



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Beacon Cove Intermediate School**

150 SCHOOLHOUSE RD

Jupiter, FL 33458

561-366-6400

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

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## School Demographics

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|   |                             |   |
|---|-----------------------------|---|
| <b>School Type</b><br>Elementary School | <b>Title I</b><br>No        | <b>Free and Reduced Lunch Rate</b><br>23% |
| <b>Alternative/ESE Center</b><br>No     | <b>Charter School</b><br>No | <b>Minority Rate</b><br>25%               |

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## School Grades History

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|                     |                     |                     |                     |
|---------------------|---------------------|---------------------|---------------------|
| <b>2013-14</b><br>A | <b>2012-13</b><br>A | <b>2011-12</b><br>A | <b>2010-11</b><br>A |
|---------------------|---------------------|---------------------|---------------------|

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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### 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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

| DA Category | Region | RED |
|-------------|--------|-----|
| Not in DA   | N/A    | N/A |

  

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No       | No                     | No       | No               |

## Current School Status

### School Information

#### School-Level Information

##### School

Beacon Cove Intermediate Schl

##### Principal

Leslie Bolte

##### School Advisory Council chair

Diana Embick

#### Names and position titles of the School-Based Leadership Team (SBLT)

| Name               | Title                    |
|--------------------|--------------------------|
| Leslie Bolte       | Principal                |
| Judith Braswell    | Assistant Principal      |
| Karen Simmons      | Third Grade Team Leader  |
| Lisette Valdes     | Fourth Grade Team Leader |
| Tess Congdon       | Fifth Grade Team Leader  |
| Gina Taylor        | Reading Team Leader      |
| Chrissie Centanni  | Writing Team Leader      |
| Jennifer Frinkle   | Mathematics Team Leader  |
| Peggy Koskan-Brody | Science Team Leader      |

#### District-Level Information

##### District

Palm Beach

##### Superintendent

Mr. E. Wayne Gent

##### Date of school board approval of SIP

11/19/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The School Advisory Council is made up of parents, business partners, teachers, non-instructional employees and administrators. The SAC has an elected chair and secretary.

#### Involvement of the SAC in the development of the SIP

School Advisory Council members are presented with the schools data. It is analyzed and discussed among the group. Barriers and resources are brainstormed. Based on this discussion, 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.

**Activities of the SAC for the upcoming school year**

The SAC will monitor the School Improvement Plan during the school year. The SAC will discuss assessment data throughout the school year. The SAC will approve funding and monitor professional development as it relates to the SIP. Updates to the School Improvement Plan are provided monthly.

**Projected use of school improvement funds, including the amount allocated to each project**

Literacy support for professional development and resource materials - \$ 2000.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

Not In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

The SAC has the appropriate ratio of parents, teachers/non-instructional/principal and business partners/ community members, however, three of the parents on the SAC are also district employees and therefore count as district employees. Beacon Cove Intermediate will be in compliance once newly identified parent and community members are elected to the SAC which will occur at the November 21,2013 School Advisory Council meeting

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

| <b>Leslie Bolte</b> |                            |                            |
|---------------------|----------------------------|----------------------------|
| Principal           | Years as Administrator: 10 | Years at Current School: 1 |

**Credentials**

BA Elementary Education from University of North Carolina at Chapel Hill/  
Masters of Science Educational Leadership from Nova Southeastern University  
Principal Certification State of Florida/ESOL Endorsement

**Performance Record**

Principal at Beacon Cove Intermediate during 2013-2014.  
Principal of Lighthouse Elementary 2010-2012: Grade A  
Beacon Cove has maintained a grade of A since it opened in 2001.  
FY13 Data:  
Reading  
89 % of students scored proficient  
79% of accountable students made learning gains  
78% of low 25% made learning gains.  
Though these students did not make their target, 90% of Asian and 90% of white scored proficient. 80% of FRL, 76% of ELL and 70% of SWD scored proficient 84% of Hispanic scored proficient.  
Mathematics  
86% of students scored proficient.  
81% of accountable students made learning gains  
75% of low 25% made learning gains  
Hispanic and Black students met their target for AMO's  
90% of Asian students, 87% of white, 76% of ELL, 65% of SWD, 76% of FRL scored proficient.  
Writing  
81.2% of 4th grade students scored 3.5 or above  
Science  
84.3% of students scored proficient  
2012 Data:  
Reading:  
87.3% scored proficient  
78% accountable students made learning gains  
71% of low 25% made learning gains



Math

85% scored proficient

77% of accountable students made learning gains.

