, Karen	
Poslaiko, Michelle	
Baker, Cam	
Frinkle, Jennifer	
Congdon, Tess	Teacher, K-12
Bleefeld, Robyn	Teacher, K-12
Moreno, Christine	Teacher, K-12
Guinn, Cindy	Teacher, K-12
Brody, Peggy	Teacher, K-12

**Duties**

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

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

Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to

implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching.

Resource Teacher: Develops, identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring,

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The school leadership team meets bi monthly to identify district and state mandates, analyze pertinent data and make recommendations for instruction, curriculum, additional support and resources to the school. The problem solving process is used during the meetings to identify potential barriers or needs and to create an action plan to address those needs. Currently the committee is working to support the full implementation of the Florida Core Standards, implementation of the Balanced-Literacy initiative and the district's implementation of the standards based report card in grades three through five. Additionally, discussions on differentiated instruction to meet the needs of all students and the support system (personnel and financial) needed to accomplish school-wide implementation is being addressed.

See above for each team member's role and responsibilities on the team.

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
Leslie Bolte	Principal
Robyn Bleefeld	Teacher
Athena Estabrook	Education Support Employee
David Rubin	Business/Community
Douglas Kennedy	Parent
Heide Rizzo	Parent
Jane McGreevy	Parent
Julie Mitchell	Parent
Michele Lackovic	Parent
Michelle Poslaiko	Teacher
Diana Embick	Teacher
Helena Hoogterp	Parent
William Paczkowski	Parent
Danielle Walker	Parent
Olga Cusell	Parent
Jane Winters	Education Support Employee
Stacy LaRuffa	Teacher
Heather Tribou	Parent

**Duties**

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

A presentation of the school's data will be provided to the School Advisory Council, highlighting the results from the standardized testing for FY 15 and review of last years' goals. Discussion regarding the areas of strengths and weaknesses, changes in population, assessments and highlights from previous year occurs.

*Development of this school improvement plan*

School Advisory Council members are presented with the schools data. It is analyzed and discussed among the group. Barriers and resources are presented. Goals and strategies are developed by the leadership team. The final draft of the School Improvement Plan is presented to the SAC and discussed for final feedback. The plan is then presented to the SAC for final approval.

*Preparation of the school's annual budget and plan*

Administration identifies budgets and resources available to the school and presents that information to the SAC. Discussions about personnel to support initiatives, along with discussion on mandates required by the state and district funding occur. SAC input is collected and taken into consideration.

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

Funds were allocated to purchase resource materials (A-Z Reading) with school improvement dollars in the amount of \$1000.00.

Funds were used to fund a tutorial program for struggling math students in the amount of \$2000.00.  
 Funds were used for substitute coverage in order for teachers to attend professional development and have time to collaborate and plan in the amount \$1500.00.  
 Funds were used to purchase resource materials to support the implementation of the balanced literacy initiative in the amount of \$500.00.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Bolte, Leslie	Principal
Taylor, Gina	Teacher, K-12
Martino, Michele	Teacher, K-12
Embick, Diana	Teacher, ESE
Braswell, Judith	Assistant Principal
Congdon, Tess	Teacher, K-12
Moreno, Christine	Teacher, ESE
Pakula, Janice	Teacher, K-12
Simmons, Karen	Teacher, K-12
Schneider, Edie	Teacher, K-12
Carzola, Lupe	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

The school literacy team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives. The team is comprised of the school principal, SAI, reading team leader and writing team leader.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet for common content and grade level. Research-based protocols are utilized to focus the meetings on

students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

Research based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration .

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

Beacon Cove utilizes the Department of Recruitment and Retention to provide advice on all hiring and placement procedures. Beacon Cove recruits highly qualified instructional personnel by means of strategic office interviews.

We monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time and establish and maintain relationships with colleges and officials in the field of education to promote the District.

School Administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices as applicable to the position.

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

Teachers are identified and paired with new and beginning teachers based on the content and grade level. The mentors are chosen based on their levels of expertise and willingness to mentor. Mentors assist with activities in the ESP program which include getting to know the people and places within the school. Team leaders by grade level also are used as mentors to new and beginning teachers to assist with policies and procedures already established at the school.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Beacon Cove creates ongoing opportunities during learning team meeting and on professional development days for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

#### **Instructional Strategies**

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

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one

instruction based on student needs

- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an uninterrupted 30 minute writing block
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction
- Providing anchor charts for reminders of teaching

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

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Homework assistance program is provided by FL certified teachers for aftercare students. This program assists students with their homework by offering remediation of skills and tracking completion rates for teachers and parents. The teachers in the homework assistance program communicate with the classroom teachers on an ongoing basis to monitor progress.

#### ***Strategy Rationale***

Students focus on reading, writing and mathematics during homework assistance program in order to support classroom instruction.

