

The School District of Palm Beach County

Beacon Cove Intermediate School



2021-22 Schoolwide Improvement Plan

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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: 7/22/2020

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	31%
2020-21 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%)
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	

* 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

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School 3-5	No	24%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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<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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Buckman, Pamela	Principal	Monitor effectiveness and progress toward SIP goals. Approve School Improvement Funds, ensuring that SAC members approve/select programs or projects. Mrs. Buckman 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.
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. Math Team Leader, provides a leadership role and perspective in supporting mathematics in Grades 3 through 5.
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.

Demographic Information

Principal start date

Wednesday 7/22/2020, Pamela Buckman

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

607

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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	210	195	200	0	0	0	0	0	0	0	605
Attendance below 90 percent	0	0	0	6	6	5	0	0	0	0	0	0	0	17
One or more suspensions	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	25	31	25	0	0	0	0	0	0	0	81
Course failure in Math	0	0	0	13	28	30	0	0	0	0	0	0	0	71
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	11	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	5	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	0	0	33	4	7	0	0	0	0	0	0	0	44
FY21 ELA Winter Diag Level 1 & 2	0	0	0	35	27	39	0	0	0	0	0	0	0	101
FY21 Math Winter Diag Level 1 & 2	0	0	0	27	25	36	0	0	0	0	0	0	0	88

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	12	22	18	0	0	0	0	0	0	0	52

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	3	2	2	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 9/15/2021

2020-21 - 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	
Number of students enrolled	0	0	0	179	198	220	0	0	0	0	0	0	0	597
Attendance below 90 percent	0	0	0	8	8	14	0	0	0	0	0	0	0	30
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	22	27	27	0	0	0	0	0	0	0	76
Course failure in Math	0	0	0	8	25	24	0	0	0	0	0	0	0	57
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	11	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	5	0	0	0	0	0	0	0	7
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	40	31	45	0	0	0	0	0	0	0	116
FY20 Math Winter Diag Levels 1 & 2	0	0	0	38	11	26	0	0	0	0	0	0	0	75

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	8	17	19	0	0	0	0	0	0	0	44

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	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	0	0	0	179	198	220	0	0	0	0	0	0	0	597
Attendance below 90 percent	0	0	0	8	8	14	0	0	0	0	0	0	0	30
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	22	27	27	0	0	0	0	0	0	0	76
Course failure in Math	0	0	0	8	25	24	0	0	0	0	0	0	0	57
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	11	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	5	0	0	0	0	0	0	0	7
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	40	31	45	0	0	0	0	0	0	0	116
FY20 Math Winter Diag Levels 1 & 2	0	0	0	38	11	26	0	0	0	0	0	0	0	75

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	8	17	19	0	0	0	0	0	0	0	44

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	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				86%	58%	57%	83%	57%	56%
ELA Learning Gains				72%	63%	58%	74%	61%	55%
ELA Lowest 25th Percentile				67%	56%	53%	64%	56%	48%
Math Achievement				91%	68%	63%	89%	65%	62%
Math Learning Gains				86%	68%	62%	75%	63%	59%
Math Lowest 25th Percentile				88%	59%	51%	73%	53%	47%
Science Achievement				83%	51%	53%	83%	56%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	83%	54%	29%	58%	25%
Cohort Comparison						
04	2021					
	2019	87%	62%	25%	58%	29%
Cohort Comparison		-83%				
05	2021					
	2019	84%	59%	25%	56%	28%
Cohort Comparison		-87%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	88%	65%	23%	62%	26%
Cohort Comparison						
04	2021					
	2019	91%	67%	24%	64%	27%
Cohort Comparison		-88%				
05	2021					
	2019	92%	65%	27%	60%	32%
Cohort Comparison		-91%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	82%	51%	31%	53%	29%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring provides opportunities for teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:

In grades 3-5 we will use I-Ready Diagnostics in the Fall, Winter, and Spring. In addition, we will use the district diagnostics in the winter as a way to analyze what information the students have retained, what needs to be retaught and enriched. We will also follow the district's scope and sequences which embeds both FSQ's and USA's to allow teachers and administrators to monitor students' understanding of the standards and make instructional decisions that meet the needs of all learners.

