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Beacon Cove Intermediate School

150 SCHOOLHOUSE RD, Jupiter, FL 33458

<https://bci.palmbeachschools.org>

Demographics

Principal: Pamela Buckman

Start Date for this Principal: 8/6/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 3-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	31%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (82%) 2017-18: A (77%) 2016-17: A (73%) 2015-16: A (74%) 2014-15: A (82%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School 3-5</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">18%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">29%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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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	Job Duties and Responsibilities
Bolte, Leslie	Principal	Monitor effectiveness and progress toward SIP goals. Approve School Improvement Funds, ensuring that SAC members approve/select programs or projects. Mrs. Bolte will conduct observations to monitor strategies for fidelity.
Braswell, Judith	Assistant Principal	Ensure that the SIP goals are aligned to the strategic plan. As AP, Mrs. Braswell will conduct observations to monitor strategies for fidelity. Utilizing data, Mrs. Braswell will make adjustments to the SIP as needed.
Hamilton, Ilene	Teacher, ESE	Bring information and insight from the ESE perspective. Ms. Hamilton is the ESE coordinator.
Poslaiko, Michelle	Teacher, K-12	Grade 4 Team Leader. Provides grade level leadership and perspective to the Leadership Team. Mrs. Poslaiko will provide information about core instruction and participate in data collection.
Frinkle, Jennifer	Teacher, ESE	As Marzano Liaison, Mrs. Frinkle will provide technical support for new and returning teachers in iObservation. Mrs. Frinkle will direct teachers to available resources and training both school-based and district-based.
Champion, Caren "Champ"	Teacher, K-12	Participate 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.
Hutchinson, Vicki	Teacher, K-12	Math Team Leader, provides a leadership role and perspective in supporting mathematics in Grades 3 through 5.
Meade, dawn	Teacher, K-12	Lead ELA PLCs to support our SIP Focus. Mrs. Meade will lead discussions and analysis of data ensuring rigorous standards--based instruction for the ELA team.
Dillon, Bonnie	SAC Member	Ensure SAC members contribute to creating/approving SIP Plan. Assist with revision and submission of By-Laws and membership compliance.
Embick, Diana	Teacher, ESE	Bring information and insight from the ESE perspective and support from the Fine Arts Team. Ms. Embick is the ELA ESE teacher and Fine Arts Grade Chair.

Name	Title	Job Duties and Responsibilities
Childress, Christine	Teacher, K-12	School Advisory Chair and teacher leader. Ms Childress shares the goals, strategies and action plans from the School Improvement Plan and monitors the progress.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	243	234	296	0	0	0	0	0	0	0	773
Attendance below 90 percent	0	0	0	14	16	29	0	0	0	0	0	0	0	59
One or more suspensions	0	0	0	2	2	2	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	44	42	47	0	0	0	0	0	0	0	133
Level 1 on statewide assessment	0	0	0	19	12	23	0	0	0	0	0	0	0	54

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	18	14	23	0	0	0	0	0	0	0	55

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	5	5	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

47

Date this data was collected or last updated

Monday 9/9/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	25	18	23	0	0	0	0	0	0	0	66

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	25	18	23	0	0	0	0	0	0	0	66

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	86%	58%	57%	79%	53%	55%
ELA Learning Gains	72%	63%	58%	65%	59%	57%
ELA Lowest 25th Percentile	67%	56%	53%	57%	55%	52%
Math Achievement	91%	68%	63%	87%	62%	61%
Math Learning Gains	86%	68%	62%	73%	62%	61%
Math Lowest 25th Percentile	88%	59%	51%	69%	53%	51%
Science Achievement	83%	51%	53%	78%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	3	4	5	
Number of students enrolled	243 (0)	234 (0)	296 (0)	773 (0)
Attendance below 90 percent	14 (16)	16 (28)	29 (25)	59 (69)
One or more suspensions	2 (1)	2 (2)	2 (9)	6 (12)
Course failure in ELA or Math	44 (49)	42 (44)	47 (53)	133 (146)
Level 1 on statewide assessment	19 (25)	12 (10)	23 (24)	54 (59)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	83%	54%	29%	58%	25%
	2018	78%	56%	22%	57%	21%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	87%	62%	25%	58%	29%
	2018	86%	58%	28%	56%	30%
Same Grade Comparison		1%				
Cohort Comparison		9%				
05	2019	84%	59%	25%	56%	28%
	2018	81%	59%	22%	55%	26%
Same Grade Comparison		3%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	88%	65%	23%	62%	26%
	2018	83%	63%	20%	62%	21%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	91%	67%	24%	64%	27%
	2018	91%	63%	28%	62%	29%
Same Grade Comparison		0%				
Cohort Comparison		8%				
05	2019	92%	65%	27%	60%	32%
	2018	89%	66%	23%	61%	28%
Same Grade Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	82%	51%	31%	53%	29%
	2018	82%	56%	26%	55%	27%
Same Grade Comparison		0%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	60	60	46	75	89	87	68				
ELL	86	77		100	86						
ASN	88	67		98	88		81				
BLK	67	70		73	90						
HSP	84	66	54	90	79	86	88				
MUL	77	59		84	82						
WHT	87	75	68	92	87	91	83				
FRL	82	73	71	87	85	84	84				
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				
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				

