Beacon Cove Intermediate School

2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	31%
2021-22 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	2021-22: A (78%) 2018-19: A (82%) 2017-18: A (77%)
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

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School 3-5	No	31%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Buckman, Pamela	Principal	The principal will supervise all aspects of the educational program at Beacon Cove. This includes monitoring the effectiveness and progress toward SIP goals and supporting the SAC in approving School Improvement Funds focused on improving instruction and programs to support student learning. The principal will oversee the master Schedule to ensure equity and access for all students, monitor the fidelity of Professional Learning Communities, and conduct teacher and staff evaluations utilizing the Palm Beach Model of Instruction. Responsible for helping create a culture and climate of support for all staff, students, and parents. Participates in School-Based Team, PBIS, Curriculum meetings, and Grade Chair meetings. Ensures safety of the school for all.
Aurand, Jan	Assistant Principal	The Assistant Principal will support the Principal and all stakeholders to ensure SIP goals are aligned to the strategic plan and needs of the school. The Assistant Principal will conduct observations to monitor strategies for fidelity and utilize data to monitor and make any adjustments to the SIP as needed. Responsible for helping create a culture and climate of support for all staff, students, and parents. Plans and coordinates all testing, participates in School-Based Team, PBIS, Curriculum meetings, and Grade Chair meetings. Ensures safety of the school for all.
Twoey, Martie	Teacher, K-12	Teaches grade 4 Gifted and AMP for math. She also serves as the Math Grade Chair. PLC leader for math department and grade level team. Monitors pacing of curriculum and collects data to ensure school goals are monitored.
Meade, dawn	Teacher, K-12	Teaches grade 4 Gifted ELA. She also serves as the Math ELA Grade Chair. PLC leader for ELA department and grade level team. Monitors pacing of curriculum and collects data to ensure school goals are monitored.

Demographic Information

Principal start date
Wednesday 7/22/2020, Pamela Buckman

Number of teachers with a 2022 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.*
9

Number of teachers with a 2022 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.*
19

Total number of teacher positions allocated to the school
49

Total number of students enrolled at the school

640

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	225	209	206	0	0	0	0	0	0	0	640
Attendance below 90 percent	0	0	0	16	23	22	0	0	0	0	0	0	0	61
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	28	10	14	0	0	0	0	0	0	0	52
Course failure in Math	0	0	0	11	13	25	0	0	0	0	0	0	0	49
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	2	15	0	0	0	0	0	0	0	21
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	3	21	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	0	0	18	17	10	0	0	0	0	0	0	0	45

Using the table above, complete the table below with the number of students by current grade level who have 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	15	12	23	0	0	0	0	0	0	0	50

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 9/7/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	86%	59%	56%				86%	58%	57%
ELA Learning Gains	80%						72%	63%	58%
ELA Lowest 25th Percentile	64%						67%	56%	53%
Math Achievement	88%	53%	50%				91%	68%	63%
Math Learning Gains	78%						86%	68%	62%
Math Lowest 25th Percentile	74%						88%	59%	51%
Science Achievement	79%	59%	59%				83%	51%	53%

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	2022					
	2019	83%	54%	29%	58%	25%
Cohort Comparison						
04	2022					
	2019	87%	62%	25%	58%	29%
Cohort Comparison		-83%				
05	2022					
	2019	84%	59%	25%	56%	28%
Cohort Comparison		-87%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2022					
	2019	88%	65%	23%	62%	26%
Cohort Comparison						
04	2022					
	2019	91%	67%	24%	64%	27%
Cohort Comparison		-88%				
05	2022					
	2019	92%	65%	27%	60%	32%
Cohort Comparison		-91%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	82%	51%	31%	53%	29%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	58	67	55	66	75	74	52				
ELL	78	70	54	72	61	60	42				
ASN	88	89		94	89						

2022 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 2020-21	C & C Accel 2020-21
HSP	86	81	67	79	64	44	82				
MUL	94	82		88	73						
WHT	86	79	67	91	81	86	78				
FRL	78	78	63	81	75	74	71				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
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	55
Total Points Earned for the Federal Index	604
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	64
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	90
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	72
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	84
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0

White Students	
Federal Index - White Students	81
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	74
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Data over the past three years indicates that while our overall proficiency has remained the same in ELA from FY19 to FY22 at 86% and dropped 3% in math from 91% to 88% in overall proficiency, there is a significant gap among our subgroups, especially the SWD subgroup. For example, our overall proficiency in ELA stayed the same at 86% in 2019 and 2022, but the SWD subgroup dropped to 58%in FY22 compared with 60% in FY19. In math, the overall proficiency went from 91% in FY19 to 88% in FY22, and the SWD subgroup decreased from 75% in FY19 to 66% in FY22. There is still much work that needs to be done in this subgroup since it is our largest one and includes many students.