I-Ready: Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.

Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

SuccessMaker is an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		85.7	87.8
	Economically Disadvantaged		72.9	79.2
	Students With Disabilities		53.3	63.3
	English Language Learners		85.7	87.5
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		92.5	86.3
	Economically Disadvantaged		87	81.3
	Students With Disabilities		70.4	55.2
	English Language Learners		100	87.5

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		92.7	91.1
	Economically Disadvantaged		82.5	85.0
	Students With Disabilities		78.8	77.1
	English Language Learners		50.0	66.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	91.1	94.9	90.7
	Economically Disadvantaged	81.6	85.0	82.5
	Students With Disabilities	82.4	88.2	83.3
	English Language Learners	60	66.7	42.9
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		89.4	91
	Economically Disadvantaged		92.7	95.2
	Students With Disabilities		76	76
	English Language Learners		75	75
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	94.9	94.5	92.8
	Economically Disadvantaged	92.3	87.8	92.9
	Students With Disabilities	81.5	84.6	85.2
	English Language Learners	75	100	100
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	98.7	96.8	96.4
	Economically Disadvantaged	91.7	92.9	95.3
	Students With Disabilities	100	88	88
	English Language Learners	100	100	100

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	61	83	78	55	48	40	57				
ELL	89			89							
ASN	94	67		97	80		88				
HSP	91	77	80	88	60		71				
MUL	90	90		84	70		70				
WHT	86	80	79	83	66	53	73				
FRL	78	76	87	74	54	44	59				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	76
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	

ESSA Federal Index	
Total Points Earned for the Federal Index	529
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	60
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	89
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	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
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	81

Multiracial Students	
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	74
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	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

When analyzing Math data following results were identified:

FY19 FSA compared to FY20 FSA

ELA Proficiency 84.4 to 85.54

ELA Grade 3 83.3 to 81.5

ELA Grade 4 86.6 to 86.3

ELA Grade 5 83.7 to 88.3

FY19 FSA compared to FY20 FSA

Math Proficiency 90.81 to 82.71

Math Grade 3 88.08 to 78.2

Math Grade 4 90.72 to 84.18

Math Grade 5 92.06 to 83.7

FY19 FSA compared to FY20 FSA

Science Grade 5 82 to 72.8

FY19 FSA compared to FY20 FSA

ESE ELA Proficiency 56.4 to 59.3

ESE Math Proficiency 72 to 54.7

FY19 FSA compared to FY20 FSA
 ELA LG 72 to 79
 Math LG 86 to 71
 ELA L25 67 to 82
 Math L25 88 to 56

Based on this data trend our focus will be to continue to increase learning gains in ELA and Math as well as the learning gains of our L25 students . Our data shows there is a need to provide students with instructional support which focuses on the acquisition of foundational skills, reteaching standards that were not mastered, while also scaffolding instruction that meets the full intent and rigor of standards. We will specifically focus on our SWD students, who also make up a large percentage of our L25 students. Students will receive targeted support through various modes of instruction, including the inclusion of technology, small group differentiated instruction, tutorials, data chats and monitoring.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our focus is to increase learning gains for all students, including those identified in the L25 subgroup. Our SWD will be a focus group, as the majority of the students in our L25 subgroup are also our SWD students. Implementation of small group differentiated instruction will occur to address the needs of diverse learners.

It is imperative that we increase our students' reading to allow them success across all content. With literacy as the focus, we also expect to improvement in mathematics and science.