#### ***Strategy Purpose(s)***

- Core Academic Instruction

#### ***Person(s) responsible for monitoring implementation of the strategy***

Poslaiko, Michelle, michelle.poslaiko@palmbeachschools.org

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

Homework completion is collected on a data sheet weekly and analyzed by the teachers of the program. Feedback is provided to the classroom teachers and the aftercare director.

### **Student Transition and Readiness**

#### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

### College and Career Readiness

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

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

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

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

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

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

The following documents were submitted as evidence for this section:

.

#### Problem Identification Summary

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

### Problem Analysis Summary

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



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If Beacon Cove teachers increase their knowledge of the district adopted Balanced Literacy Initiative, the school will show an increase in proficiency on the ELA portion of the Florida Standards Assessments (FSA)
- G2.** If Beacon Cove teachers incorporate successful research-based, rigorous and engaging instructional strategies from the Palm Beach Model of Instruction into their practices, student learning will increase.
- G3.** If Beacon Cove teachers implement strategies to differentiate instruction, then student learning will increase.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** If Beacon Cove teachers increase their knowledge of the district adopted Balanced Literacy Initiative, the school will show an increase in proficiency on the ELA portion of the Florida Standards Assessments (FSA) **1a**

 G074887

**Targets Supported** **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	88.0

**Resources Available to Support the Goal** **2**

- Literacy materials provided to the schools
- District support staff

**Targeted Barriers to Achieving the Goal** **3**

- Teachers' in-depth understanding of the district adopted balanced literacy initiative and district provided materials

**Plan to Monitor Progress Toward G1.** **8**

Administration will review results from a variety of assessments to determine growth in student proficiency

**Person Responsible**

Leslie Bolte

**Schedule**

Monthly, from 9/8/2015 to 6/6/2016

**Evidence of Completion**

RRR, District created mini assessments, district created diagnostic, FSA results

**G2.** If Beacon Cove teachers incorporate successful research-based, rigorous and engaging instructional strategies from the Palm Beach Model of Instruction into their practices, student learning will increase. 1a

G074888

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics - Achievement	88.0
FSA English Language Arts - Achievement	88.0
FCAT 2.0 Science Proficiency	92.0

**Resources Available to Support the Goal** 2

- District support
- school resources such as personnel and materials

**Targeted Barriers to Achieving the Goal** 3

- The teachers in-depth understanding of the components of the Palm Beach model of instruction
- The need to increase real life,, interactive hands on experiences to engage students

**Plan to Monitor Progress Toward G2.** 8

Summative assessments will be analyzed to determine increased rates of success on cognitively complex tasks.

**Person Responsible**

Leslie Bolte

**Schedule**

Monthly, from 10/19/2015 to 5/16/2016

**Evidence of Completion**

performance matters reports, unit tests, data chats

**Plan to Monitor Progress Toward G2.** 8

Science diagnostic assessments will be analyzed during the school year and compared with Fifth grade FCAT results at the end of the year.

**Person Responsible**

Leslie Bolte

**Schedule**

Every 2 Months, from 9/1/2015 to 6/6/2016

**Evidence of Completion**

Assessment printouts, FCAT results.

**G3.** If Beacon Cove teachers implement strategies to differentiate instruction, then student learning will increase. 1a

G074889

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	88.0
ELA/Reading Lowest 25% Gains	77.0
Math Lowest 25% Gains	80.0

**Resources Available to Support the Goal** 2

- District provided printed and online resources
- Curriculum guidelines
- District provided professional developers
- District/school provided funds

**Targeted Barriers to Achieving the Goal** 3

- Lack of resources to track and support differentiated instruction
- Lack of knowledge of how to differentiate instruction for all students

**Plan to Monitor Progress Toward G3.** 8

Teachers and administration will review formative and summative student data to determine if student learning has increased

**Person Responsible**

Leslie Bolte

**Schedule**

Every 6 Weeks, from 1/4/2016 to 3/7/2016

**Evidence of Completion**

EDW reports, notes from data chats, and data produced from technology programs in use

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If Beacon Cove teachers increase their knowledge of the district adopted Balanced Literacy Initiative, the school will show an increase in proficiency on the ELA portion of the Florida Standards Assessments (FSA) **1**

 G074887

**G1.B1** Teachers' in-depth understanding of the district adopted balanced literacy initiative and district provided materials **2**

 B195605

**G1.B1.S1** Reading teachers will be provided professional development and exposure to a variety of resources that are currently available which support the implementation of the district's literacy initiative.

**4**

 S207285

### Strategy Rationale

This will increase the teachers' ability to deliver rigorous instruction according to the district's literacy initiative.

### Action Step 1 **5**

Administration will meet with district literacy support staff to identify the available professional development and resources for Beacon Cove teachers.

