

The School District of Palm Beach County

Beacon Cove Intermediate School



2017-18 Schoolwide Improvement Plan

Beacon Cove Intermediate School

150 SCHOOLHOUSE RD, Jupiter, FL 33458

<https://bci.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School 3-5	No	23%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**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 11/1/2017.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Beacon Cove Intermediate School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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).

b. 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 and activity 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.

Strategic Plan Alignment: Strategic Initiative #1 (Pillars of Effective Instruction):

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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

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 ensures 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, Class Perfect Attendance Award, Cafe Good Behavior Recognition program, as well as, individual recognition programs within the classroom.

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

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 school counselor program and various campus activities/groups that address social/emotional needs of students, such as Changing Families, Friendship Group and Anti-Bullying group.

Students may report acts of bullying to school counselor by completing a form and placing it in a box outside of counselors office. Bullying may be reported by phone to a bully hotline. Once received, all allegations are thoroughly investigated.

3. Early Warning Systems

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

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

Utilize existing data systems to identify students who have attendance, behavioral or academic concerns

Create data decision rules for number of absences for referrals to SBT. Administration will ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules.

SWPBS/Administration reviews discipline in EDW

Data processor runs TERMS report to monitor ELA/Mathematics Failures.

Administration reviews standardized testing and diagnostic data for level 1 students.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	15	17	19	0	0	0	0	0	0	0	51
One or more suspensions	0	0	0	1	2	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	38	64	45	0	0	0	0	0	0	0	147
Level 1 on statewide assessment	0	0	0	14	14	32	0	0	0	0	0	0	0	60

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	16	20	23	0	0	0	0	0	0	0	59

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

Attendance and academics - planned discussions, goal setting for identified students.
Attendance and academics - parent conferences with teachers/administration

B. Family and Community Engagement

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

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

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

No

1. PFEP Link

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

2. 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 online cyber safety and bullying to assist in building positive relationships with families and increase parent understanding and involvement.

Conference Nights will be offered each trimester so that all parents have the opportunity to meet with teachers and administrators.

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

Beacon Cove builds and sustains partnerships with the local community through involvement in the North County Chamber of Commerce, participation in Principal for a Day, volunteering and engaging in PTO sponsored community fundraisers with local businesses. School Advisory Council welcomes community members to the monthly meeting. Additionally, the school has an Adopt-A-Class program and takes part in business student recognition programs.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Bolte, Leslie	Principal
Braswell, Judith	Assistant Principal
Taylor, Gina	Teacher, K-12
Hamilton, Ilene	Teacher, ESE
Poslaiko, Michelle	Teacher, K-12
Baker, Cam	Teacher, K-12
Frinkle, Jennifer	Teacher, ESE
Bleefeld, Robyn	Teacher, K-12
Embick, Diana	Teacher, ESE

b. Duties

1. 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,

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

The school leadership team meets monthly to identify district and state mandates, analyze pertinent data and trends in order to 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 team is working to understand and implement the Pillars of Instruction.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Leslie Bolte	Principal
Diana Embick	Teacher
Jane Winters	Education Support Employee
Stacy LaRuffa	Teacher
Heather Tribou	Parent
Kathy Salvador	Parent
Amy King	Parent
Ben Klug	Business/Community
Christel McIntosh	Parent
Diana Radovic	Parent
Emily Spilker	Parent
Jennifer Sober	Parent
Michele Martino	Teacher
Nicole Basile	Parent
Paulette Harper	Parent
Tara Rebimas	Parent
Tonya Lewis	Parent
Bonnie Dillon	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

A presentation of the school's data will be provided to the School Advisory Council, highlighting the results from the standardized testing for FY 17 and review of last years' goals. Discussion regarding the areas of strengths and weaknesses, changes in population, assessments and highlights from previous year occurs.

b. 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.

c. 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.

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

Funds were used to fund a tutorial program for struggling science students in the amount of \$2000.00.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
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
Pakula, Janice	Teacher, K-12

b. Duties

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

Strategic Initiative #1: Define pillars of effective instruction to increase the academic achievement of all students.

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 activities, professional development, leaders coaching and/or modeling, summer Read for the World participation, 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.

D. Public and Collaborative Teaching

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

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

Strategic Plan Alignment: Strategic Initiative #1 (Pillars of Effective Instruction):

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff

opportunities to participate in collaborative planning and instruction.

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. 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 and data analysis.