I-Ready data results for Fall FY22 in grades 3-5, indicate a significant number of students scoring below grade level in pre-reading skills (phonemic awareness, phonics, and vocabulary). To address this problem, members of leadership teachers are working closely with the teachers to identify who these students and provide them with research based intervention. The SAI teachers are will also work directly with target students to provide an extra layer of support. The master board allows opportunities for support staff to assist in grades 3, 4 and 5 with intervention. In addition, BCI will utilize the district scope to ensure high-level research-based texts are provided for teachers to implement rigorous standards-based instruction, using Core Actions (reading text, talking about the text and completing a task around the text/standard) . After School tutorial will be provided to students as the budget allows. Students identified in our L25 and SWD will be identified first. Lastly, student and teacher data chats will be scheduled by administration after analyzing student data.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

During FY20 and FY21, a large number of our students were virtual. Contact information was not accurate which caused communication breakdowns between school and home. During this time period teachers struggled with student attendance and keeping students engaged in the learning process. Before the pandemic, teachers had started to utilize small group instruction across all subject areas. Teachers differentiated instruction by placing students in guided reading groups, strategy groups, etc. Due to the need to socially distance, even those students who were Brick and Mortar, were not provided opportunities to work in small groups that were teacher led or student facilitated.

As a school that services students in grades 3-5, it is imperative that we have opportunities to collaborate with our sister school, which houses students in grades K-2 students. Due to health

concerns brought on by the pandemic, the two schools did not have an opportunity to collaborate and participate in vertical planning. In addition, many of our students entering in grade 3 over the last two years are lacking the foundational literacy skills needed to be a proficient reader. This is in part due to the fact that many of these students were virtual in grades 1 and 2 and did not have the opportunities to be provided with small a balanced literacy approach which included small group differentiated instruction during the FY20 and FY21 school.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on FSA data from 2018 to 2019, ELA proficiency had a 2% increase (82.01% to 84.44) as did math proficiency show a 2% increase (87.8% to 90.81%). However when looking at the sub groups for both ELA and math, SWD continued to be the largest number of students in the subgroup with the lowest percent of students proficient FY19 ELA 72% and math 56.4%. When drilling down by grade level and comparing FSA FY18 to FY19 students in grade 3 increased proficiency from 77.8% to 83.3% and in math 83.3% to 88.09% and in grade 5 math proficiency increased from 88.7% to 92.06%.

Math indicates a decrease in proficiency for math overall and by grade level in grades 3-5 as well as our students with disabilities, Learning Gains and L25.

ELA data indicates overall proficiency had no significantly significant gains or losses. This holds true when analyzing the data by grade level for grades 3 and 4. However grade 5 showed a 7% improvement in learning gains and a 15 point gain for our students in the L25 subgroup. In addition, there was a 3% gain with our ESE subgroup.

During FY21, our Science scores demonstrate significant decreases in proficiency, dropping 10%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Within the Core, we focused on the use of formative assessments, teachers are able to consistently monitor student mastery of standards and have the ability to adjust to remediate and conduct small groups based on student need. As a school we followed the district's assessment calendar for USA and FSQ assessments.

The teachers kept parents abreast of student achievement and underperformance through parent phone calls and virtual conferences. In addition, teachers sent home four progress reports during the FY21 school year. On the progress reports, teachers provided parents with specific data regarding their child's current level of performance. In the event the student was behind teachers offered support and interventions. The same was communicated to those parents' of students that were meeting or exceeding the standards.

All teachers held all students to high expectations regardless of if they were Brick and Mortar or Distance learning. Teachers held students accountable for their learning by utilizing a progress monitoring plan that could be utilized regardless if the student was virtual or on campus.

The master schedule was created around the needs of our ESE students for both ELA and Math and intervention support for reading. This allowed optimal support by resource teachers, both ESE and SAI.

The Behavior Health Team met weekly to discuss students individually who may be experiencing social emotional concerns such as anxiety, poor self-esteem and confidence to name a few. Support systems were put into place to support the SEL for the child to help them excel academically.

What strategies will need to be implemented in order to accelerate learning?

1. ELA - During Common Planning, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies included but not limited to balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning to improve instructional capacity. Professional development opportunities include district support/training, in-school coaching opportunities, and independent study. Teachers are encouraged to share best practice implementation at Common Planning as a way of increasing grade level capacity as a whole. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap.
2. Technology-teachers will need to implement technology programs such as I-Ready, with fidelity. Teachers will need to effectively monitor the use of technology and each students' data to ensure they are mastering foundational skills. In addition teachers will need to provide student with opportunities to track their own learning.
3. Low 25% LG If we focus on a positive impact to learning gains by ensuring standards based instruction and effective the use of research-based strategies and resources, we will ensure student learning and improved student achievement towards grade level success and ensure continuous improvement. Early identification of our Low 25% will allow for ample tracking and support to ensure their growth.