#### Person Responsible

Leslie Bolte

#### Schedule

On 8/31/2015

#### Evidence of Completion

Notes from meeting

### Action Step 2 5

Administration and district literacy team will meet with Beacon Cove Literacy Team members to identify the necessary professional development that will support the staff

**Person Responsible**

Leslie Bolte

**Schedule**

On 9/1/2015

***Evidence of Completion***

Notes from meeting

### Action Step 3 5

Beacon Cove Literacy team and district professional developers will create a timeline for professional development that will support the implementation of the district initiative.

**Person Responsible**

Leslie Bolte

**Schedule**

On 9/7/2015

***Evidence of Completion***

Timeline for literacy professional development

### Action Step 4 5

The district's literacy professional developers will create and provide training for teachers to enhance their knowledge and understanding of the district's literacy initiative, including in their training: key strategies, timelines, resources and expectations.

**Person Responsible**

Tess Congdon

**Schedule**

Monthly, from 9/1/2015 to 3/1/2016

***Evidence of Completion***

Agendas for professional development, attendance verification form, pre/post tests

### Action Step 5 5

The Beacon Cove Literacy Team members will create and provide training to reading teachers on strategies and resources that support the district's literacy initiative.

#### **Person Responsible**

Tess Congdon

#### **Schedule**

Biweekly, from 8/24/2015 to 3/25/2016

#### **Evidence of Completion**

Notes, agendas, attendance verification form

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

Administration will review all documentation from professional development opportunities for the purpose of ensuring that teachers receive the identified professional development.

#### **Person Responsible**

Leslie Bolte

#### **Schedule**

Monthly, from 8/24/2015 to 5/2/2016

#### **Evidence of Completion**

Agendas, professional development logs, pro and post surveys, teacher artifacts and sign in sheets.

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

Administration will review and analyze pre/post survey results in order to adjust and support professional development needs

#### **Person Responsible**

Leslie Bolte

#### **Schedule**

Every 6 Weeks, from 9/8/2015 to 5/2/2016

#### **Evidence of Completion**

Review of implementation surveys and logs, pro/post knowledge surveys

**G1.B1.S2** ELA teachers will participate in collegial sharing opportunities such as, learning walks and peer sharing sessions. 4

S207286

### Strategy Rationale

This will allow teachers to share strategies and ideas that relate to the balanced literacy initiative.

### Action Step 1 5

Reading and Writing teachers will meet with district literacy personnel to identify priorities for collegial sharing.

#### Person Responsible

Tess Congdon

#### Schedule

On 9/25/2015

#### Evidence of Completion

Notes from meeting

### Action Step 2 5

Administration, Beacon Cove Literacy Team and the district literacy team will plan topics, prepare materials and schedule opportunities for learning walks and peer sharing.

#### Person Responsible

Leslie Bolte

#### Schedule

Monthly, from 9/21/2015 to 1/11/2016

#### Evidence of Completion

Schedule for classroom visits and collegial sharing opportunities



**Action Step 3** 5

District and school teams will perform learning walks and participate in collegial sharing opportunities to gain knowledge and skill in balanced literacy.

**Person Responsible**

Tess Congdon

**Schedule**

Biweekly, from 9/21/2015 to 3/14/2016

***Evidence of Completion***

Notes, feedback sheets, pre/post assessments

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Administration will meet with Reading Team leader and district literacy contact to monitor that goals and timelines are being met or adjusted as needed.

**Person Responsible**

Leslie Bolte

**Schedule**

Monthly, from 9/1/2015 to 3/15/2016

***Evidence of Completion***

Meeting notes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Administration will review feedback sheets, logs and pre/post surveys to ensure quality learning walks and sharing is occurring and teacher knowledge is increasing.

**Person Responsible**

Leslie Bolte

**Schedule**

Biweekly, from 9/21/2015 to 3/15/2016

***Evidence of Completion***

Feedback sheets and teacher logs, teacher surveys

**G2.** If Beacon Cove teachers incorporate successful research-based, rigorous and engaging instructional strategies from the Palm Beach Model of Instruction into their practices, student learning will increase. 1

G074888

**G2.B1** The teachers in-depth understanding of the components of the Palm Beach model of instruction 2

B195606

**G2.B1.S1** Teachers will receive training on various high-yield strategies and how to incorporate cognitively complex, student-centered learning activities into their classroom. 4

S207287

### Strategy Rationale

This will increase student engagement and ownership in the learning and challenge students to learn and understand at a deeper level..

### Action Step 1 5

Facilitators will Identify materials and training which will assist teachers in incorporating successful research-based high-yield strategies into their teaching.

#### Person Responsible

Jennifer Frinkle

#### Schedule

On 8/10/2015

#### Evidence of Completion

sample materials

### Action Step 2 5

Facilitators will purchase materials to be used in teacher training.

