Beacon Cove Intermediate School

2014-15 School Improvement Plan

Beacon Cove Intermediate School

150 SCHOOLHOUSE RD, Jupiter, FL 33458

www.edline.net/pages/beacon_cove_intermediateschool

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	23%

Alternative/ESE Center	Charter School	Minority
No	No	25%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

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

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Beacon Cove infuses multicultural diversity content into the lessons during group planning sessions. Multicultural literature is infused in the reading/writing. In addition, our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans
Beacon Cove will provide faculty members simple strategies for gaining information about students' cultures; and provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings; as well as, encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students;
Additionally, Beacon cove will embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts).

Describe how the school creates an environment where students feel safe and respected before, during and after school

Beacon Cove Intermediate will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines and Single School Culture for academics, behavior and climate to the contexts students will encounter before/during/after school. These expectations will be be posted throughout the school, including hallways, cafeteria, playground and on school buses.
Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations.
Beacon Cove will involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;

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

Beacon Cove utilizes Universal Guidelines and a behavior matrix taught twice a year through school-wide grade level assemblies to ensure students are aware of school expectations.
Beacon Cove ensure teachers are trained in Classroom management strategies (CHAMPS, etc.) which is part of the Single School Culture Initiative for Behavior.
The Beacon Cove Intermediate SwPBS team reviews classroom data to ensure students are engaged while in class. and that differentiation of instruction is taking place to meet the needs of all students.
Beacon Cove teachers convey and review expectations for learning activities within their classroom daily and make references to Universal Guidelines and behavioral expectations when providing students with positive feedback. Class meetings will occur on a frequent basis to include student feedback.
Beacon Cove has several School-wide recognition systems is in place, such as The Get REAL Awards and Proud Pelicans.

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

Beacon Cove has an operational school based team that meets weekly to discuss students with barriers to academic and social success. Additionally, there is Instruction through the school-wide guidance program and various campus activities/groups that address social/emotional needs of students, such as Changing Families and Friendship groups.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

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

Description

Beacon Cove will increase the number of sessions of Parent University, which is the vehicle to increase parents' knowledge and understanding of a variety of educational and community topics; such as the new literacy initiative, expectations for the reading counts program, college savings and online cyber bullying for FY15. The goal is to increase the number of sessions by 100%. Additionally, during Open House, curriculum night, etc., the school will work to ensure non-threatening methods of introducing parents to teachers and administrators. Beacon Cove will offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology as needed and communicate classroom and school news to parents.

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

Beacon Cove builds and sustains partnerships with the local community through involvement in the city Chamber of Commerce, attending functions, volunteering and engaging in PTO sponsored community fundraisers with local businesses. Additionally, the school has an Adopt a Class program and takes part in business student recognition programs.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

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

Name	Title
Bolte, Leslie	Principal
Braswell, Judith	Assistant Principal
Taylor, Gina	Teacher, K-12
Hamilton, Ilene	Teacher, ESE
Simmons, Karen	
Poslaiko, Michelle	
Baker, Cam	
Frinkle, Jennifer	
Christensen-Sharp, Sarah	

Duties

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

Administration: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school-based RTI plans and activities.
Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching.
Resource Teacher: Develops,identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring,

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school leadership team meets bi monthly to identify district and state mandates, analyze pertinent data and make recommendations for instruction, curriculum, additional support and resources to the school. The problem solving process is used during the meetings to identify potential barriers or needs and to create an action plan to address those needs. Currently the committee is working to support the full implementation of the Florida Core Standards, implementation of the Literacy Roll out and the district's implementation of the standards based report card in grades three through five. Additionally, discussions on differentiated instruction to meet the needs of all students and the support system (personnel and financial) needed to accomplish school-wide implementation is being addressed.

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

School Advisory Council (SAC)

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

Name	Stakeholder Group
Leslie Bolte	Principal
Robyn Bleefeld	Teacher
Athena Estabrook	Education Support Employee
David Rubin	Business/Community
Douglas Kennedy	Parent
Heide Rizzo	Parent
Heidi Reiff	Parent
Jane McGreevy	Parent
Joanne Sokolowski	Parent
Julie Mitchell	Parent
Michele Lackovic	Parent
Michelle Poslaiko	Teacher
Diana Embick	Teacher
Helena Hoogterp	Parent
Jennifer Van Kirk	Parent
William Paczkowski	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

A presentation of the school's data was provided to the School Advisory Council, highlighting the results from the standardized testing for FY 14 and review of last years' goals. Discussion regarding the areas strengths and weaknesses, changes in population assessments and highlights from previous year occurs.