72% of low 25% made learning gains

Writing

92% of 4th grade students scored level 3 or above

Science

84.3% of students scored proficient

For the years 2006 -2011, 95% or more of the students at Beacon Cove have met high standards in reading.

The percentages and years are as

follows: 2011 - 95%, 2010 – 95%, 2009 –

96%, 2008 – 96%, 2007 – 96%.

73% or more of students made learning gains

in reading each year. The percentages and

years are as follows: 2011 - 76%, 2010 –

73%, 2009 – 78%, 2008 – 75%, 2007 –

81%, 2006 – 72%.

75% or more of the lowest 25% of students at Beacon Cove made

Learning Gains in Reading The percentages and

years are as follows: 80% - 2011, 75% -

2010, 85% - 2009, 78% - 2008, 85% -

2007.

**Judith Braswell**

Asst Principal

Years as Administrator: 12

Years at Current School: 12

**Credentials**

B.A. in Foreign Language Education  
 M.A. in Educational Leadership  
 Certification in:  
 School Principal Certification  
 Elementary Education  
 Teaching English as a Second Language (with 30 graduate hours)  
 French  
 Spanish

**Performance Record**

Assistant Principal at Beacon Cove Intermediate from 2002 to present. Beacon Cove has maintained a grade of A since it opened in 2001.  
 FY13 Data:  
 Reading  
 89 % of students scored proficient  
 79% of accountable students made learning gains  
 78% of low 25% made learning gains.  
 Though these students did not make their target, 90% of Asian and 90% of white scored proficient. 80% of FRL, 76% of ELL and 70% of SWD scored proficient 84% of Hispanic scored proficient.  
 Mathematics  
 86% of students scored proficient.  
 81% of accountable students made learning gains  
 75% of low 25% made learning gains  
 Hispanic and Black students met their target for AMO's  
 90% of Asian students, 87% of white, 76% of ELL, 65% of SWD, 76% of FRL scored proficient.  
 Writing  
 81.2% of 4th grade students scored 3.5 or above  
 Science  
 84.3% of students scored proficient  
 2012 Data:  
 Reading:  
 87.3% scored proficient  
 78% accountable students made learning gains  
 71% of low 25% made learning gains  
 Math  
 85% scored proficient  
 77% of accountable students made learning gains.  
 72% of low 25% made learning gains  
 Writing  
 92% of 4th grade students scored level 3 or above  
 Science  
 84.3% of students scored proficient  
 For the years 2006 -2011, 95% or more of the students at Beacon Cove have met high standards in reading.  
 The percentages and years are as

follows: 2011 - 95%, 2010 - 95%, 2009 - 96%, 2008 - 96%, 2007 - 96%.

73% or more of students made learning gains in reading each year. The percentages and years are as follows: 2011 - 76%, 2010 - 73%, 2009 - 78%, 2008 - 75%, 2007 - 81%, 2006 - 72%.

75% or more of the lowest 25% of students at Beacon Cove made Learning Gains in Reading The percentages and years are as follows: 80% - 2011, 75% - 2010, 85% - 2009, 78% - 2008, 85% - 2007.

**Classroom Teachers**

**# of classroom teachers**

66

**# receiving effective rating or higher**

66, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

66, 100%

**# ESOL endorsed**

65, 98%

**# reading endorsed**

4, 6%

**# with advanced degrees**

28, 42%

**# National Board Certified**

11, 17%

**# first-year teachers**

2, 3%

**# with 1-5 years of experience**

10, 15%

**# with 6-14 years of experience**

21, 32%

**# with 15 or more years of experience**

33, 50%

**Education Paraprofessionals**

**# of paraprofessionals**

1

**# Highly Qualified**

0, 0%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Teacher positions are posted on the district website. Resumes are reviewed by a select team of teachers who review qualifications and recommend candidates for interview. Once selected, new teachers are provided with a mentor teacher to support their transition into the school.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the 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.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The school-based MTSS/RTI Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments.

After determining that effective Tier 1- Core Instruction is in place, the team identifies students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team. The SBT uses a Problem Solving Model to conduct all meetings. Based on data and discussion, the team identifies students in need of additional academic and/or behavioral support (supplemental or intensive). The team ensures the necessary resources are available and the intervention is implemented with fidelity.