#### Person Responsible

Judith Braswell

#### Schedule

On 8/17/2015

#### Evidence of Completion

purchase order

### Action Step 3 5

Facilitators will design training and schedule training for teachers.

**Person Responsible**

Judith Braswell

**Schedule**

On 9/1/2015

***Evidence of Completion***

Template for training and schedule

### Action Step 4 5

Facilitators will implement the training modules for understanding and incorporating high-yield strategies into in their instruction - Marzano.

**Person Responsible**

Jennifer Frinkle

**Schedule**

Weekly, from 10/19/2015 to 5/2/2016

***Evidence of Completion***

Attendance verification logs

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

Administration will review meeting notes, logs and templates during the training period to ensure targets were met and teacher participation occurred

**Person Responsible**

Judith Braswell

**Schedule**

Monthly, from 10/19/2015 to 5/2/2016

***Evidence of Completion***

Templates, attendance logs, agendas

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

Administration and professional developers will review pre/post evaluations and exit survey

**Person Responsible**

Judith Braswell

**Schedule**

Monthly, from 10/19/2015 to 5/2/2016

**Evidence of Completion**

Analysis of evaluations and exit surveys

**G2.B3** The need to increase real life,, interactive hands on experiences to engage students 2

 B195608

**G2.B3.S2** Beacon Cove will purchase interactive technology that will support authentic science learning experiences and train science teachers and aftercare (SACC) personnel on the use of the program. 4

 S207290

**Strategy Rationale**

This will allow students to experience science content at a more complex level.

**Action Step 1** 5

Administration and a selection team will preview technology programs.

**Person Responsible**

Leslie Bolte

**Schedule**

On 7/6/2015

**Evidence of Completion**

Brochures and notes

**Action Step 2** 5

The chosen technology program will be purchased.

**Person Responsible**

Leslie Bolte

**Schedule**

On 7/31/2015

***Evidence of Completion***

Bill of sale

**Action Step 3** 5

Beacon Cove will train teachers on the use of the new technology program.

**Person Responsible**

Leslie Bolte

**Schedule**

Monthly, from 8/3/2015 to 2/1/2016

***Evidence of Completion***

Training agendas

**Plan to Monitor Fidelity of Implementation of G2.B3.S2** 6

Administration will monitor the purchase and training process to insure all phases of the action plan are complete.

**Person Responsible**

Leslie Bolte

**Schedule**

Every 2 Months, from 7/6/2015 to 2/1/2016

***Evidence of Completion***

Notes, agendas from training

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7**

Administration and Aftercare director will monitor the student usage in the science lab.

**Person Responsible**

Leslie Bolte

**Schedule**

Monthly, from 9/7/2015 to 5/27/2016

***Evidence of Completion***

Usage Logs

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7**

Administration and Aftercare director will monitor the student usage in the science lab.

**Person Responsible**

Leslie Bolte

**Schedule**

Monthly, from 9/7/2015 to 5/27/2016

***Evidence of Completion***

Usage Logs

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7**

Administration and Aftercare director will monitor the student usage in the science lab.

**Person Responsible**

Leslie Bolte

**Schedule**

Monthly, from 9/7/2015 to 5/27/2016

***Evidence of Completion***

Usage Logs

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7**

Administration and Aftercare director will monitor the student usage in the science lab.

**Person Responsible**

Leslie Bolte

**Schedule**

Monthly, from 9/7/2015 to 5/27/2016

**Evidence of Completion**

Usage Logs

**G3.** If Beacon Cove teachers implement strategies to differentiate instruction, then student learning will increase. 1

 G074889

**G3.B1** Lack of resources to track and support differentiated instruction 2

 B195609

**G3.B1.S1** Purchase technology programs that will provide support to teachers in analyzing and tracking students' strengths and weaknesses and provide support to teacher in differentiating instruction. 4

 S207291

**Strategy Rationale**

The technology programs will assist teachers in providing differentiated instruction by; tracking student growth, identifying individual areas of deficit, providing individualized instruction and remediation to students, and provide additional resources for the teachers.

**Action Step 1 5**

A selection committee will meet to preview a variety of programs and decide on the best software to assist teachers in the support and tracking of differentiated instruction

**Person Responsible**

Leslie Bolte

**Schedule**

On 7/16/2015

**Evidence of Completion**

Preview samples and sign in sheet

**Action Step 2** 5

Administration will purchase selected technology materials that will track student progress and provide individualized instruction for students in the classroom.

**Person Responsible**

Leslie Bolte

**Schedule**

On 8/3/2015

***Evidence of Completion***

purchase order

**Action Step 3** 5

Administration and teacher trainers will Identify and provide professional development to the teachers on the new math technology.