FY22 school year, these students will continue receiving priority for tutoring sessions that include math, ELA, and writing.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will engage in focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the SWD students and those identified in the L25 subgroup. The master board was created to allow time during the school day for Collaborative Planning

Focused time will also be dedicated to small group differentiated instruction across all content areas. Teachers will be given opportunities to go with administration to go on learning walks across grade levels, content for both homeroom and resource teachers. There is a need to create opportunities for staff to share their knowledge with their peers while also learning from one another.

Targeted small group instruction using rigorous texts designed to increase learning gains in ELA and Math. Data driven differentiated instruction planned to meet the needs of all students. Ongoing progress monitoring for all students. However, students who fall within our ESSA Subgroups will be specifically monitored for progress and receive additional support by teachers ensuring instruction to support specific needs of students.

Integration of technology will also be a focus of instruction both in whole group and independent practice. Teachers will participate in professional development throughout the year that provides them with ways to integrate technology to enhance their instruction and also engage students in the learning process. In addition, teachers will use data/reports from technology tools such as I-Ready and Successmaker to monitor student learning and provide feedback and support when needed.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Resources and strategies support students who are not performing at grade level as well as those on and above. It is important that even our proficient students are making learning gains.

We will continue to:

1. Work to increase proficiency in ELA of all students including our 3rd graders to set this up for success as lifelong readers. We will continue to reach out to our K-2 sister school to collaborate to ensure we have opportunities to have academic conversations around preparedness for third grade.
2. Resource teachers will be utilized to provide another layer of support for the classroom teachers, when working with our struggling students. Our focus will continue to be SWD students and those in our L25 sub group. In addition, our support teachers will participate in PLC/Common Planning opportunities to share ideas and have relevant conversations about support for students. This will provide opportunities for us to build capacity as a school community.
3. Student engagement is another area of focus. To facilitate active participation in the learning process, teachers must plan and employ engagement strategies. Professional development planned to assist teachers in the implementation of engagement strategies. Ongoing implementation of engagement strategies modeled and explained during PLC meetings to demonstrate their effectiveness.
4. SWPBS and the Administration are working diligently to reintegrate activities that provide positive acknowledgment of efforts for both academic and behaviors. These activities include but are not limited to Proud Pelican celebrations to honor character traits, Get REAL celebrations, etc.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	<p>When looking at the subject areas and subgroup data from the SY21 FSA data, our overall student proficiency, learning gains of our low 25% and our SWD in mathematics had the lowest achievement levels. (Overall math - 91% -> 83%, Low 25% learning gains in Math - 88% -> 56%, SWD - 72% -> 55%). Beacon Cove feels that all of the proficiency levels can be increased significantly by teachers engaging in "in-person" rigorous instruction that is emphasizes differentiation and skillfully planned and delivered small group instruction in the classroom setting. During SY19, mathematics teachers were beginning to strategically use differentiation and small group instruction for support, remediate and accelerate students with fidelity. At the end of SY19, due to the pandemic, this practice was interrupted. Although teachers had received professional development during PD days and PLCs in the school year and were consistently analyzing data to support their students, small group/ differentiated instruction suffered as actual delivery became difficult. The focus for SY 22 is to rediscover those essential components of small group and differentiated instruction and to move toward meaningful application of the practice in the current classroom settings. To help support meaningful small group and differentiated instruction in the classroom, some emphasis will be placed on increasing teacher knowledge of technology to support the concepts.</p>
Measurable Outcome:	<p>Math teachers will continue to increase their knowledge and use of small group instruction, differentiated instruction and the use of technology during the school year. This will be measured through knowledge inventories, teacher meetings and data chats. The overall percent of students scoring proficient in Mathematics will increase from 83% to 88%, as measured by FSA. The percent of SWD scoring proficient in math will increase from 55% to 60% The low 25% of students making learning gains will increase from 56% to 60%.</p>
Monitoring:	<p>Administration will monitor teacher learning/growth through PLC observations, interactions and surveys. Regular data analysis and review meetings/sessions will occur between: administration and individual teachers, administration and grade level teams and administration and subject area teams. Lesson plans will continue to be monitored and feedback will be provided both in writing and verbally. Administration will monitor teacher use, as well as fidelity of small group instructions and differentiated instruction through classroom walkthroughs.</p>
Person responsible for monitoring outcome:	<p>Pamela Buckman (pamela.buckman@palmbeachschools.org)</p>
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Teachers participate in Professional Learning Communities that focus on Small Group Instruction, Differentiated Instruction and enhancing instruction through interactive technology. 2. Teachers utilize small group instruction within their math instruction to individualized student learning. 3. Students engage in remediation and enrichment through digital and blended learning opportunities through math curriculum.
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Teachers will participate in professional learning communities that focuses on the implementation Differentiated Instruction in order to increasing the rigor of standards based instruction while meeting the needs of individual students. 2. Differentiated, small group instruction utilized in all Math classrooms ensures we support all learners at their ability. We are ensuring a variety of task, products, and processes. 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.