Development of this school improvement plan

School Advisory Council members are presented with the schools data. It is analyzed and discussed among the group. Barriers and resources are brainstormed. Based on this discussion, goals and strategies are developed by the leadership team. The final draft of the School Improvement Plan is presented to the SAC and discussed for final feedback. The plan is then presented to the SAC for final approval.

Preparation of the school's annual budget and plan

Administration and Leadership team at Beacon Cove identifies budgets and resources available to the school. Team aligns personnel to support initiatives outlined in the School Improvement Plan and mandated by the state and district. Funds are dedicated to programs based on identified need. School improvement funds are allocated to areas that promote student achievement in reading, writing and mathematics as outlined in the school improvement plan. Any requests for funding must come before the School Advisory Council and must directly align with the School Improvement goals.

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

Resource materials (A-Z) were purchased with school improvement dollars in the amount of $1000.00.

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Bolte, Leslie	Principal
Taylor, Gina	Teacher, K-12
Christensen-Sharp, Sarah	Teacher, K-12
Martino, Michele	Teacher, K-12
Hamilton, Ilene	Teacher, ESE
Embick, Diana	Teacher, ESE
Braswell, Judith	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The school literacy team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives. am is comprised of the school principal, SAI, reading team leader and writing team leader.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet for common content and grade level. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Beacon Cove utilizes the Department of Recruitment and Retention to provide advice on all hiring and placement procedures.Beacon Cove recruits highly qualified instructional personnel by means of strategic office interviews.
We monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time and establish and maintain relationships with colleges and officials in the field of education to promote the District.

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

Teachers are identified and paired with new and beginning teachers based on the content and grade level. The mentors are chosen based on their levels of expertise and willingness to mentor. Mentors assist with activities in the ESP program which include getting to know the people and places within the school. Team leaders by grade level also are used as mentors to new and beginning teachers to assist with policies and procedures already established at the school.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Beacon Cove creates ongoing opportunities during learning team meeting and on professional development days for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

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

The school ensures every teacher contributes to literacy improvement of every student by:
•Holding meetings on a regular basis to make decisions about literacy instruction in the school.
Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Creating a schedule with an uninterrupted 90 minute reading block
•Creating a schedule with an uninterrupted 30 minute writing block
•Providing iii instruction based on student needs
•Providing instruction aligned with the Language Arts Florida Standards for their grade level
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
•Administering assessments which measure instructed standards
•Monitoring progress at the class and grade level during Learning Team Meetings
•Conducting data chats with students
•Creating units of study based on current data
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students self-selecting texts based on RRR levels
•Students receiving push-in/pull out services for ESE/ELL
•Providing LLI (Leveled Literacy Intervention) instruction
•Providing anchor charts for reminders of teaching

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

Strategy: Extended School Day

Minutes added to school year: 10,800

Homework assistance program is provided by FL certified teachers for aftercare students. This program assists students with their homework by offering remediation of skills and tracking completion rates for teachers and parents. The teachers in the homework assistance program communicate with the classroom teachers on an ongoing basis to monitor progress.

Strategy Rationale

Students focus on reading, writing and mathematics during homework assistance program in order to support classroom instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Poslaiko, Michelle, michelle.poslaiko@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Homework completion is collected on a data sheet weekly and analyzed by the teachers of the program. Feedback is provided to the classroom teachers and the aftercare director.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If Beacon Cove teachers increase their knowledge of creating learning scales using the Florida Core Standards, the school will increase the percent of students that show proficiency on the Florida Standards Assessment (FSA).

G2.   If Beacon Cove teachers increase their knowledge of the district adopted Balanced Literacy Initiative, the school will show an increase in proficiency on the ELA portion of the Florida Standards Assessment (FSA).

