

Miami-Dade County Public Schools

Beacon College Preparatory



2015-16 School Improvement Plan

Beacon College Preparatory

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www.beconpride.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	93%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	100%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Dade 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>.

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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. 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 College Prep will lead elementary students to superior academic achievement, cultivate their talents and interests, and foster admirable character traits to build strong foundations that empower their success to-and-through college.

Provide the school's vision statement

We believe that preparation for college must begin in kindergarten because access to a college education is arguably more important today than at any point in history. By 2020, an estimated 123 million American jobs will require a college education, but only 50 million Americans are projected to have college degrees. Conversely, the projected 150 million Americans without college degrees will be competing for the only 44 million American jobs that are classified as "low-skill." *

Couple this gloomy foreshadowing with the fact that only 8%* of students from low-income communities currently graduate from college by the time they are 24, and our urgency to deliver a high-quality elementary education for our students is emphatically punctuated.

We believe that it takes a lot more than just proficiency on standardized assessments to be prepared for college: It takes solid academic foundations rooted in critical thinking and literacy, strong character attributes, and enthusiastic participation in extracurricular activities. When students enter college, they must be well rounded, independent, and intrinsically motivated enough to successfully complete their degree. Beacon College Prep is dedicated to instilling these attributes in our students starting as early as kindergarten so that they can become successful, happy and productive citizens.

School Environment

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

- Frequent contact with parents (greeting parents for arrival and dismissal, monthly parent meetings, larger parent events, parent volunteer opportunities, etc)
- Book studies as a staff regarding race and class
- Culturally responsive teaching professional developments
- Student mentoring

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

Respect is one of our core values. We teach it explicitly to our students, and reward them with positive incentives (privileges, Beacon Bucks, etc) when they demonstrate respect to reinforce our expectations. We reinforce the expectation of respect by teaching our students manners and holding them accountable to saying "please, thank you and you're welcome." We also practice showing respect to everybody on staff, and go out of our way to show manners.

We also have no tolerance for intolerance, and ensure that we are all over bullying when we see it surface. We've invested in the Second Step socio-emotional curriculum for K-2 students as a proactive measure to help our students communicate and act on their emotions more productively, manage their impulses and make good choices.

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

Just as important as reinforcing positive behavior is redirecting and deterring negative behavior. As a team, we need to be intentional about what behaviors we redirect and how we go about redirecting them. We also need to have a common understanding and way of responding to students because when our school-wide culture is consistent, students have no option but to become a part of that culture.

Below is a list of tiered behaviors and recommended responses to those behaviors. While this list is not exhaustive, it does provide perspective as to what to look for when redirecting students:

TIER I BEHAVIORS

Tier I behaviors are what you would expect from elementary students. Our youngest students will not know how to behave properly until we teach them and reinforce our expectations. These behaviors are often a result of poor habits or a lack of impulse control, which will develop in time. Our response to these behaviors should take that knowledge into account, and be delivered in an encouraging manner.

Tier I Behaviors

losing focus tapping pen
distracting other students minor nonverbal disrespect
not following directions excessive giggling
calling out getting out of seat or moving around
head down on desk

Responding to Tier I Behavior

Responses to tier I behaviors should be delivered in the least invasive and least public form possible. Nonverbal redirects (proximity, teacher look), self-interrupt, or a positively framed reminder will go a long way into redirecting the behavior while keeping the rest of the class on track. At times (i.e. the beginning of the school year), a color change will be warranted to ensure compliance and internalization of the expectation.

TIER II BEHAVIORS

Tier II behaviors are still what you would expect from an elementary school student, however the behavior is less a result of low impulse control/poor habit, and more a result of a lack of respect (for self, others, property, etc) or intentional manipulation of rules (e.g. abuse of bathroom privilege because the child is bored, blurting out because the child knows it is frustrating the teacher, etc) - kids test boundaries in developmentally appropriate ways, but we must be able to tell the difference between boundary testing and disrespect or manipulation. Below is a list of possible tier II behaviors:

Tier II Behaviors

Repeated tier 1 behaviors sulking minor disrespect
Incorrect materials pouting sucking teeth
Uniform deductions eye roll No Homework
gum/candy Stomping feet Inappropriate touching
not prepared for school Insulting others Talking back
Grunting, groaning or whining

Responding to Tier II Behaviors

Responses to tier II behaviors should be public 75% of the time because the rest of the class needs to know that such behaviors are not acceptable. Stern/firm redirects, color change, or loss of privilege are all acceptable responses to these types of behaviors.

TIER III BEHAVIORS

These behaviors are a more serious breach of our school's PREPARE values namely because they endanger the safety and welfare of others in the class and/or violate the integrity of our college-prep learning environment. Teachers should use a very stern redirect to immediately stop student misbehavior, send student to the office, and contact parents that day to explain the situation or if necessary set up an in person meeting within the next 2-3 days. Tier 3 behaviors should be logged in

Kickboard, and followed up on with parents.