3. Students will engage in remediation and enrichment through digital and blended learning opportunities, using District Approved adaptive technology to support/reteach/enrichment at their level (Successmaker).

Action Steps to Implement

Teachers will meet in Professional Learning Opportunities (through PLCs, PD Days and during team planning) to increase their knowledge of differentiated instruction, small group instruction, infusing technology into student focused lessons and meeting the needs of each student within the classroom.

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. Teachers will also be monitoring and managing plans during collaborative times and share insights and knowledge.

B. Teachers will have the opportunity to collaboratively plan lessons and receive feedback on their differentiated lessons in the classroom. They will plan with the focus of 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.

C. After planning sessions and delivery, teachers will reflect on their lessons based on students' needs. They will focus on grouping students by shared topic and/or ability, assessing students' learning in formative assessments, reflecting and will adjust lesson content to meet students' needs.

Person Responsible Judith Braswell (judith.braswell@palmbeachschools.org)

Delivery of Small group and Differentiated Instruction

A. Teachers will receive professional development on how to differentiate instruction in the mathematics classroom during PD Days and PLCs.

A. During PD, teachers will have the opportunity to collaboratively plan lessons and receive feedback on their differentiated lessons in the classroom. They will plan with the focus of 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 during walkthroughs and planning sessions.

C. Fine Arts teachers will provide support to select classroom teachers with small group and differentiated instruction.

Person Responsible Pamela Buckman (pamela.buckman@palmbeachschools.org)

Teachers will infuse technology into their instruction to support and enhance their content. Emphasis will be placed on using technology for differentiation and small group instruction.

A. Teachers will infuse technology in their instruction to support student learning.

B. Teachers will receive training during PD days, at workshops and with peers on various technology programs and strategies to increase their knowledge and skill in meeting the needs of all students through technology

C. Teachers will Increase their knowledge and use of technology to assist in data analysis.

E. Teachers will share their knowledge with peers and act as mentors to support meaningful use of technology and intervention programs throughout the school.

Person Responsible Michele Martino (michele.martino@palmbeachschools.org)

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

as well as a large gap in proficient students from third grade to fifth grade (88% proficient in fifth grade and only 81% proficient in third grade)

Beacon Cove feels that the proficiency levels can be increased and the gap between third grade and fifth grade can be closed significantly by teachers engaging in "in-person" rigorous instruction that is emphasizes differentiation and skillfully planned and delivered small group instruction in the classroom setting. During SY19, ELA teachers were strategically using differentiation and small group instruction for support, remediate and accelerate students with fidelity. At the end of SY19, due to the pandemic, this practice was interrupted. Although teachers have received extensive professional development during PD days and PLCs in the previous school years and were consistently analyzing data to support their students, small group/differentiated instruction suffered as actual delivery of instruction became difficult during distance learning. The focus for SY 22 is to rediscover the essential components of small group and differentiated instruction and to move toward meaningful application of the practice in the current classroom settings. To help support meaningful small group and differentiated instruction in the classroom, some emphasis will be placed on increasing teacher knowledge of technology to support the concepts.