**Person Responsible**

Robyn Bleefeld

**Schedule**

Biweekly, from 9/8/2015 to 2/1/2016

***Evidence of Completion***

Agendas, attendance verification form

**Action Step 4** 5

Administration and trainers will Identify and provide professional development to the teachers on the new reading technology

**Person Responsible**

Tess Congdon

**Schedule**

Biweekly, from 9/8/2015 to 2/1/2016

***Evidence of Completion***

Agendas, attendance verification form



**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Review school budgets for purchase

**Person Responsible**

Leslie Bolte

**Schedule**

On 8/17/2015

**Evidence of Completion**

printout

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Review training agendas and attendance verification logs to ensure teachers have received the appropriate trainings.

**Person Responsible**

Cam Baker

**Schedule**

Monthly, from 9/8/2015 to 1/4/2016

**Evidence of Completion**

Agendas and attendance logs

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Computer printouts and charts will be reviewed to monitor student usage and growth.

**Person Responsible**

Leslie Bolte


**Schedule**

Monthly, from 9/8/2015 to 4/15/2016

**Evidence of Completion**

Computer generated classroom reports

**G3.B2** Lack of knowledge of how to differentiate instruction for all students **2**

 B195610

**G3.B2.S1** Provide professional development on how to differentiate content specific instruction within the classroom. **4**

 S207292

**Strategy Rationale**

When teachers have a better understanding of how to differentiate their instruction with fidelity, student learning will increase.

**Action Step 1** **5**

Contact the district specialist to provide training

**Person Responsible**

Leslie Bolte

**Schedule**

On 9/1/2015

***Evidence of Completion***

phone message

**Action Step 2** **5**

Have a meeting with the district specialist and content team leaders to identify needs and create an agenda for the training.

**Person Responsible**

Leslie Bolte

**Schedule**

On 11/3/2015

***Evidence of Completion***

Notes and completed agenda for the training

**Action Step 3** 5

District specialists provides professional development to content area teachers.

**Person Responsible**

**Schedule**

On 10/23/2015

**Evidence of Completion**

agenda and attendance verification sheet

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Administer a pre and post test to participants

**Person Responsible**

Judith Braswell

**Schedule**

On 10/23/2015

**Evidence of Completion**

Completed Pre and post test to see if teachers have a better understanding of differentiated instruction.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Administration will conduct learning walks to observe students involved in differentiated activities

**Person Responsible**

Leslie Bolte

**Schedule**

Weekly, from 11/3/2015 to 5/27/2016

**Evidence of Completion**

Administrator's calendar

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Administration will meet with district literacy support staff to identify the available professional development and resources for Beacon Cove teachers.	Bolte, Leslie	8/10/2015	Notes from meeting	8/31/2015 one-time
G1.B1.S2.A1	Reading and Writing teachers will meet with district literacy personnel to identify priorities for collegial sharing.	Congdon, Tess	9/15/2015	Notes from meeting	9/25/2015 one-time
G2.B1.S1.A1	Facilitators will Identify materials and training which will assist teachers in incorporating successful research-based high-yield strategies into their teaching.	Frinkle, Jennifer	8/10/2015	sample materials	8/10/2015 one-time
G2.B3.S2.A1	Administration and a selection team will preview technology programs.	Bolte, Leslie	6/8/2015	Brochures and notes	7/6/2015 one-time
G3.B1.S1.A1	A selection committee will meet to preview a variety of programs and decide on the best software to assist teachers in the support and tracking of differentiated instruction	Bolte, Leslie	7/16/2015	Preview samples and sign in sheet	7/16/2015 one-time
G3.B2.S1.A1	Contact the district specialist to provide training	Bolte, Leslie	9/1/2015	phone message	9/1/2015 one-time
G1.B1.S1.A2	Administration and district literacy team will meet with Beacon Cove Literacy Team members to identify the necessary professional development that will support the staff	Bolte, Leslie	8/10/2015	Notes from meeting	9/1/2015 one-time
G1.B1.S2.A2	Administration, Beacon Cove Literacy Team and the district literacy team will plan topics, prepare materials and schedule opportunities for learning walks and peer sharing.	Bolte, Leslie	9/21/2015	Schedule for classroom visits and collegial sharing opportunities	1/11/2016 monthly
G2.B1.S1.A2	Facilitators will purchase materials to be used in teacher training.	Braswell, Judith	8/17/2015	purchase order	8/17/2015 one-time
G2.B3.S2.A2	The chosen technology program will be purchased.	Bolte, Leslie	7/1/2015	Bill of sale	7/31/2015 one-time
G3.B1.S1.A2	Administration will purchase selected technology materials that will track student progress and provide individualized instruction for students in the classroom.	Bolte, Leslie	7/16/2015	purchase order	8/3/2015 one-time
G3.B2.S1.A2	Have a meeting with the district specialist and content team leaders to identify needs and create an agenda for the training.	Bolte, Leslie	10/12/2015	Notes and completed agenda for the training	11/3/2015 one-time
G1.B1.S1.A3	Beacon Cove Literacy team and district professional developers will create a timeline for professional development that will support the implementation of the district initiative.	Bolte, Leslie	9/1/2015	Timeline for literacy professional development	9/7/2015 one-time
G1.B1.S2.A3	District and school teams will perform learning walks and participate in collegial sharing opportunities to gain knowledge and skill in balanced literacy.	Congdon, Tess	9/21/2015	Notes, feedback sheets, pre/post assessments	3/14/2016 biweekly
G2.B1.S1.A3	Facilitators will design training and schedule training for teachers.	Braswell, Judith	9/1/2015	Template for training and schedule	9/1/2015 one-time
G2.B3.S2.A3	Beacon Cove will train teachers on the use of the new technology program.	Bolte, Leslie	8/3/2015	Training agendas	2/1/2016 monthly
G3.B1.S1.A3	Administration and teacher trainers will identify and provide professional	Bleefeld, Robyn	9/8/2015	Agendas, attendance verification form	2/1/2016 biweekly