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
MUL	81	53		85	71						
WHT	81	66	59	88	75	71	79				
FRL	70	61	53	78	68	64	65				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	83
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	90
Total Points Earned for the Federal Index	663
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	69
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	88
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students

Federal Index - Asian Students	84
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	75
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	78
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	76
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	83
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	81
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

When looking at the subgroup data across the board, our ELA Low 25 had the lowest achievement in ELA with a 67%. Teachers were beginning to use small group instruction for remediation. Although teachers were gaining in their knowledge and usage of strategies, the contributing factor was the lack of consistency with small group instruction. Although we have been continuously increasing proficiency from 2017 at 57%, 2018 at 64% and 2019 at 67%, this low performance rate has been a trend for our low 25 subgroup.

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

When looking at our school data within ELA we had a decline from 74% to 72% within the ELA Learning Gains. The goal for FY20 is to increase this component to 77%. The contributing factors to this decline are due to lack of rigor, quality resources, and engaging instruction.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Within the ELA Achievement Component, our school scored 29 points higher than the state and 28 points higher than the district. In the analysis of the data, no gaps were present. Our school's trend has shown a higher achievement rate than the district and the state for the past two years.

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

The lowest 25 percentile in math showed the most improvement with a 15 point gain, going from 73% in FY18 to 88% in FY19. Strategic planning of rigorous standard based instruction within our PLCs and small group instruction are the contributing factors for this gain.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

When looking at the Early Warning Systems, Level 1 on Statewide Assessments as well as ELA and Math Course Failure are our two potential areas of concern.

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

1. 3rd Grade- ELA decrease the levels of 1 and 2
2. Increase proficiency in ELA of Low 25 Percentile
3. Increase Learning Gains
4. Decrease the number of students with below 90% attendance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure effective and relevant instruction towards student achievement in ELA and Math in alignment with the District's Strategic Plan; LTO #1 Increase Reading on Grade Level by Third Grade and LTO #2, ensure HS readiness.
Rationale	Although Beacon Cove saw an increase in proficient students in English Language Arts last year, specifically in third grade with an increase from 77% proficient to 83 percent proficient, we still want to increase the number of proficient students, not only in third grade but at each grade level. Our low 25% of students have also shown an increase over the past three years from 57% to 64% to 67% proficiency, however; looking at other subcategories, we need to increase those number even higher. There was a decrease in Learning Gains in FY 19 from 74% to 72%. We would like to see that percentage increase to 75%.

State the measurable outcome the school plans to achieve	Our measurable goals for FY 20 are to increase third grade ELA proficiency by 5%. This would show an increase from 83% to 88%. While doing so, we are focused on increasing the percent of proficiency for our lowest 25% of ELA students in grades 4 and 5 by 3% to 70% proficient and in increasing our Learning Gains by 3%, having 75% of our students making learning gains.
Person responsible for monitoring outcome	Leslie Bolte (leslie.bolte@palmbeachschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Students will receive remediation and enrichment through digital and blended learning opportunities using adaptive technology such Mindplay, as well as, District Approved Intervention Programs, monitored by ELA Team Leader and ESE Team Leader. Teachers will use technology during instruction to deliver and support hands on learning, including problem and project based learning. 2. Teachers will participate in professional development that focuses on Small Group Instruction, increasing rigor in instruction and using Differentiated Instruction, as well as, increase opportunities for collegial sharing with our sister school - Lighthouse Elementary, monitored by PD Team and Leadership Team. 3. Teachers will utilize Differentiated, small group instruction within the ELA and Math blocks- monitored by administration. 4. Teachers will create and deliver lessons, activities and assessments that are standards-based, monitored by reading and math team leaders. 5. Before and after school tutorials/remediation will use targeted instruction to support student growth in areas of deficiency, monitored by grant manager and administration 6. Students will use self-monitoring logs to track progress on academic and behavioral expectations, monitored by classroom teacher and PBS Team
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Intervention programs and adaptive technology support teacher instruction in the classroom, assisting with differentiating, reinforcing and providing remediation. 2. Targeted Professional Development gives teachers a better understanding of research-based strategies that increase student achievement. It supports strategies that challenge students to become critical thinkers and problem solvers. 3. Differentiated instruction is effective because the teaching is then focused precisely on what the student(s) need to learn. Evidence has demonstrated that ongoing observation of students, combined with systematic assessment enables teachers to support and enhance student learning by an increase in the number of students with successful outcomes. 4. Standards-based teaching ensures better accountability of what is taught in the