Based on this data trend our focus will be to focus on increasing the proficiency within the SWD subgroup in ELA and math. This subgroup makes up a lot of our L25 students as well. 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. 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 2022 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.

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.

I-Ready diagnostic data results indicate a significant number of students scoring below grade level in phonemic awareness, phonics, and vocabulary. To address this problem, teacher leaders are working closely with the teachers to identify these students and provide them with research based interventions. The SAI teachers work directly with targeted students to provide extra support. The master board allows support staff to assist 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. 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?

Contributing factors to our lower proficiency scores in our SWD subgroups for Reading and Math include the need for more small group, differentiated instruction within the classroom. ESE and classroom teachers must work closely together to meet the needs of the students and work with them on their individual deficiencies.

Another area BCI is working to improve is the communication between us and our sister school, Lighthouse Elementary. Since we are a 3-5 school, it is imperative that we communicate effectively and frequently with Lighthouse to ensure a smooth transition for our 3rd graders.

The new reading curriculum has small group instruction embedded within it and administration has revamped the Professional Learning Communities to further address meeting the needs of the students by meeting every 3 weeks to analyze data and plan instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on FSA data from 2019 to 2022, ELA proficiency stayed flat overall (86%) and math proficiency showed a 3% decrease (91% to 88%). More specifically, 92% of 5th grade ELA were proficient in FY22 compared with 84% in FY19. In math, all grade levels were stagnant or decreased. However, when looking at the subgroups for both ELA and math, SWD continued to be the largest number of students in the subgroup with the lowest percentage of students proficient.

In Science, we are still behind where we were in FY19. FY22 Science scores indicate 78% of students are proficient while 83% were proficient in spring 2019. Although there was an increase in FY21 from 73% to 78%, we still have work to do in this subject.

For the SWD students in ELA, data from FY19 to FY22 indicates an increase of 7% in learning gains within that subgroup, from 60% in FY19 to 67 in FY22.

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

Within the core instruction, we focused on the use of formative assessments whereas 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 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 and 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/Math - During Common Planning and Professional Learning Communities, 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 utilize technology platforms with fidelity and use student data to drive instruction and remediation. Teachers will need to effectively monitor student data to ensure they are mastering
foundational skills. In addition teachers will need to provide student with opportunities to track their own learning.

3. ESE Subgroup - Focus on 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% and monitoring of our ESE students will allow for ample tracking and support to ensure their growth.

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 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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Upon reviewing our ELA data, the SWD subgroup dropped to 58% FY22 from 60% in FY19. Historically, our data indicates they are the biggest subgroup and lag significantly behind non-SWD students. The focus for FY23 is to focus on the essential components of small group and differentiated instruction and to move toward the application of best practices in the classroom setting. To help support meaningful small group and differentiated instruction, we need to revamp the PLC meetings to focus on analyzing data and having meaningful conversations about differentiated instruction to meet students' individual needs. The ESE support teachers will be an integral part of the planning, data analysis, and instruction with the classroom teachers.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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-led PLC meetings, data chats. meetings and data chats, and deep analysis of student data. The percent of SWD scoring proficient in Reading will increase from 58% to 61% as measured by the new FAST Assessment PM 3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will monitor learning/growth through PLC observations, School-Based Team meetings, IEP goals, interactions and surveys. Regular data analysis of FAST PM1, PM2, USAs and I-Ready 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: Describe the evidence-based strategy being implemented	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.

for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	1. Teachers will participate in Professional Learning Communities to focus on the implementation of differentiated Instruction in order to increase the rigor of standards-based instruction. 2. The Master Schedule reflects common planning time and PLC meetings to provide teachers with time to plan and focus on differentiated instruction. ESE and support teachers will also participate to ensure fluidity and fidelity. 3. Differentiated, small group instruction utilized in all classrooms ensures we support all learners at their ability. 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. 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.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 during professional learning communities to review standards, analyze data , 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. 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.