Strategic Goals Detail

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

G1. If Beacon Cove teachers increase their knowledge of creating learning scales using the Florida Core Standards, the school will increase the percent of students that show proficiency on the Florida Standards Assessment (FSA). `1a`

Targets Supported `1b`

🔍 G044687

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	88.0
FSA - English Language Arts - Proficiency Rate	88.0

Resources Available to Support the Goal `2`

- teacher resources
- district support
- school resources

Targeted Barriers to Achieving the Goal `3`

- The lack of time to create the rigorous scales and lessons needed to meet the needs of the Florida Core Standards
- The lack of knowledge to create rigorous learning scales to meet the needs of the Florida Core Standards

Plan to Monitor Progress Toward G1. `8`

Completed learning scales, Feedback and surveys will be utilized to gain an understanding of level of knowledge and level of comfort during the school year.

Monitor a variety of formal and informal assessments for progress

Person Responsible
Leslie Bolte

Schedule
Every 2 Months, from 9/26/2014 to 5/29/2015

Evidence of Completion
Scales, surveys, informal and formal assessements

G2. If Beacon Cove teachers increase their knowledge of the district adopted Balanced Literacy Initiative, the school will show an increase in proficiency on the ELA portion of the Florida Standards Assessment (FSA). `1a`

🔍 G038762

Targets Supported `1b`

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	88.0

Resources Available to Support the Goal `2`

- District provided printed and online resources

- Curriculum guidelines

- School based resourses such as the Beacon Cove Literacy Room

- District provided professional developers

- District/school provided funds

Targeted Barriers to Achieving the Goal `3`

- Lack of understanding of the district adopted balanced literacy initiative and district provided materials

- lack of time for understanding new initiative and time for planning and organizing materials/ curriculum

Plan to Monitor Progress Toward G2. `8`

Feedback and surveys will be utilized to gain an understanding of level of knowledge and level of comfort during the school year.

Monitor a variety of formal and informal literacy assessments for progress

Person Responsible
Leslie Bolte

Schedule
Quarterly, from 10/30/2014 to 6/5/2015

Evidence of Completion
Feedback logs, teacher surveys and student assessment results

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. If Beacon Cove teachers increase their knowledge of creating learning scales using the Florida Core Standards, the school will increase the percent of students that show proficiency on the Florida Standards Assessment (FSA). `1`

🔑 G044687

G1.B1 The lack of time to create the rigorous scales and lessons needed to meet the needs of the Florida Core Standards `2`

🔑 B110035

G1.B1.S1 Teachers will be given adequate time to create rigorous scales and lessons to be used on their content teams and within their classrooms. `4`

🔑 S121666

Strategy Rationale

This will increase the quality and rigor of the scales and lessons, which will enable students to better understand the expectations of the Florida Core benchmarks.

Action Step 1 `5`

Time will be allotted during professional development days, LTM's and planning days to create and share scales and lessons using the Florida Core Standards with their colleagues.

Person Responsible

Jennifer Frinkle

Schedule

Monthly, from 8/28/2014 to 4/30/2015

Evidence of Completion

Attendance logs, agendas, TDE logs, artifacts

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

Sign in logs and TDE's will be reviewed and analyzed for frequency and participation.

Person Responsible

Judith Braswell

Schedule

Every 2 Months, from 9/30/2014 to 5/29/2015

Evidence of Completion

TDE's and sign in sheets

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

Scales and Lessons will be reviewed and analyzed for quality and feedback

Person Responsible

Leslie Bolte

Schedule

Monthly, from 9/18/2014 to 5/15/2015

Evidence of Completion

Analysis and feedback sheets

G1.B2 The lack of knowledge to create rigorous learning scales to meet the needs of the Florida Core Standards 2

B110036

G1.B2.S1 Teachers will be provided professional development to increase their knowledge of how to create rigorous learning scales. 4

S121528

Strategy Rationale

This will deepen the teachers' understanding of how to create rigorous scales in mathematics.

Action Step 1 5

The mathematics professional developer will provide in-service training to mathematics teachers in order for them to increase their knowledge of how to create rigorous learning scales.

Person Responsible

Jennifer Frinkle

Schedule

Monthly, from 8/28/2014 to 4/30/2015

Evidence of Completion

Professional development agendas, logs and sign in sheets

Action Step 2 5

The reading professional developer will provide in-service training to reading teachers in order for them to increase their knowledge of how to create rigorous learning scales.

Person Responsible

Gina Taylor

Schedule

Monthly, from 8/28/2014 to 4/30/2015

Evidence of Completion

Professional development agendas, logs and sign in sheets

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

Review any documentation from mathematics professional development opportunities for the purpose of ensuring that teachers receive the necessary professional development to increase their knowledge

Person Responsible

Jennifer Frinkle

Schedule

Monthly, from 10/30/2014 to 5/29/2015

Evidence of Completion

Agendas, professional development logs, pre and post surveys, artifacts and sign in sheets

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

Review and analyze pre/post results in order to adjust and support the professional development.