classrooms. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and helps keep them on track.

5. Before and After school Tutorials/Remediation will provide additional time for students to be exposed to instruction.
6. Students who monitor their own progress are more successful socially and academically.

Action Step

1. Infusing Technology in Instruction and utilization of Intervention Programs with fidelity
 - A. Students will consistently utilize technology throughout the school year to support remediation and enhancement of their skills.
 - B. Teachers will receive professional development during PD days, at workshops and with peers on various technology programs and strategies.
 - C. Teachers will increase their knowledge and use of technology to enhance instruction and assist in data analysis.
 - D. Teachers will utilize district-approved intervention programs with fidelity to assist in meeting the needs of all students.
 - E. Teachers will share their knowledge with peers and act as mentors to support meaningful use of technology and intervention programs throughout the school.
2. Professional Development to increase Rigor of Instruction
 - A. Teachers will meet on a consistent rotation during professional learning communities to review standards, analyze data demonstrating standards mastery, determine next steps with the instruction of standards and revise as necessary.
 - B. Teachers will monitor and manage plans during collaborative times and share insights and knowledge.
 - C. Teachers will be provided professional development and/or mentoring to ensure small group instruction is taking place within the classroom. This professional development will continue to increase their knowledge and techniques for delivering small group instruction.
3. Delivery of Differentiated and Small Group Instruction
 - A. Teachers will collaboratively plan and deliver differentiated lessons in the classroom. They will plan by: designing lessons based on students needs, grouping students by shared topic and/or ability, assessing students' learning in formative assessments, reflecting and adjusting lesson content to meet students' needs.
 - B. Administration will monitor and provide feedback to teachers on differentiated lessons and small group instruction.
 - C. Fine Arts teachers will provide support to third grade classroom teachers with small group and differentiated instruction.
4. Standards-Based Planning
 - A. Teachers will meet during professional development opportunities to plan high quality, standards-based lessons.
 - B. Administration will review lesson plans throughout the school year to ensure lessons demonstrate standards-based planning.
5. Tutorials/Remediation Opportunities
 - A. Funding sources will be secured to support quality before and after school tutorial programs that directly address the needs of struggling students.
 - B. Programs will be monitored and analyzed for effectiveness and results will be reported out to SAC and funding sources.
6. Positive Behavior Support - Climate
 - A. PBS Team meets monthly to discuss, plan and monitor the school-wide positive behavior plan.
 - B. Regular training will occur for staff on the Self-Monitoring Plan
 - C. Teachers train and review the Self-Monitoring Plan with students

Description

D. Teachers use this tracking system to identify students who need interventions and support.

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

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art of different cultures, music of different eras and countries, and in media our library selection is filled with books related to the variety of cultures.

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 Schoolwide Improvement Plan 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 builds positive relationships with parents through various activities that bring the parents into the school such as STEM Nights, Art Shows and SAC meetings.

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.

Strategic Initiative #2: Embed cultural competence, equity and access within the instructional practices. Our Behavior Health Counselor works with students providing counseling and mentor services, as well as providing resources to parents.

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

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.

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

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

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

Students are exposed to advanced math courses in grades 3-5. Students participate in visits from middle schools, such as BAK to encourage them to participate in the arts as well as higher level courses in middle and high school.

Part V: Budget

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

1	III.A.	Areas of Focus: To ensure effective and relevant instruction towards student achievement in ELA and Math in alignment with the District's Strategic Plan; LTO #1 Increase Reading on Grade Level by Third Grade and LTO #2, ensure HS readiness.	\$5,200.00
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	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	120-Classroom Teachers	2541 - Beacon Cove Intermediate Schl	School Improvement Funds		\$5,000.00
			<i>Notes: Tutorial program</i>			
	3336	120-Classroom Teachers	2541 - Beacon Cove Intermediate Schl	School Improvement Funds		\$200.00
			<i>Notes: Intervention program</i>			
					Total:	\$5,200.00