School Base Team helps classroom teachers develop a plan for struggling students to increase academic and/or behavioral achievement. The teacher provides the intervention for the student and collects data to show whether the learning gap is decreasing. The school based team reconvenes to discuss progress.

The MTSS/RTI is comprised of various represented groups, including ESE, ELL, Speech, SAI and regular classroom teachers. Each representative acts as an advocate and authority for that group addressing compliance and resources available.

## **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

SBT leader conducts/coordinates the meetings and tracks the progress of the system  
ESE Coordinator monitor for ESE concerns  
School psychologist monitor and provide feedback into the process and student, review any assessments  
Administration monitor the process and progress of the system and the student.  
Classroom teacher bring data and background information , implement plan  
Guidance assist in the process with resources and feedback to the team

## **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

SBT meetings review progress and implementation of the individual student plans. The team also reviews data collected, which include charts and graphs that represent student progress. The following monitoring data are used to analyze student achievement and progress: EDW reports, RRR, and diagnostics.

## **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

The following monitoring data are used to analyze student achievement and progress: EDW reports, RRR, and diagnostics. Administration reviews lesson plans and classroom walk throughs will be used to monitor the fidelity of the core instruction.

## **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Pre-school faculty meetings, grade level and department meetings are used to discuss data, effective strategies, plans for monitoring progress as well as additional professional development identified from discussions and meetings.

## **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

## **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**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 Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this 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.

**Who is responsible for monitoring implementation of this strategy?**

The aftercare director and the teachers in the program.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

| <b>Name</b>       | <b>Title</b>                    |
|-------------------|---------------------------------|
| Leslie Bolte      | Principal                       |
| Judith Braswell   | Assistant Principal             |
| Gina Taylor       | SAI Teacher/Reading Team Leader |
| Chrissie Centanni | Writing Team Leader             |
| Diana Embick      | Third Grade ESE                 |
| Stacy LaRuffa     | Third Grade Gifted              |
| Jennifer Frinkle  | Mathematics Team Leader         |
| Peggy Brody       | Science Team Leader             |
| Karen Simmons     | Third grade Team Leader         |
| Tess Congdon      | Fifth grade Team Leader         |

**How the school-based LLT functions**

The Literacy meets monthly (or more often is needed) to discuss Literacy issues of the school. Members are chosen to represent the various needs of the school community. Their role is to monitor the progress of reading and writing proficiency, to ensure that reading and writing is addressed in all classes and content areas and to provide teachers with the support and tools needed to successfully teach reading and writing skills in the classroom. The team meets in a discussion group and later presents recommendations and information at Learning Team Meetings and faculty meetings.

**Major initiatives of the LLT**

Major initiatives for the LLT for this school year are: to do an extensive data analysis of a variety of assessments used in the school.

To identify and recommend necessary resources and professional development for the new district-wide literacy initiative.

To review and provide input into the new literacy initiative by reviewing literature and additional resources to support the Literacy Library.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 91%           | 89%           | No          | 92%           |
| American Indian            |               |               |             |               |
| Asian                      | 93%           | 90%           | No          | 93%           |
| Black/African American     | 83%           | 67%           | No          | 85%           |
| Hispanic                   | 87%           | 83%           | No          | 88%           |
| White                      | 92%           | 90%           | No          | 93%           |
| English language learners  | 64%           | 43%           | No          | 68%           |
| Students with disabilities | 78%           | 63%           | No          | 81%           |
| Economically disadvantaged | 86%           | 79%           | No          | 87%           |

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 176           | 19%           | 22%           |
| Students scoring at or above Achievement Level 4 | 631           | 69%           | 72%           |

#### Florida Alternate Assessment (FAA)

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> |               | 0%            |
| Students scoring at or above Level 7   | <i>[data excluded for privacy reasons]</i> |               | 100%          |

#### Learning Gains

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA)       | 717           | 79%           | 81%           |
| Students in lowest 25% making learning gains (FCAT 2.0) | 56            | 78%           | 81%           |



**Comprehensive English Language Learning Assessment (CELLA)**

|  | 2013 Actual #                       | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | [data excluded for privacy reasons] |               | 80%           |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)   | [data excluded for privacy reasons] |               | 80%           |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)  | [data excluded for privacy reasons] |               | 80%           |