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

Strategic Initiative #12 : Develop and implement a recruitment system that attracts high quality and diversity in candidates by job group category and Strategic Initiative #13: Develop and implement rigor in selecting and hiring that effectively identify and screen for high quality, skilled applicants.

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 conducted by administration and teachers.

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.

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

Strategic Initiative #2: Embed cultural competence, equity and access within the instructional practices. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Beacon Cove creates ongoing opportunities during Professional Learning Communities and on professional development days for teachers to unpack the Florida Core Standards and to plan and discuss reading, writing and math 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.

b. Instructional Strategies

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

Strategic Plan Alignment: Strategic Initiative #1 (Pillars of Effective Instruction):

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

The school ensures effective instruction for every student in the area of literacy by:

- Holding PLCs 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 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 (including I-Ready)
 - Monitoring progress at the class and grade level during PLCs
 - 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
 - Providing LLI (Leveled Literacy Intervention) instruction for striving readers
 - Providing anchor charts for reminders of teaching
- Progress Monitoring through the use of RRR

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

Strategy: 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. Opportunities to support computer programs utilized at the school center are provided through extended day, before and after the school day.

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 tracked on a data sheet weekly and analyzed by the teachers of the program. Feedback is provided to the classroom teachers and the extended day director. Computer Lab attendance and usage is monitored and provided to the classroom teacher.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Strategic Initiative #1: Define pillars of effective instruction to increase the academic achievement of all students.

Strategic Initiative #2: Embed cultural competence, equity and access within the instructional practices

Staff meets collaboratively in PLCs, SBT and conferences to discuss and monitor student progress. Collaboration across grade levels, content areas and feeder patterns occurs each year.

Students entering grade 3 are given an opportunity to visit Beacon Cove. They are given a tour of the school and meet the teachers and staff in the spring prior to their entering as a student. Parents of the students from the feeder schools, as well as, new students and parents to the area are given the opportunity to meet and tour the school during the summer. During the tours parents hear about school procedures, expectations and have any questions answered.

Students leaving Beacon Cove at the end of fifth grade are given the opportunity to visit the school they will attend the next year. This occurs one morning prior to the end of the school year.

b. College and Career Readiness

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

Strategic Initiative #1: Define pillars of effective instruction to increase the academic achievement of all students.

Strategic Initiative #2: Embed cultural competence, equity and access within the instructional practices

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Beacon Cove delivers effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3.

Strategic Goals Detail

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

G1. If Beacon Cove delivers effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3. 1a

G094920

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	95.0
FSA ELA Achievement - Grade 3	85.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	60.0
Math Gains	85.0
FCAT 2.0 Science Proficiency	88.0
FSA ELA Achievement - SWD	55.0
FSA ELA Achievement - Grade 4	84.0

Targeted Barriers to Achieving the Goal 3

- Teachers in-depth understanding of the uses and benefits of small group instruction
- Teacher knowledge of how to implement and monitor instructional interventions with fidelity.
- Lack of time, resources and personnel to assist struggling students with differentiated instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy materials provided to the school

Plan to Monitor Progress Toward G1. 8

District diagnostics and iReady results will be reviewed and analyzed to show growth in deficient areas.

Person Responsible

Leslie Bolte

Schedule

Monthly, from 9/11/2017 to 6/6/2018

Evidence of Completion

Unify, EDW, I Ready reports,

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

 = Problem Solving Step  S123456 = Quick Key

G1. If Beacon Cove delivers effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3. 1

 G094920

G1.B1 Teachers in-depth understanding of the uses and benefits of small group instruction 2

 B255386

G1.B1.S1 Provide teachers with high quality professional development and opportunities for collegial sharing that emphasizes the component of small group instruction. 4

 S269880

Strategy Rationale

This will increase the teachers' understanding and ability to deliver effective small group instruction.

Action Step 1 5

A survey will be created and then given to teachers to identify areas of strength and weakness in their knowledge of small group instruction.

Person Responsible

Janice Pakula

Schedule

On 9/18/2017

Evidence of Completion

Reading Survey

Action Step 2 5

The literacy team will meet with administration to review the results of survey and to develop essential training in the components of balanced literacy.

Person Responsible

Janice Pakula

Schedule

On 9/27/2017

Evidence of Completion

Survey tally results and notes

Action Step 3 5

Teachers will be provided opportunities to increase their knowledge and understanding of the small group delivery during teacher planning sessions (PLC) and on professional development days.

