

The School District of Palm Beach County

Beacon Cove Intermediate School



2018-19 Schoolwide Improvement Plan

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Beacon Cove Intermediate School

150 SCHOOLHOUSE RD, Jupiter, FL 33458

<https://bci.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School 3-5	No	18%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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
Pakula, Janice	Teacher, K-12
Hamilton, Ilene	Teacher, ESE
Poslaiko, Michelle	Teacher, K-12
Baker, Cam	Teacher, K-12
Frinkle, Jennifer	Teacher, ESE
Embick, Diana	Teacher, ESE
Champion, Caren "Champ"	Teacher, K-12
Hutchinson, Vicki	Teacher, K-12
Brody, Peggy	Teacher, K-12
Dillon, Bonnie	Other

Duties

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

Administration: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI, 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, collaborates with other staff to assure the implementation of Tier 2 interventions, and the integration of Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, the integration

of core instructional activities/materials into Tier 3 instruction, and collaboration with general education teachers through such activities as co-teaching.

Resource teacher: Assures accurate and up to date data is available for review and planning. Assists in identifying and infusing technology/technology instruction into curriculum and instruction.

Early Warning Systems

Year 2017-18

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	16	28	25	0	0	0	0	0	0	0	69
One or more suspensions	0	0	0	1	2	9	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	0	49	44	53	0	0	0	0	0	0	0	146
Level 1 on statewide assessment	0	0	0	25	10	24	0	0	0	0	0	0	0	59

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	25	18	23	0	0	0	0	0	0	0	66

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	5	0	0	0	0	0	0	0	0	0	5
Retained Students: Previous Year(s)	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Date this data was collected

Monday 7/2/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
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

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Third grade preformed lowest in both Reading and Math. There was a significant drop on the percentage of proficient students. This is not a trend. Students in third grade have preformed well consistently in the past, have between 79 and 87 percent of the students scoring proficient in Reading and 76 to 90 percent of the students scoring proficient in math.

Which data component showed the greatest decline from prior year?

Third grade reading and math showed the greatest decline from the prior year. Reading showed a 9 percentage point drop and Math showed an 8 percentage drop.

Which data component had the biggest gap when compared to the state average?

Science has the greatest gap compared to the state of Florida. Beacon Cove outperformed the state by 28 percentage points. Beacon Cove had a 83% proficiency and the state preformed at 55% proficiency.

Which data component showed the most improvement? Is this a trend?

English Language Arts Learning Gains from FY 17 to FY 18 had the greatest improvement. Beacon Cove went from 65 percent of students making learning gains to 74 percent of students making learning gains. This is a 9 percentage point increase. Fifth grade ELA has consistently increased throughout the past four years.

Describe the actions or changes that led to the improvement in this area.