**Area 2: Writing**

|   | 2013 Actual #                       | 2013 Actual % | 2014 Target % |
|---|-------------------------------------|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 234                                 | 81%           | 88%           |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4               | [data excluded for privacy reasons] |               | 100%          |

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 89%           | 86%           | No          | 90%           |
| American Indian            |               |               |             |               |
| Asian                      | 98%           | 90%           | No          | 98%           |
| Black/African American     | 67%           | 83%           | Yes         | 70%           |
| Hispanic                   | 83%           | 83%           | Yes         | 85%           |
| White                      | 90%           | 87%           | No          | 91%           |
| English language learners  | 64%           | 43%           | No          | 68%           |
| Students with disabilities | 73%           | 57%           | No          | 76%           |
| Economically disadvantaged | 82%           | 76%           | No          | 84%           |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 205           | 23%           | 25%           |
| Students scoring at or above Achievement Level 4 | 581           | 64%           | 66%           |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual #                       | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | [data excluded for privacy reasons] |               | 0%            |
| Students scoring at or above Level 7   | [data excluded for privacy reasons] |               | 100%          |

**Learning Gains**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains  | 735           | 81%           | 81%           |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 68            | 75%           | 75%           |

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 63            | 19%           | 22%           |
| Students scoring at or above Achievement Level 4 | 211           | 65%           | 67%           |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual #                       | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | [data excluded for privacy reasons] |               |               |
| Students scoring at or above Level 7   | [data excluded for privacy reasons] |               | 100%          |

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

|  | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 4             |               | 8           |
| Participation in STEM-related experiences provided for students  | 920           | 100%          | 100%        |

**Area 8: Early Warning Systems**

### Elementary School Indicators

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time  | 3             | 0%            | 0%            |
| Students retained, pursuant to s. 1008.25, F.S.   | 6             | 0%            | 0%            |
| Students who are not proficient in reading by third grade   | 42            | 14%           | 10%           |
| Students who receive two or more behavior referrals   | 5             | 0%            | 0%            |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 0             | 0%            | 0%            |

### Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Parental involvement targets for the school

Increase the number of sessions of 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 for FY14. The goal is to increase the number of sessions by 100%.

#### Specific Parental Involvement Targets

| Target  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Increase the number of Parent University sessions | 2             | 100%          | 100%          |

### Area 10: Additional Targets

#### Additional targets for the school

Beacon Cove 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

#### Specific Additional Targets

| Target   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Teachers infuse the content required by FL Statute 1003.42(2) and SB Policy 2.09 | 66            | 100%          | 100%          |

## Goals Summary

- G1.** Increase the percentage of fourth grade students scoring 3.5 on FCAT Writes by 10 percent in FY14.
- G2.** Increase the proficiency levels of ELL, SWD and other student subgroups utilizing the AMO growth model through the implementation of the district adopted balanced literacy initiative.
- G3.** Increase the proficiency levels of ELL, SWD and other student subgroups utilizing the AMO growth model in the area of mathematics.

## Goals Detail

**G1.** Increase the percentage of fourth grade students scoring 3.5 on FCAT Writes by 10 percent in FY14.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- District resources

### Targeted Barriers to Achieving the Goal

- Lack of a consistent model for teaching writing in fourth grade

### Plan to Monitor Progress Toward the Goal

Palm Beach Writes and other school wide mini assessments scored through a common rubric.

### Person or Persons Responsible

Writing Team Leader/Writing teachers and administration

### Target Dates or Schedule:

Ongoing November 2013 through February 2014.

### Evidence of Completion:

EDW reports and collection charts

**G2.** Increase the proficiency levels of ELL, SWD and other student subgroups utilizing the AMO growth model through the implementation of the district adopted balanced literacy initiative.

### Targets Supported

### Resources Available to Support the Goal

- District resources
- Curriculum guidelines
- Literacy Room

### Targeted Barriers to Achieving the Goal

- Lack of understanding of the district adopted balanced literacy initiative

### Plan to Monitor Progress Toward the Goal

Feedback and surveys will be utilized to gain an understanding of level of knowledge and level of comfort during the school year. Monitor a variety of formal and informal literacy assessments for progress of all subgroups for growth.

**Person or Persons Responsible**

Administration, Literacy Team

**Target Dates or Schedule:**

Ongoing from October 2013 through May 2014

**Evidence of Completion:**

Feedback logs, teacher surveys and student assessment results

**G3.** Increase the proficiency levels of ELL, SWD and other student subgroups utilizing the AMO growth model in the area of mathematics.