Person Responsible

Judith Braswell

Schedule

Every 2 Months, from 10/30/2014 to 4/30/2015

Evidence of Completion

Review of implementation surveys and logs, pre and post knowledge surveys.

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

Review and analyze teacher use of scales within the classroom and student interviews

Person Responsible

Leslie Bolte

Schedule

Monthly, from 10/30/2014 to 5/29/2015

Evidence of Completion

Analysis of effective use of scales, analysis of student interviews

G2. If Beacon Cove teachers increase their knowledge of the district adopted Balanced Literacy Initiative, the school will show an increase in proficiency on the ELA portion of the Florida Standards Assessment (FSA). 1

G038762

G2.B1 Lack of understanding of the district adopted balanced literacy initiative and district provided materials 2

B093124

G2.B1.S1 Provide professional development and exposure to a variety of teacher resources available to support the implementation of the district's balanced literacy initiative 4

S104108

Strategy Rationale

This will deepen teachers' understanding of the initiative and assist in their planning for instruction.

Action Step 1 5

The reading school professional developers will provide in-service to reading teachers in order for them to gain knowledge and understanding of the district plan; including strategies, timelines, resources, assessments and expectations.

Person Responsible

Gina Taylor

Schedule

Biweekly, from 8/28/2014 to 5/29/2015

Evidence of Completion

Professional development agendas, logs and sign in sheets

Action Step 2 5

The writing school professional developers will provide in-service to writing teachers in order for them to gain knowledge and understanding of the district plan; including strategies, timelines, resources, assessments and expectations.

Person Responsible

Sarah Christensen-Sharp

Schedule

Biweekly, from 8/7/2014 to 5/4/2015

Evidence of Completion

Professional development agendas, logs and sign in sheets

Action Step 3 `5`

Administration will ensure that district professional developer provide in-service to reading teachers in order for them to gain knowledge and understanding of the district plan; including strategies, timelines, resources, assessments and expectations.

Person Responsible

Leslie Bolte

Schedule

Monthly, from 9/1/2014 to 5/1/2015

Evidence of Completion

agendas from LTM's, professional development sessions

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Review any documentation from professional development opportunities for the purpose of ensuring that teachers receive the required professional development.

Person Responsible

Jennifer Frinkle

Schedule

Monthly, from 8/28/2014 to 5/29/2015

Evidence of Completion

Agendas, professional development logs, pre and post surveys and teacher artifacts, sign in sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Review and analyze pre/post results in order to adjust and support professional development.

Person Responsible

Judith Braswell

Schedule

Every 2 Months, from 11/3/2014 to 5/29/2015

Evidence of Completion

Review of implementation surveys and logs, Pre-post knowledge surveys.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Review and analyze student results in order to determine the degree of success when implementing professional development strategies.

Person Responsible

Leslie Bolte

Schedule

Monthly, from 10/31/2014 to 5/29/2015

Evidence of Completion

Analysis of formative and summative assessments

G2.B2 lack of time for understanding new initiative and time for planning and organizing materials/ curriculum 2

B093125

G2.B2.S1 After receiving professional development, teachers will have time to collaboratively plan, organize and share new knowledge and materials. 4

S119631

Strategy Rationale

This will give teachers the necessary time to assimilate the new learning, review materials provided, share best practice and collaborate with peers and team members.

Action Step 1 5

Teachers will be provided time to collaborate and plan for instruction based on professional development delivered from district and school professional developers.

Person Responsible

Gina Taylor

Schedule

Monthly, from 8/28/2014 to 5/29/2015

Evidence of Completion

planning guides, agendas, minutes from meetings

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Monitoring will occur of teacher opportunity to plan and collaborate with team members and peers

Person Responsible

Judith Braswell

Schedule

Every 2 Months, from 8/28/2014 to 5/29/2015

Evidence of Completion

TDE Peoplesoft reports, sign in sheets

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Review and analyze teacher use of materials and strategies within the classroom.