**Palm Beach - 2541 - Beacon Cove Intermediate Schl - 2015-16 SIP**

*Beacon Cove Intermediate School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	development to the teachers on the new math technology.				
G3.B2.S1.A3	District specialists provides professional development to content area teachers.		10/23/2015	agenda and attendance verification sheet	10/23/2015 one-time
G1.B1.S1.A4	The district's literacy professional developers will create and provide training for teachers to enhance their knowledge and understanding of the district's literacy initiative, including in their training: key strategies, timelines, resources and expectations.	Congdon, Tess	9/1/2015	Agendas for professional development, attendance verification form, pre/post tests	3/1/2016 monthly
G2.B1.S1.A4	Facilitators will implement the training modules for understanding and incorporating high-yield strategies into in their instruction - Marzano.	Frinkle, Jennifer	10/19/2015	Attendance verification logs	5/2/2016 weekly
G3.B1.S1.A4	Administration and trainers will Identify and provide professional development to the teachers on the new reading technology	Congdon, Tess	9/8/2015	Agendas, attendance verification form	2/1/2016 biweekly
G1.B1.S1.A5	The Beacon Cove Literacy Team members will create and provide training to reading teachers on strategies and resources that support the district's literacy initiative.	Congdon, Tess	8/24/2015	Notes, agendas, attendance verification form	3/25/2016 biweekly
G1.MA1	Administration will review results from a variety of assessments to determine growth in student proficiency	Bolte, Leslie	9/8/2015	RRR, District created mini assessments, district created diagnostic, FSA results	6/6/2016 monthly
G1.B1.S1.MA1	Administration will review and analyze pre/post survey results in order to adjust and support professional development needs	Bolte, Leslie	9/8/2015	Review of implementation surveys and logs, pro/post knowledge surveys	5/2/2016 every-6-weeks
G1.B1.S1.MA1	Administration will review all documentation from professional development opportunities for the purpose of ensuring that teachers receive the identified professional development.	Bolte, Leslie	8/24/2015	Agendas, professional development logs, pro and post surveys, teacher artifacts and sign in sheets.	5/2/2016 monthly
G1.B1.S2.MA1	Administration will review feedback sheets, logs and pre/post surveys to ensure quality learning walks and sharing is occurring and teacher knowledge is increasing.	Bolte, Leslie	9/21/2015	Feedback sheets and teacher logs, teacher surveys	3/15/2016 biweekly
G1.B1.S2.MA1	Administration will meet with Reading Team leader and district literacy contact to monitor that goals and timelines are being met or adjusted as needed.	Bolte, Leslie	9/1/2015	Meeting notes	3/15/2016 monthly
G2.MA1	Summative assessments will be analyzed to determine increased rates of success on cognitively complex tasks.	Bolte, Leslie	10/19/2015	performance matters reports, unit tests, data chats	5/16/2016 monthly
G2.MA2	Science diagnostic assessments will be analyzed during the school year and compared with Fifth grade FCAT results at the end of the year.	Bolte, Leslie	9/1/2015	Assessment printouts, FCAT results.	6/6/2016 every-2-months
G2.B1.S1.MA1	Administration and professional developers will review pre/post evaluations and exit survey	Braswell, Judith	10/19/2015	Analysis of evaluations and exit surveys	5/2/2016 monthly
G2.B1.S1.MA1	Administration will review meeting notes, logs and templates during the	Braswell, Judith	10/19/2015	Templates, attendance logs, agendas	5/2/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	training period to ensure targets were met and teacher participation occurred				
G2.B3.S2.MA1	Administration and Aftercare director will monitor the student usage in the science lab.	Bolte, Leslie	9/7/2015	Usage Logs	5/27/2016 monthly
G2.B3.S2.MA1	Administration and Aftercare director will monitor the student usage in the science lab.	Bolte, Leslie	9/7/2015	Usage Logs	5/27/2016 monthly
G2.B3.S2.MA1	Administration and Aftercare director will monitor the student usage in the science lab.	Bolte, Leslie	9/7/2015	Usage Logs	5/27/2016 monthly
G2.B3.S2.MA1	Administration and Aftercare director will monitor the student usage in the science lab.	Bolte, Leslie	9/7/2015	Usage Logs	5/27/2016 monthly
G2.B3.S2.MA1	Administration will monitor the purchase and training process to insure all phases of the action plan are complete.	Bolte, Leslie	7/6/2015	Notes, agendas from training	2/1/2016 every-2-months
G3.MA1	Teachers and administration will review formative and summative student data to determine if student learning has increased	Bolte, Leslie	1/4/2016	EDW reports, notes from data chats, and data produced from technology programs in use	3/7/2016 every-6-weeks
G3.B1.S1.MA1	Computer printouts and charts will be reviewed to monitor student usage and growth.	Bolte, Leslie	9/8/2015	Computer generated classroom reports	4/15/2016 monthly
G3.B1.S1.MA1	Review school budgets for purchase	Bolte, Leslie	8/17/2015	printout	8/17/2015 one-time
G3.B1.S1.MA2	Review training agendas and attendance verification logs to ensure teachers have received the appropriate trainings.	Baker, Cam	9/8/2015	Agendas and attendance logs	1/4/2016 monthly
G3.B2.S1.MA1	Administration will conduct learning walks to observe students involved in differentiated activities	Bolte, Leslie	11/3/2015	Administrator's calendar	5/27/2016 weekly
G3.B2.S1.MA1	Administer a pre and post test to participants	Braswell, Judith	10/23/2015	Completed Pre and post test to see if teachers have a better understanding of differentiated instruction.	10/23/2015 one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** If Beacon Cove teachers increase their knowledge of the district adopted Balanced Literacy Initiative, the school will show an increase in proficiency on the ELA portion of the Florida Standards Assessments (FSA)