**Targets Supported**

**Resources Available to Support the Goal**

- Manipulatives and other hands-on materials
- District support with curriculum/Resources
- Professional development from the district
- Core K-12, technology support
- Expert teachers on staff

**Targeted Barriers to Achieving the Goal**

- Having to teach two sets of standards within the content area (NGSSS and CCSS)

### Plan to Monitor Progress Toward the Goal

Student growth will be monitored by review and analysis of EDW reports, district assessments, formal/informal teacher assessments and report cards during the school year. Teachers will use the data from the different assessments to identify areas of weaknesses and strengths. They will provide support, remediation and enrichment in their instruction based on the analysis. Administration will monitor student progress through district provided monitoring tools and provide feedback to teachers.

**Person or Persons Responsible**

Classroom teachers, mathematics team leader, administration

**Target Dates or Schedule:**

ongoing from August 2013 through May 2014, major reviews three times during the school year.

**Evidence of Completion:**

Data analysis feedback sheets

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase the percentage of fourth grade students scoring 3.5 on FCAT Writes by 10 percent in FY14.

**G1.B2** Lack of a consistent model for teaching writing in fourth grade

**G1.B2.S1** Implement a consistent plan for teaching writing in grade 4 that is supported by the school district

#### Action Step 1

Utilize the district developed writing plan for all fourth grade students. This will be accomplished by first identifying the components of the plan, and then provide professional development to address identified needs. Following, time will be provided to plan collaboratively, share lesson plans and pacing calendars, and develop consistency in scoring, which will ensure continuity across the school.

#### Person or Persons Responsible

All teachers of writing in grade 4

#### Target Dates or Schedule

October 2013 through February 2014, during professional development days and LTM

#### Evidence of Completion

Meeting agendas, professional development documentation

#### Facilitator:

District specialists, Teachers of writing

#### Participants:

All fourth grade writing teachers

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1**

Administration will review the minutes of planning meetings that identify the essential components of the district plan. Review of the results of the pre and post tests from the professional development surveys and plan further professional development from the results. Monitor scoring sessions/samples for fidelity. Review the minutes from the planning meetings and administration will review lesson plans and conduct walk-throughs to show demonstration of the essential components of the writing plan.

#### **Person or Persons Responsible**

Administration and Writing Team leader

#### **Target Dates or Schedule**

October 2013 through February 2014.

#### **Evidence of Completion**

Minutes from meetings, pre and post tests from survey, lesson plans and walk through results.

### **Plan to Monitor Effectiveness of G1.B2.S1**

Analysis of assessments using a rubric from the district adopted program to show the consistency in instruction/scoring. Provide feedback and follow up.

#### **Person or Persons Responsible**

Administration and Writing Team Leader

#### **Target Dates or Schedule**

Ongoing from November 2013 through February 2014

#### **Evidence of Completion**

Summary reports

**G2.** Increase the proficiency levels of ELL, SWD and other student subgroups utilizing the AMO growth model through the implementation of the district adopted balanced literacy initiative.

**G2.B1** Lack of understanding of the district adopted balanced literacy initiative

**G2.B1.S1** Provide cohesive planning, professional development and a variety of teacher resources to support the implementation of the district's balanced literacy initiative

**Action Step 1**

1. Provide planning opportunities for grade level reading teachers to gain a better understanding of the district plan, including strategies, timelines, resources, assessments and expectations. 2. Identify key resources and materials that support the instruction of students using the balanced literacy initiative during reading and writing leadership meetings. 3. Use planning times to prepare lesson plans and resources for instruction. 4. Identify and present/receive key professional development to increase the teachers' level of knowledge, understanding and level of comfort of the new district literacy roll out for teacher of reading in grades 3-5.

**Person or Persons Responsible**

Reading and Writing Teams Leaders and Teams in grades 3-5, Administration, Professional Development Team, District Cohorts

**Target Dates or Schedule**

During Planning meetings, October 2013 through December 2013. August 2013 through May 2014, during professional development days, LTM meetings and special grade level planning days.

**Evidence of Completion**

Notes from sessions, lesson plans, Pacing charts, Pre and post surveys, Professional development agendas

**Facilitator:**

Reading Team leader, Writing Team leader, District cohort facilitators

**Participants:**

All classroom teachers of reading and writing in grades 3-5



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

Review any documentation from planning meetings which include agendas, all professional development sessions/logs and the purchasing of resource materials. Administration will participate in planning meetings and in professional development.