Person Responsible

Leslie Bolte

Schedule

Every 2 Months, from 10/31/2014 to 5/29/2015

Evidence of Completion

Analysis of effective use of materials and artifacts

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	The reading school professional developers will provide in-service to reading teachers in order for them to gain knowledge and understanding of the district plan; including strategies, timelines, resources, assessments and expectations.	Taylor, Gina	8/28/2014	Professional development agendas, logs and sign in sheets	5/29/2015 biweekly
G2.B2.S1.A1	Teachers will be provided time to collaborate and plan for instruction based on professional development delivered from district and school professional developers.	Taylor, Gina	8/28/2014	planning guides, agendas, minutes from meetings	5/29/2015 monthly
G1.B2.S1.A1	The mathematics professional developer will provide in-service training to mathematics teachers in order for them to increase their	Frinkle, Jennifer	8/28/2014	Professional development agendas, logs and sign in sheets	4/30/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	knowledge of how to create rigorous learning scales.				
G1.B1.S1.A1	Time will be allotted during professional development days, LTM's and planning days to create and share scales and lessons using the Florida Core Standards with their colleagues.	Frinkle, Jennifer	8/28/2014	Attendance logs, agendas, TDE logs, artifacts	4/30/2015 monthly
G2.B1.S1.A2	The writing school professional developers will provide in-service to writing teachers in order for them to gain knowledge and understanding of the district plan; including strategies, timelines, resources, assessments and expectations.	Christensen-Sharp, Sarah	8/7/2014	Professional development agendas, logs and sign in sheets	5/4/2015 biweekly
G1.B2.S1.A2	The reading professional developer will provide in-service training to reading teachers in order for them to increase their knowledge of how to create rigorous learning scales.	Taylor, Gina	8/28/2014	Professional development agendas, logs and sign in sheets	4/30/2015 monthly
G2.B1.S1.A3	Administration will ensure that district professional developer provide in-service to reading teachers in order for them to gain knowledge and understanding of the district plan; including strategies, timelines, resources, assessments and expectations.	Bolte, Leslie	9/1/2014	agendas from LTM's, professional development sessions	5/1/2015 monthly
G1.MA1	Completed learning scales, Feedback and surveys will be utilized to gain an understanding of level of knowledge and level of comfort during the school year. Monitor a variety of formal and informal assessments for progress	Bolte, Leslie	9/26/2014	Scales, surveys, informal and formal assessements	5/29/2015 every-2-months
G1.B2.S1.MA1	Review and analyze pre/post results in order to adjust and support the professional development.	Braswell, Judith	10/30/2014	Review of implementation surveys and logs, pre and post knowledge surveys.	4/30/2015 every-2-months
G1.B2.S1.MA2	Review and analyze teacher use of scales within the classroom and student interviews	Bolte, Leslie	10/30/2014	Analysis of effective use of scales, analysis of student interviews	5/29/2015 monthly
G1.B2.S1.MA1	Review any documentation from mathematics professional development opportunities for the purpose of ensuring that teachers receive the necessary professional development to increase their knowledge	Frinkle, Jennifer	10/30/2014	Agendas, professional development logs, pre and post surveys, artifacts and sign in sheets	5/29/2015 monthly
G1.B1.S1.MA1	Scales and Lessons will be reviewed and analyzed for quality and feedback	Bolte, Leslie	9/18/2014	Analysis and feedback sheets	5/15/2015 monthly
G1.B1.S1.MA1	Sign in logs and TDE's will be reviewed and analyzed for frequency and participation.	Braswell, Judith	9/30/2014	TDE's and sign in sheets	5/29/2015 every-2-months
G2.MA1	Feedback and surveys will be utilized to gain an understanding of level of knowledge and level of comfort during the school year. Monitor a variety of formal and informal literacy assessments for progress	Bolte, Leslie	10/30/2014	Feedback logs, teacher surveys and student assessment results	6/5/2015 quarterly
G2.B1.S1.MA1	Review and analyze pre/post results in order to adjust and support professional development.	Braswell, Judith	11/3/2014	Review of implementation surveys and logs, Pre-post knowledge surveys.	5/29/2015 every-2-months
G2.B1.S1.MA3	Review and analyze student results in order to determine the degree of	Bolte, Leslie	10/31/2014	Analysis of formative and summative assessments	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	success when implementing professional development strategies.				
G2.B1.S1.MA1	Review any documentation from professional development opportunities for the purpose of ensuring that teachers receive the required professional development.	Frinkle, Jennifer	8/28/2014	Agendas, professional development logs, pre and post surveys and teacher artifacts, sign in sheets	5/29/2015 monthly
G2.B2.S1.MA1	Review and analyze teacher use of materials and strategies within the classroom.	Bolte, Leslie	10/31/2014	Analysis of effective use of materials and artifacts	5/29/2015 every-2-months
G2.B2.S1.MA1	Monitoring will occur of teacher opportunity to plan and collaborate with team members and peers	Braswell, Judith	8/28/2014	TDE Peoplesoft reports, sign in sheets	5/29/2015 every-2-months