This improvement results from the supports in place for students with disabilities as well as the professional development taking place in our Professional Learning Communities. Technology was another contributing factor. Our lowest achieving students were placed on Mind Play as well as took part in morning tutorials that included i-Ready. ELL students took part in an after school club that assisted them with homework and focused on vocabulary development, phonemic awareness and grammar. These were all intricate strategies that impacted our proficiency levels in ELA.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	83%	57%	56%	77%	52%	52%
ELA Learning Gains	74%	61%	55%	60%	56%	52%
ELA Lowest 25th Percentile	64%	56%	48%	49%	51%	46%
Math Achievement	89%	65%	62%	87%	61%	58%
Math Learning Gains	75%	63%	59%	83%	61%	58%
Math Lowest 25th Percentile	73%	53%	47%	73%	51%	46%
Science Achievement	83%	56%	55%	86%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	3	4	5	
Attendance below 90 percent	16 (15)	28 (17)	25 (19)	69 (51)
One or more suspensions	1 (1)	2 (2)	9 (0)	12 (3)
Course failure in ELA or Math	49 (38)	44 (64)	53 (45)	146 (147)
Level 1 on statewide assessment	25 (14)	10 (14)	24 (32)	59 (60)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	78%	56%	22%	57%	21%
	2017	87%	54%	33%	58%	29%
Same Grade Comparison		-9%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	86%	58%	28%	56%	30%
	2017	77%	57%	20%	56%	21%
Same Grade Comparison		9%				
Cohort Comparison		-1%				
05	2018	81%	59%	22%	55%	26%
	2017	73%	52%	21%	53%	20%
Same Grade Comparison		8%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	83%	63%	20%	62%	21%
	2017	91%	62%	29%	62%	29%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	91%	63%	28%	62%	29%
	2017	86%	64%	22%	64%	22%
Same Grade Comparison		5%				
Cohort Comparison		0%				
05	2018	89%	66%	23%	61%	28%
	2017	85%	61%	24%	57%	28%
Same Grade Comparison		4%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	82%	56%	26%	55%	27%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	57	60	57	67	68	56	46				
ELL	67			83							
ASN	89	84		95	72		87				
BLK	53	69		71	69						
HSP	86	79	88	85	77	81	94				
MUL	82	68		85	68		85				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	83	72	59	90	76	74	82				
FRL	75	70	61	81	69	67	78				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	52	56	52	67	61	66	38				
ELL	63	50		100	58						
ASN	86	65		98	77		83				
BLK	43			36							
HSP	72	61	48	87	67	71	74				
MUL	81	53		85	71						
WHT	81	66	59	88	75	71	79				
FRL	70	61	53	78	68	64	65				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Third grade Reading
Rationale	After reviewing the school's overall data from FY18, the data indicated that a significant number of the third grade students did not meet proficiency on the FSA.
Intended Outcome	<p>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. ELA target for FY19 is 90% proficient, and ELA Target for FY20 is 97% proficient.</p> <p>Additional Intended Outcomes: ELA Overall Achievement – 83% ELA Learning Gains – 74% ELA Lowest 25% - 64% Math Achievement – 89% Math Learning Gains – 75% Math Lowest 25% - 73% Science – 87%</p>
Point Person	Leslie Bolte (leslie.bolte@palmbeachschools.org)
Action Step	
Description	<p>1. Teachers will be provided professional development in the areas of - Small group instruction, increased rigor of instruction and differentiated instruction. This will occur throughout the school year during Professional Learning Communities and Professional Development Days. (Point persons: Michele Martino & Janice Pakula)</p> <p>* Through targeted professional development, teachers will learn to organize and facilitate Small Group Instruction to support individual skills that are necessary for students to become successful readers. Students will engage learning through both small group and whole group instruction, including extended learning opportunities that support individualized/differentiated instruction and include the infusion of content required by Florida Statute 1003.42 (2) and SB Policy 2.09, pertaining to Single School Culture.</p> <p>* Through targeted professional development, teachers will learn how to Increase Rigor of Instruction that challenges students and provides them with the tools they need to become critical thinkers and problem solvers.</p> <p>* Through targeted professional development, teachers will learn to differentiate Instruction so all students become proficient readers.</p> <p>* Through the purchase of research-based intervention materials, teachers will provide differentiated instruction to meet the needs of all learners.</p> <p>2. Teachers will be provided professional development on the Focused Model of Instruction. (Point person: Jennifer Frinkle)</p> <p>* Through targeted professional development on the Focused Model of Instruction, teachers will increase their knowledge and use of effective, research-based, high yield strategies of instruction. which will enhance their ability to deliver relevant and and effective instruction.</p> <p>* Through the use of Book Studies, teachers will have the opportunity for collegial/</p>

professional sharing on high yield strategies and best practices.

* Through the purchase of instructionally engaging and relevant material, teachers will increase their knowledge of the Focused Model of Instruction.

3. Teachers will increase their knowledge and use of technology to enhance instruction and assist in data analysis. (Point person: Cam Baker)

* Through professional development, teachers will learn new strategies and skills which utilize technology, in their instruction, including the use of Trailblazers.

* Through professional development and coaching, teachers will utilize technology tools to assist in analyzing pertinent data to plan and adjust instruction.

Person Responsible Leslie Bolte (leslie.bolte@palmbeachschools.org)

Plan to Monitor Effectiveness

Beacon Cove will monitor for the effectiveness of the instructional action steps and the overall plan through classroom walk-throughs, pre and post conferences, data chats, professional development sign in sheets, as well as teacher reflection logs utilized during Professional Learning Communities and book studies.

Description Beacon Cove will monitor the effectiveness of instructional action steps and the overall plan through data analysis of reports provided from the district and state assessments. such reports include; District Diagnostics, i-Ready reports, Reading Running Records and FSA results.

Person Responsible Leslie Bolte (leslie.bolte@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

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.

PFEP Link

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

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.

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.

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.

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

Part V: Budget

Total:	\$3,019.90
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