#### **Person or Persons Responsible**

Learning Literacy Team, Administration

#### **Target Dates or Schedule**

ongoing, October 2013 - May 2014

#### **Evidence of Completion**

Agenda showing discussion on monitoring components of Balanced Literacy from LLT meeting, professional development logs, pre and post surveys,

### **Plan to Monitor Effectiveness of G2.B1.S1**

Teachers will successfully implement the components of the balanced literacy model as demonstrated in their lesson plans, during walk-throughs and during cohort team visitations. Debrief sessions will occur regularly with District Cohort Teams during the course of the year.

#### **Person or Persons Responsible**

Administration, Reading teachers, Literacy Team, Cohort Team from the district

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Review of implementation surveys and logs, Pre-post knowledge surveys, feedback/reflection sheets.  
Review EDW reports

**G3.** Increase the proficiency levels of ELL, SWD and other student subgroups utilizing the AMO growth model in the area of mathematics.

**G3.B1** Having to teach two sets of standards within the content area (NGSSS and CCSS)

**G3.B1.S1** Plan collaboratively and utilize available resources to plan instruction for students that will cover items tested on FCAT while infusing Common Core State Standards into their instruction

**Action Step 1**

Provide opportunity for collegial planning which will assist in identifying essential standards and resources to support the implementation of the blended curriculum. Provide professional development where necessary to enhance teacher knowledge and skill in teaching mathematics during the blended school year.

**Person or Persons Responsible**

Mathematics Team Leader, Administration

**Target Dates or Schedule**

Ongoing, October 2013 through May 2014, during Learning Team Meetings, Professional Development days, and faculty meetings.

**Evidence of Completion**

Agendas, meeting logs, pre and post professional development surveys

**Facilitator:**

Mathematics Team Leader, District personnel

**Participants:**

All mathematics teachers in grades 3 through 5.

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

Review of planning sessions/activities, pacing charts and lesson plans. Conduct walk throughs .

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On going, October 2013 through April 2014, after professional development days and learning team meetings.

**Evidence of Completion**

Lesson plans, planning agendas and minutes

### **Plan to Monitor Effectiveness of G3.B1.S1**

Successful implementation will be evident by student growth. Student growth will be monitored by review and analysis of EDW reports, district assessments, formal/informal teacher assessments and report cards during the school year.

#### **Person or Persons Responsible**

Classroom teacher, mathematics team leader, administration

#### **Target Dates or Schedule**

On going, October 2013 through May 2014, Informal and formal data will be collected weekly, Diagnostic district data will be collected twice during the school year.

#### **Evidence of Completion**

EDW Reports, Core K-12 Assessments, teacher/district created assessments

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

SAI services support our struggling third grade students as well as Tier 2 and Tier 3 students in grades 3-5. The students receive small group instruction daily.

Beacon Cove Intermediate integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and monitoring SWPBS. We update our Action Plans at PBS meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons and implementation of SwPBS programs.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Increase the percentage of fourth grade students scoring 3.5 on FCAT Writes by 10 percent in FY14.

**G1.B2** Lack of a consistent model for teaching writing in fourth grade

**G1.B2.S1** Implement a consistent plan for teaching writing in grade 4 that is supported by the school district

### PD Opportunity 1

Utilize the district developed writing plan for all fourth grade students. This will be accomplished by first identifying the components of the plan, and then provide professional development to address identified needs. Following, time will be provided to plan collaboratively, share lesson plans and pacing calendars, and develop consistency in scoring, which will ensure continuity across the school.

#### Facilitator

District specialists, Teachers of writing

#### Participants

All fourth grade writing teachers

#### Target Dates or Schedule

October 2013 through February 2014, during professional development days and LTM

#### Evidence of Completion

Meeting agendas, professional development documentation

**G2.** Increase the proficiency levels of ELL, SWD and other student subgroups utilizing the AMO growth model through the implementation of the district adopted balanced literacy initiative.