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. If Beacon Cove teachers increase their knowledge of creating learning scales using the Florida Core Standards, the school will increase the percent of students that show proficiency on the Florida Standards Assessment (FSA).

G1.B2 The lack of knowledge to create rigorous learning scales to meet the needs of the Florida Core Standards

G1.B2.S1 Teachers will be provided professional development to increase their knowledge of how to create rigorous learning scales.

PD Opportunity 1

The mathematics professional developer will provide in-service training to mathematics teachers in order for them to increase their knowledge of how to create rigorous learning scales.

Facilitator

Jennifer Frinkle, Traci Manera, Samira Goode

Participants

Grade 3-5 mathematics teachers

Schedule

Monthly, from 8/28/2014 to 4/30/2015

PD Opportunity 2

The reading professional developer will provide in-service training to reading teachers in order for them to increase their knowledge of how to create rigorous learning scales.

Facilitator

Gina Taylor, Karen Simmons,

Participants

Grade 3-5 reading teachers

Schedule

Monthly, from 8/28/2014 to 4/30/2015

G2. If Beacon Cove teachers increase their knowledge of the district adopted Balanced Literacy Initiative, the school will show an increase in proficiency on the ELA portion of the Florida Standards Assessment (FSA).

G2.B1 Lack of understanding of the district adopted balanced literacy initiative and district provided materials

G2.B1.S1 Provide professional development and exposure to a variety of teacher resources available to support the implementation of the district's balanced literacy initiative

PD Opportunity 1

The reading school professional developers will provide in-service to reading teachers in order for them to gain knowledge and understanding of the district plan; including strategies, timelines, resources, assessments and expectations.

Facilitator

Reading Team leader

Participants

All classroom teachers of reading in grades 3-5

Schedule

Biweekly, from 8/28/2014 to 5/29/2015

PD Opportunity 2

The writing school professional developers will provide in-service to writing teachers in order for them to gain knowledge and understanding of the district plan; including strategies, timelines, resources, assessments and expectations.

Facilitator

Writing Team leader

Participants

All classroom teachers of writing in grades 3-5

Schedule

Biweekly, from 8/7/2014 to 5/4/2015

PD Opportunity 3

Administration will ensure that district professional developer provide in-service to reading teachers in order for them to gain knowledge and understanding of the district plan; including strategies, timelines, resources, assessments and expectations.

Facilitator

Teresa Salvador

Participants

All classroom teachers of reading in grades 3-5

Schedule

Monthly, from 9/1/2014 to 5/1/2015

Budget Rollup

Summary	
Description	**Total**
Goal 1: If Beacon Cove teachers increase their knowledge of creating learning scales using the Florida Core Standards, the school will increase the percent of students that show proficiency on the Florida Standards Assessment (FSA).	1,000
Goal 2: If Beacon Cove teachers increase their knowledge of the district adopted Balanced Literacy Initiative, the school will show an increase in proficiency on the ELA portion of the Florida Standards Assessment (FSA).	1,000
Grand Total	**2,000**

Goal 1: If Beacon Cove teachers increase their knowledge of creating learning scales using the Florida Core Standards, the school will increase the percent of students that show proficiency on the Florida Standards Assessment (FSA).		
Description	**Source**	**Total**
B1.S1.A1 - Substitute coverage for teacher teams to plan	School Improvement Funds	1,000
Total Goal 1		**1,000**

Goal 2: If Beacon Cove teachers increase their knowledge of the district adopted Balanced Literacy Initiative, the school will show an increase in proficiency on the ELA portion of the Florida Standards Assessment (FSA).		
Description	**Source**	**Total**
B1.S1.A1 - Resource materials to support implementation	School Improvement Funds	500
B2.S1.A1 - substitute coverage for planning and sharing	School Improvement Funds	500
Total Goal 2		**1,000**