Person Responsible

Leslie Bolte

Schedule

Monthly, from 9/18/2017 to 3/5/2018

Evidence of Completion

Agenda and planning sheets

Action Step 4 5

Teachers will be provided opportunities to observe master teachers within classroom settings and then debrief on best practices.

Person Responsible

Janice Pakula

Schedule

Every 2 Months, from 10/23/2017 to 3/12/2018

Evidence of Completion

Teacher feedback sheets

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

Administration and Literacy team will monitor professional development and walk through opportunities for fidelity.

Person Responsible

Leslie Bolte

Schedule

Monthly, from 10/16/2017 to 3/12/2018

Evidence of Completion

Professional development agendas and teachers feedback sheets, monitoring tool

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

Mini surveys will be administered and reviewed during PLCs to ensure growth in teacher knowledge and understanding.

Person Responsible

Leslie Bolte

Schedule

Monthly, from 10/16/2017 to 3/12/2018


Evidence of Completion

Survey results

G1.B2 Teacher knowledge of how to implement and monitor instructional interventions with fidelity. **2**

 B255387

G1.B2.S1 Teachers will be provided with quality professional development on effective, research-based intervention strategies and monitoring techniques. **4**

 S269881

Strategy Rationale

This will increase their ability to deliver and monitor high-quality intervention strategies.

Action Step 1 **5**

Teachers along with Leadership team will Identify effective, research-based intervention strategies and monitoring techniques.

Person Responsible

Leslie Bolte

Schedule

On 10/2/2017

Evidence of Completion

Agenda, notes from PLC

Action Step 2 **5**

Teachers will be provided professional development on effective intervention strategies and monitoring techniques.

Person Responsible

Leslie Bolte

Schedule

On 10/16/2017

Evidence of Completion

Professional Development Day agenda

Action Step 3 5

Teachers will discuss and include identified strategies in their planning sessions

Person Responsible

Schedule

Monthly, from 10/30/2017 to 12/4/2017

Evidence of Completion

PLC planning notes

Action Step 4 5

Teachers will evaluate the effectiveness of the strategies they utilized during PLC meetings

Person Responsible

Leslie Bolte

Schedule

On 1/22/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration is going to track the progress of the action steps during the PLC and provide feedback and guidance.

Person Responsible

Leslie Bolte

Schedule

Monthly, from 10/2/2017 to 1/22/2018

Evidence of Completion

Administrative logs and tracking notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teachers will keep a journal on their progress toward utilizing and monitoring effective intervention strategies and discuss their growth during PLCs.

Person Responsible

Leslie Bolte

Schedule

Monthly, from 10/2/2017 to 1/22/2018


Evidence of Completion

Teacher journals and administrative logs

G1.B3 Lack of time, resources and personnel to assist struggling students with differentiated instruction **2**

 B255388

G1.B3.S1 Beacon Cove will purchase interactive technology for struggling students that will provide support and remediation for students in their areas of weakness and also provide a mode for monitoring and analyzing students' strengths and weaknesses. **4**

 S269883

Strategy Rationale

The support of interactive technology will assist teachers in providing differentiated instruction for struggling students.

Action Step 1 **5**

Purchase technology that will support the needs of struggling students

Person Responsible

Leslie Bolte

Schedule

On 10/2/2017

Evidence of Completion

Invoice

Action Step 2 **5**

Provide training to select teachers and parents on how to effectively utilize the technology program.

Person Responsible

Ilene Hamilton

Schedule

On 10/16/2017

Evidence of Completion

Training log

Action Step 3 5

Provide an opportunity for students to utilize the technology program before, during and after school and monitor progress.

Person Responsible

Leslie Bolte

Schedule

Weekly, from 11/6/2017 to 4/9/2018

Evidence of Completion

Usage and growth logs

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration will review students usage and growth reports.

Person Responsible

Judith Braswell

Schedule

Monthly, from 10/30/2017 to 3/12/2018

Evidence of Completion

Monthly usage and growth reports

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administration will meet with teachers to review usage and growth reports to identify if there is growth in deficient areas.