**G2.B1** Lack of understanding of the district adopted balanced literacy initiative

**G2.B1.S1** Provide cohesive planning, professional development and a variety of teacher resources to support the implementation of the district's balanced literacy initiative

**PD Opportunity 1**

1. Provide planning opportunities for grade level reading teachers to gain a better understanding of the district plan, including strategies, timelines, resources, assessments and expectations. 2. Identify key resources and materials that support the instruction of students using the balanced literacy initiative during reading and writing leadership meetings. 3. Use planning times to prepare lesson plans and resources for instruction. 4. Identify and present/receive key professional development to increase the teachers' level of knowledge, understanding and level of comfort of the new district literacy roll out for teacher of reading in grades 3-5.

**Facilitator**

Reading Team leader, Writing Team leader, District cohort facilitators

**Participants**

All classroom teachers of reading and writing in grades 3-5

**Target Dates or Schedule**

During Planning meetings, October 2013 through December 2013. August 2013 through May 2014, during professional development days, LTM meetings and special grade level planning days.

**Evidence of Completion**

Notes from sessions, lesson plans, Pacing charts, Pre and post surveys, Professional development agendas

**G3.** Increase the proficiency levels of ELL, SWD and other student subgroups utilizing the AMO growth model in the area of mathematics.

**G3.B1** Having to teach two sets of standards within the content area (NGSSS and CCSS)

**G3.B1.S1** Plan collaboratively and utilize available resources to plan instruction for students that will cover items tested on FCAT while infusing Common Core State Standards into their instruction

### **PD Opportunity 1**

Provide opportunity for collegial planning which will assist in identifying essential standards and resources to support the implementation of the blended curriculum. Provide professional development where necessary to enhance teacher knowledge and skill in teaching mathematics during the blended school year.

#### **Facilitator**

Mathematics Team Leader, District personnel

#### **Participants**

All mathematics teachers in grades 3 through 5.

#### **Target Dates or Schedule**

Ongoing, October 2013 through May 2014, during Learning Team Meetings, Professional Development days, and faculty meetings.

#### **Evidence of Completion**

Agendas, meeting logs, pre and post professional development surveys

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

| Goal  | Description   | Total   |
|-------|---|---------|
| G1.   | Increase the percentage of fourth grade students scoring 3.5 on FCAT Writes by 10 percent in FY14.  | \$1,000 |
| G2.   | Increase the proficiency levels of ELL, SWD and other student subgroups utilizing the AMO growth model through the implementation of the district adopted balanced literacy initiative. | \$1,000 |
| Total |   | \$2,000 |

### Budget Summary by Funding Source and Resource Type

| Funding Source           | Personnel | Evidence-Based Materials | Total   |
|--------------------------|-----------|--------------------------|---------|
| School Improvement Funds | \$1,000   | \$1,000                  | \$2,000 |
| Total                    | \$1,000   | \$1,000                  | \$2,000 |

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Increase the percentage of fourth grade students scoring 3.5 on FCAT Writes by 10 percent in FY14.

**G1.B2** Lack of a consistent model for teaching writing in fourth grade

**G1.B2.S1** Implement a consistent plan for teaching writing in grade 4 that is supported by the school district

#### Action Step 1

Utilize the district developed writing plan for all fourth grade students. This will be accomplished by first identifying the components of the plan, and then provide professional development to address identified needs. Following, time will be provided to plan collaboratively, share lesson plans and pacing calendars, and develop consistency in scoring, which will ensure continuity across the school.

#### Resource Type

Personnel

#### Resource

Substitute coverage for fourth grade writing teachers

#### Funding Source

School Improvement Funds

#### Amount Needed

\$1,000



**G2.** Increase the proficiency levels of ELL, SWD and other student subgroups utilizing the AMO growth model through the implementation of the district adopted balanced literacy initiative.

**G2.B1** Lack of understanding of the district adopted balanced literacy initiative

**G2.B1.S1** Provide cohesive planning, professional development and a variety of teacher resources to support the implementation of the district's balanced literacy initiative

**Action Step 1**

1. Provide planning opportunities for grade level reading teachers to gain a better understanding of the district plan, including strategies, timelines, resources, assessments and expectations. 2. Identify key resources and materials that support the instruction of students using the balanced literacy initiative during reading and writing leadership meetings. 3. Use planning times to prepare lesson plans and resources for instruction. 4. Identify and present/receive key professional development to increase the teachers' level of knowledge, understanding and level of comfort of the new district literacy roll out for teacher of reading in grades 3-5.

**Resource Type**

Evidence-Based Materials

**Resource**

Teacher resource materials and student reading books

**Funding Source**

School Improvement Funds

**Amount Needed**

\$1,000