**G1.B1** Teachers' in-depth understanding of the district adopted balanced literacy initiative and district provided materials

**G1.B1.S1** Reading teachers will be provided professional development and exposure to a variety of resources that are currently available which support the implementation of the district's literacy initiative.

### PD Opportunity 1

The district's literacy professional developers will create and provide training for teachers to enhance their knowledge and understanding of the district's literacy initiative, including in their training: key strategies, timelines, resources and expectations.

#### Facilitator

Theresa Salvadore

#### Participants

Reading teachers

#### Schedule

Monthly, from 9/1/2015 to 3/1/2016

### PD Opportunity 2

The Beacon Cove Literacy Team members will create and provide training to reading teachers on strategies and resources that support the district's literacy initiative.

#### Facilitator

Tess Congdon, Christina Moreno, Gina Taylor, Diana Embick

#### Participants

reading and writing teachers

#### Schedule

Biweekly, from 8/24/2015 to 3/25/2016

**G2.** If Beacon Cove teachers incorporate successful research-based, rigorous and engaging instructional strategies from the Palm Beach Model of Instruction into their practices, student learning will increase.

**G2.B1** The teachers in-depth understanding of the components of the Palm Beach model of instruction

**G2.B1.S1** Teachers will receive training on various high-yield strategies and how to incorporate cognitively complex, student-centered learning activities into their classroom.

**PD Opportunity 1**

Facilitators will implement the training modules for understanding and incorporating high-yield strategies into in their instruction - Marzano.

**Facilitator**

Leslie Bolte, Judith Braswell, Jennifer Frinkle, Vicki Hutchinson

**Participants**

All teachers

**Schedule**

Weekly, from 10/19/2015 to 5/2/2016

**G2.B3** The need to increase real life,, interactive hands on experiences to engage students

**G2.B3.S2** Beacon Cove will purchase interactive technology that will support authentic science learning experiences and train science teachers and aftercare (SACC) personnel on the use of the program.

**PD Opportunity 1**

Beacon Cove will train teachers on the use of the new technology program.

**Facilitator**

Z-Space trainers

**Participants**

Science teachers and aftercare personnel

**Schedule**

Monthly, from 8/3/2015 to 2/1/2016



**G3.** If Beacon Cove teachers implement strategies to differentiate instruction, then student learning will increase.

**G3.B1** Lack of resources to track and support differentiated instruction

**G3.B1.S1** Purchase technology programs that will provide support to teachers in analyzing and tracking students' strengths and weaknesses and provide support to teacher in differentiating instruction.