Person Responsible

Judith Braswell

Schedule

Monthly, from 11/6/2017 to 4/2/2018

Evidence of Completion

Students analysis reviews, growth and usage reports from program

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A1 A360839	A survey will be created and then given to teachers to identify areas of strength and weakness in...	Pakula, Janice	9/18/2017	Reading Survey	9/18/2017 one-time
G1.B1.S1.A2 A360840	The literacy team will meet with administration to review the results of survey and to develop...	Pakula, Janice	9/27/2017	Survey tally results and notes	9/27/2017 one-time
G1.B2.S1.A1 A360843	Teachers along with Leadership team will identify effective, research-based intervention strategies...	Bolte, Leslie	10/2/2017	Agenda, notes from PLC	10/2/2017 one-time
G1.B3.S1.A1 A360847	Purchase technology that will support the needs of struggling students	Bolte, Leslie	10/2/2017	Invoice	10/2/2017 one-time
G1.B2.S1.A2 A360844	Teachers will be provided professional development on effective intervention strategies and...	Bolte, Leslie	10/16/2017	Professional Development Day agenda	10/16/2017 one-time
G1.B3.S1.A2 A360848	Provide training to select teachers and parents on how to effectively utilize the technology...	Hamilton, Ilene	10/16/2017	Training log	10/16/2017 one-time
G1.B2.S1.A3 A360845	Teachers will discuss and include identified strategies in their planning sessions		10/30/2017	PLC planning notes	12/4/2017 monthly
G1.B2.S1.MA1 M385530	Teachers will keep a journal on their progress toward utilizing and monitoring effective...	Bolte, Leslie	10/2/2017	Teacher journals and administrative logs	1/22/2018 monthly
G1.B2.S1.MA1 M385531	Administration is going to track the progress of the action steps during the PLC and provide...	Bolte, Leslie	10/2/2017	Administrative logs and tracking notes	1/22/2018 monthly
G1.B2.S1.A4 A360846	Teachers will evaluate the effectiveness of the strategies they utilized during PLC meetings	Bolte, Leslie	1/22/2018		1/22/2018 one-time
G1.B1.S1.A3 A360841	Teachers will be provided opportunities to increase their knowledge and understanding of the small...	Bolte, Leslie	9/18/2017	Agenda and planning sheets	3/5/2018 monthly
G1.B1.S1.MA1 M385528	Mini surveys will be administered and reviewed during PLCs to ensure growth in teacher knowledge...	Bolte, Leslie	10/16/2017	Survey results	3/12/2018 monthly
G1.B1.S1.MA1 M385529	Administration and Literacy team will monitor professional development and walk through...	Bolte, Leslie	10/16/2017	Professional development agendas and teachers feedback sheets, monitoring tool	3/12/2018 monthly
G1.B1.S1.A4 A360842	Teachers will be provided opportunities to observe master teachers within classroom settings and...	Pakula, Janice	10/23/2017	Teacher feedback sheets	3/12/2018 every-2-months
G1.B3.S1.MA1 M385533	Administration will review students usage and growth reports.	Braswell, Judith	10/30/2017	Monthly usage and growth reports	3/12/2018 monthly
G1.B3.S1.MA1 M385532	Administration will meet with teachers to review usage and growth reports to identify if there is...	Braswell, Judith	11/6/2017	Students analysis reviews, growth and usage reports from program	4/2/2018 monthly
G1.B3.S1.A3 A360849	Provide an opportunity for students to utilize the technology program before, during and after...	Bolte, Leslie	11/6/2017	Usage and growth logs	4/9/2018 weekly
G1.MA1 M385538	District diagnostics and iReady results will be reviewed and analyzed to show growth in deficient...	Bolte, Leslie	9/11/2017	Unify, EDW, I Ready reports,	6/6/2018 monthly

V. Professional Development Opportunities

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

G1. If Beacon Cove delivers effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3.

G1.B1 Teachers in-depth understanding of the uses and benefits of small group instruction

G1.B1.S1 Provide teachers with high quality professional development and opportunities for collegial sharing that emphasizes the component of small group instruction.

PD Opportunity 1

Teachers will be provided opportunities to increase their knowledge and understanding of the small group delivery during teacher planning sessions (PLC) and on professional development days.

Facilitator

Janice Pakula

Participants

ELA teachers

Schedule

Monthly, from 9/18/2017 to 3/5/2018

G1.B3 Lack of time, resources and personnel to assist struggling students with differentiated instruction

G1.B3.S1 Beacon Cove will purchase interactive technology for struggling students that will provide support and remediation for students in their areas of weakness and also provide a mode for monitoring and analyzing students' strengths and weaknesses.

PD Opportunity 1

Provide training to select teachers and parents on how to effectively utilize the technology program.

Facilitator

Ilene Hamilton

Participants

Teachers and parents

Schedule

On 10/16/2017

VI. Technical Assistance Items

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