Person Responsible	Pamela Buckman (pamela.buckman@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.
B. 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.
C. Administration will monitor and provide feedback to teachers on differentiated lessons and small group instruction during walkthroughs and planning sessions.
D. 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.

D. 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   Pamela Buckman (pamela.buckman@palmbeachschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	When looking at the subject areas and subgroup data from the SY22 FSA data, our overall student proficiency in math was 88% and our SWD in mathematics had an achievement level of 66%. This is a decrease from 75% for SWD in FY19. This gap needs to be closed. Beacon Cove teachers and support staff will focus on small group, differentiated instruction utilizing relevant data and rigorous planning through the Professional Learning Communities. Lessons will have an emphasis on differentiation, will be skillfully planned and delivered, and include small group instruction daily in the classroom setting. The focus for SY23 is to focus on those essential components of small group and differentiated instruction and to move toward meaningful application of those essential practices in 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. PLC meetings will include the ESE teachers as well and small groups will be fluid so that students will working on their specific individual needs. ESE teachers will support the teachers and work with them more closely to ensure their needs are met. Monitoring and remediation will continually identify areas of strength and weakness so instruction can be relevant and rigorous on a continual basis.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of SWD scoring proficient in Math will increase from 66% to 69% as measured by the new FAST Assessment PM3. 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.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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: Describe the evidence-	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.

based strategy being implemented for this Area of Focus.	3. Students engage in remediation and enrichment through digital and blended learning opportunities through math curriculum.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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 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.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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.
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.

Person Responsible	Pamela Buckman (pamela.buckman@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.
B. 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.
C. Administration will monitor and provide feedback to teachers on differentiated lessons and small group instruction during walkthroughs and planning sessions.
D. 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.
D. 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   Pamela Buckman (pamela.buckman@palmbeachschools.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Pillars of Effective Instruction: 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 with 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 with school board 2.09 and Florida State statute 1003.42, Beacon Cove highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, the art of different cultures, music of different eras and countries, and in media, our library selection is filled with books related to a variety of cultures.

Our PBIS universal school guidelines and matrix are evident through specific practices. We have several student recognition programs including Pelican awards for Character traits and monthly Get REAL ceremonies.

A single school culture of excellence will also be achieved by using our advisory sessions throughout the year to
discuss applicable topics based on school culture/climate and mental health. The counselor and Behavior Health Professional support students by implementing small groups and individual counseling when applicable. The mental health lessons mandated by the state of Florida are taught through Suite360 lessons which are delivered to the students by their content-area teachers.

To support academics, we meet every 2 weeks for Collaborative Planning Communities. Grade level teachers and administration discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed. Grade levels also meet for Common Planning. Teams create goals and plans based on standards, domains, units of study, and big ideas. It is then determined how all subject areas can be incorporated into the subject being taught.

We encourage parental support through volunteering on campus, inviting parents to Get REAL award ceremonies, Curriculum Nights, Open House, math nights, and science fair nights.

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

The school leadership team meets monthly to identify district and state mandates and analyze pertinent data and trends in order to make recommendations for instruction, curriculum, additional support, and resources for 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.

The Principal and Assistant Principal promote collaboration among staff members by creating a positive environment in which teachers can share best practices that are responsive to student needs. This year, admin is implementing a staff recognition program with school-wide activities and more opportunities for staff to interact with each other.

The school counselor/BHP supports a positive culture and environment through lessons the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselor ensures students feel safe, welcome, and included.

Teachers and staff meet collaboratively in PLCs, SBT, and conferences to discuss and monitor student progress. Collaboration across grade levels, content areas, and feeder patterns occurs each year. They also 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 and young people to ensure all students have equitable and equal opportunities to learn in a positive environment using the following guidelines: 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)

The Parent Teacher organization works in conjunction with the staff and administration to support all stakeholders and encourage the home/school connection.