**PD Opportunity 1**

Administration and teacher trainers will Identify and provide professional development to the teachers on the new math technology.

**Facilitator**

Robyn Bleefeld

**Participants**

Math teachers

**Schedule**

Biweekly, from 9/8/2015 to 2/1/2016

**PD Opportunity 2**

Administration and trainers will Identify and provide professional development to the teachers on the new reading technology

**Facilitator**

Dina Heffernan

**Participants**

Reading teachers

**Schedule**

Biweekly, from 9/8/2015 to 2/1/2016

**G3.B2** Lack of knowledge of how to differentiate instruction for all students

**G3.B2.S1** Provide professional development on how to differentiate content specific instruction within the classroom.

**PD Opportunity 1**

District specialists provides professional development to content area teachers.

**Facilitator**

Fartun Mohamud

**Participants**

All teachers

**Schedule**

On 10/23/2015

**Budget**

**Budget Data**

1	G1.B1.S1.A1	Administration will meet with district literacy support staff to identify the available professional development and resources for Beacon Cove teachers.				\$0.00
2	G1.B1.S1.A2	Administration and district literacy team will meet with Beacon Cove Literacy Team members to identify the necessary professional development that will support the staff				\$0.00
3	G1.B1.S1.A3	Beacon Cove Literacy team and district professional developers will create a timeline for professional development that will support the implementation of the district initiative.				\$0.00
4	G1.B1.S1.A4	The district's literacy professional developers will create and provide training for teachers to enhance their knowledge and understanding of the district's literacy initiative, including in their training: key strategies, timelines, resources and expectations.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2541 - Beacon Cove Intermediate Schl	School Improvement Funds		\$1,000.00
Notes: Substitute Coverage for teachers						
5	G1.B1.S1.A5	The Beacon Cove Literacy Team members will create and provide training to reading teachers on strategies and resources that support the district's literacy initiative.				\$0.00
6	G1.B1.S2.A1	Reading and Writing teachers will meet with district literacy personnel to identify priorities for collegial sharing.				\$0.00

### Budget Data

7	G1.B1.S2.A2	Administration, Beacon Cove Literacy Team and the district literacy team will plan topics, prepare materials and schedule opportunities for learning walks and peer sharing.				\$0.00
8	G1.B1.S2.A3	District and school teams will perform learning walks and participate in collegial sharing opportunities to gain knowledge and skill in balanced literacy.				\$0.00
9	G2.B1.S1.A1	Facilitators will identify materials and training which will assist teachers in incorporating successful research-based high-yield strategies into their teaching.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2541 - Beacon Cove Intermediate Schl	School Improvement Funds		\$0.00
10	G2.B1.S1.A2	Facilitators will purchase materials to be used in teacher training.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2541 - Beacon Cove Intermediate Schl	Other		\$500.00
<i>Notes: Library Media Fund</i>						
11	G2.B1.S1.A3	Facilitators will design training and schedule training for teachers.				\$0.00
12	G2.B1.S1.A4	Facilitators will implement the training modules for understanding and incorporating high-yield strategies into in their instruction - Marzano.				\$0.00
13	G2.B3.S2.A1	Administration and a selection team will preview technology programs.				\$0.00
14	G2.B3.S2.A2	The chosen technology program will be purchased.				\$19,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2541 - Beacon Cove Intermediate Schl	Other		\$19,600.00
<i>Notes: SACC Z-Space for Science</i>						
15	G2.B3.S2.A3	Beacon Cove will train teachers on the use of the new technology program.				\$0.00
16	G3.B1.S1.A1	A selection committee will meet to preview a variety of programs and decide on the best software to assist teachers in the support and tracking of differentiated instruction				\$0.00
17	G3.B1.S1.A2	Administration will purchase selected technology materials that will track student progress and provide individualized instruction for students in the classroom.				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			2541 - Beacon Cove Intermediate Schl	Other		\$30,000.00
			<i>Notes: PTO funds for I-Ready, Tenmarks</i>			
18	G3.B1.S1.A3	Administration and teacher trainers will Identify and provide professional development to the teachers on the new math technology.				\$0.00
19	G3.B1.S1.A4	Administration and trainers will Identify and provide professional development to the teachers on the new reading technology				\$0.00
20	G3.B2.S1.A1	Contact the district specialist to provide training				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2541 - Beacon Cove Intermediate Schl	School Improvement Funds		\$0.00
21	G3.B2.S1.A2	Have a meeting with the district specialist and content team leaders to identify needs and create an agenda for the training.				\$0.00
22	G3.B2.S1.A3	District specialists provides professional development to content area teachers.				\$0.00
					<b>Total:</b>	<b>\$51,100.00</b>