Measurable Outcome:

Reading teachers will continue to increase their knowledge and use of small group instruction, differentiated instruction and the use of technology during the school year. This will be measured through knowledge inventories, teacher meetings and data chats, analyzing diagnostics, FSQ's, USA's and other pertinent data. The overall percent of students scoring proficient in Reading will increase from 86% in reading to 89% - as measured by ELA FSA.

Monitoring:

Administration will monitor teacher learning/growth through PLC observations, interactions and surveys. Regular data analysis and review meetings/sessions will occur between: administration and individual teachers, administration and grade level teams and administration and subject area teams. Lesson plans will continue to be monitored and feedback will be provided both in writing and verbally. Administration will monitor teacher use, as well as fidelity of small group instructions and differentiated instruction through classroom walkthroughs.

Person responsible for monitoring outcome:

Pamela Buckman (pamela.buckman@palmbeachschools.org)

Evidence-based Strategy:

1. Teachers participate in Professional Learning Communities that focus on Small Group Instruction, Differentiated Instruction and enhancing instruction through interactive technology.
2. Teachers utilize small group instruction within their language arts instruction to individualized student learning.
3. Students engage in remediation and enrichment through digital and blended learning opportunities through the language arts curriculum.

Rationale for Evidence-based Strategy:

1. Teachers will participate in professional learning communities that focuses on the implementation Differentiated Instruction in order to increasing the rigor of standards based instruction while meeting the needs of individual students.
2. Differentiated, small group instruction utilized in all Language Arts and Science classrooms ensures we support all learners at their ability. We are ensuring a variety of task, products, and processes. 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.

3. Students will engage in remediation and enrichment through digital and blended learning opportunities, using District Approved adaptive technology to support/reteach/enrichment at their level (iReady & StemScopes)

Action Steps to Implement

Teachers will meet in Professional Learning Opportunities (through PLCs, PD Days and during team planning) to increase their knowledge of differentiated instruction, small group instruction, infusing technology into student focused lessons and meeting the needs of each student within the classroom.

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. Teachers will also be monitoring and managing plans during collaborative times and share insights and knowledge.

B. Teachers will have the opportunity to collaboratively plan lessons and receive feedback on their differentiated lessons in the classroom. They will plan with the focus of 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.

C. After planning sessions and delivery, teachers will reflect on their lessons based on students' needs. They will focus on grouping students by shared topic and/or ability, assessing students' learning in formative assessments, reflecting and will adjust lesson content to meet students' needs.

Person Responsible Judith Braswell (judith.braswell@palmbeachschools.org)

Delivery of Small group and Differentiated Instruction

A. Teachers will receive professional development on how to differentiate instruction in the mathematics classroom during PD Days and PLCs.

A. During PD, teachers will have the opportunity to collaboratively plan lessons and receive feedback on their differentiated lessons in the classroom. They will plan with the focus of 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 during walkthroughs and planning sessions.

C. Fine Arts teachers will provide support to select classroom teachers with small group and differentiated instruction.

Person Responsible Pamela Buckman (pamela.buckman@palmbeachschools.org)

Teachers will infuse technology into their instruction to support and enhance their content. Emphasis will be placed on using technology for differentiation and small group instruction.

A. Teachers will infuse technology in their instruction to support student learning.

B. Teachers will receive training during PD days, at workshops and with peers on various technology programs and strategies to increase their knowledge and skill in meeting the needs of all students through technology

C. Teachers will Increase their knowledge and use of technology to assist in data analysis.

E. Teachers will share their knowledge with peers and act as mentors to support meaningful use of technology and intervention programs throughout the school.

Person Responsible Michele Martino (michele.martino@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Beacon Cove scored in the moderate range based on the SafeSchoolfor Alex.org ranking. This school ranking is based on greater than usual occurrences of drug/tobacco use in 2017. Violence incidents and Property Incidents were low and very low, respectively, but the incidents of Drug/ Public Order were described as very high. Due to the higher number of tobacco and vaping incidents, the school put in place a tobacco/vaping prevention program, which was run through the guidance department. This program targeted grades four and five. The program was a joint effort between the school and a community organization. The program was very successful and the following school year there were far fewer incidents at the school. Beacon Cove has kept the school prevention program in place and incorporated it into the guidance rotation. Beacon Cove has a much lower number of incidents than the state of Florida, by far. In 2017, the ratio of incidents per 100 students was 1.3 to 100. The state numbers were 1.1 per 100 students. In 2019, Beacon Cove had .6 incidents per 100 students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

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. Our team meets regularly to discuss ways to improve and strengthen Single School Culture within our building, to provide positive reinforcements for our students. At the beginning of the year, administration reviewed the expectations and SWPBS Team posted expectation posters as visual reminders throughout the school. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts.

Our PBIS universal school guidelines and matrix is evident throughout the building. Our Get REAL pledge, which is recited each morning, sets the tone for the day and reminds students to be Responsible, show Effort, have a good Attitude and be prepared to be an active Learner. Throughout the day students are encouraged and reinforced for demonstrating these key behaviors and also have the opportunity to be reflective about their own behavior.

BCI continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through our "Proud Pelican" celebrations per trimester as well as our Character Counts monthly celebrations. As a team, we meet monthly to discuss applicable topics based on school culture/climate for both the students and staff. Staff members are

strategically placed throughout the building, to greet students and identify any students who may be having a difficult morning. Upon entering their classrooms, students are greeted at their door by an adult. Every class starts their day with a Morning Meeting. Students are encouraged to build relationships with their teacher and peers.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Suite 360, a district selected curriculum which is state mandated focuses on youth mental health and awareness. Throughout the suite 360 curriculum, students participate in lessons related to a variety of mental health topics.

In addition, administration meets weekly with the mental health team, which consists of the School Counselor, School Behavioral Health Professional, School Psychologist, and ESE Contact. We discuss students who have been recommended by teachers, staff, parents via email, phone call or our school Behavior Health Referral form. We also implement, each year, the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students by the School Counselor and SBHP.

Our School Counselor works in partnership with families and the District McKinney-Vento liaison to ensure the needs of our students and their families, identified as homeless, are met.

Our ESOL Contact works closely with the District's Multicultural Department to ensure that as a school we implement with fidelity all programs and services designed to improve the outcomes of our English Language Learners.

Safe and Drug Free Schools initiatives such as Red Ribbon Week and other programs that support prevention of violence in and around the school are implemented on an ongoing basis. Our staff implements these programs, to prevent the use of alcohol, tobacco, drugs, and foster a safe, drug free learning environment supporting student wellness, student achievement, and appreciation for diversity.

Teaming is leveraged across all school staff to ensure the effective implementation of school initiatives and other programs, including common planning, weekly Mental Health Meetings, monthly meetings with members of the School Based Team, monthly Instructional Leadership Team meetings, monthly grade chair meetings, monthly Wellness / Safety Meetings, weekly office staff meetings, monthly meetings with the threat assessment team and Crisis Response Team - to name a few.

Monitoring of attendance, including late drop-offs and early pick-ups by our attendance clerk and administration is key to building a positive culture. To address attendance issues, unrelated to COVID, the attendance team will meet to discuss attendance concerns with students and families.

BCI implements multiple measures of analyzing school-wide data that drives the RTI process. Student assessments include but are not limited to Diagnostics, Performance Matters Assessments, Florida Standards Assessments, iReady district diagnostics, and RRR. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs.

Thus, principals can positively influence their school culture with strategies that encourage collaboration.

School Counselor: Supports a positive culture and environment through the lessons they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselors ensure students feel safe, welcome, and included.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children. To ensure all students have an equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction by following the district scope and sequence. Students are immersed in rigorous tasks 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 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to be taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, through character character counts. The curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00