Tier III Behaviors

Repeated tier 2 behaviors stealing

Throwing things/tantrums major verbal disrespect

profanity verbal defiance

lying non-verbal defiance

cheating Putting down other students

Responding to tier III Behaviors

Very stern redirect, color change, time-out corner or reflection, lunch detention (1-5 days), recess detention (1-5 days), or ISS. A member of the leadership team will help the teacher facilitate the ISS process and determine whether or not ISS is warranted.

TIER IV BEHAVIORS

These are the most egregious student offenses and could result in student suspension (in-school or out) or expulsion. These behaviors pose an immediate threat to school safety and may even break the law. Teachers should immediately text the school leader to get an escort for the student. As a follow up, teacher should log detailed account of incident in kickboard and consult with SL for additional next steps.

Tier IV Behaviors

Repeated tier 3 behaviors Bringing drugs to school

Fighting Anything suspendable according to Florida Ed Code.

Bringing weapon to school Destruction of property/Vandalism

Responding to tier IV behaviors

Tier IV behaviors are to be dealt with by a member of the school leadership team. ISS, after school detention, parent conference, required parent observation, suspension, or expulsion are the possible redirects for tier IV behaviors, and the punishment is always on a case by case basis.

MANAGING BEHAVIOR IN THE CLASSROOM

As we mentioned earlier, it is important to achieve a level of consistency with regards to classroom expectations and the ways in which we manage student behavior. When students are immersed in a culture where there is a consistent way of doing things, they adopt to those ways – especially when they are younger and more impressionable. Our goal as a school is to create a culture that clearly defines and rewards our core values while redirecting and deterring behaviors that fail to align to our core values. What follows in this section is a description of our classroom management expectations at Beacon College Prep.

COLOR STICK OR COLOR CHART

Consistent and simple reminders - tied to precise explanations of behavioral breaches - help K-2 students internalize what it means to be well behaved. Connecting something as complex as behavior to something as simple as colors will help make the process of managing classroom behavior more efficient for teachers, and more digestible for students.

In Kindergarten and First Grade classes, our teachers will use a color-stick and clothes pins with student names to manage behavior throughout the day.

Color sticks can be carried by the teacher throughout the class as students transition from carpet to desk to computer and back for a highly visible solution to classroom management. At Beacon College Prep, we have 5 colors: Purple, Blue, Green, Yellow and Red. Each day, every student starts out on green (directly in the middle for neutral) and it is the teacher's responsibility to either catch them behaving well (color change to blue or purple or redirect them (color change to yellow or red.) Color changes should be issued for tier II and tier III behaviors primarily, though in the beginning of the year, tier I behaviors will warrant a color change to establish our rules and expectations.

At the end of each day, teachers should log the student's color in kickboard (along with any descriptive behavior that warranted color changes) so that parents can see a report at the end of the week on how their child behaved

Second grade classes will use the same color system, but instead of a color stick, they will have color charts. The chart should be placed somewhere visible in the classroom, and students should have to change their own colors. These small tweaks are an attempt to adapt the system for a more mature

group of students. As our school matures through 5th grade, our systems for classroom management systems will mature with them.

As mentioned earlier, teachers are encouraged to tie their incentive system to this color system. For instance, a teacher can choose to reward students in the class with positive phone calls home or “character wall of fame” photos based on the number of times they reach Blue on the color chart. Small rewards in the classroom like this will help us create the positive culture that we want, and further invest parents in the process.

INCENTIVES AND POSITIVE BEHAVIOR REINFORCEMENT

To the greatest extent possible, in-class incentives for positive behavior reinforcement should involve parent notification, public recognition, and rewards that align to our mission of preparing our students for college (a tee-shirt from FIU or spirit towel from UMD.) Teachers must decide what the best incentives for students are based on their knowledge of their class and the extent to which they most seamlessly tie into the rest of the class.

Regardless of the incentive system that is chosen, teachers should only reward behavior with their incentives that truly embodies our core values and/or goes above and beyond our expectations. There is danger in rewarding behavior that merely meets expectations, so we must constantly check the bar of excellence against which we are holding students to ensure that it is truly high enough and worthy of praise.

INSTRUCTIONAL BEST PRACTICES THAT BUILD CULTURE

Various rubric rows from our Instructional Excellence Rubric are directly related to the culture of high behavioral expectations that we seek to create at Beacon College Prep. In the first 9 weeks of school, our instructional coaching will almost exclusively focus on the rubric rows that affect culture, because a strong culture is a foundation to high quality teaching and learning. Below is a list of the instructional techniques that create consistency, predictability, and high behavioral expectations for our students:

100%

There is one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation and motivation. When giving directions, always watch to ensure that students follow them with the effort and precision that you intended, and do not proceed until 100% of your students are in compliance with the stated directions. This Teach Like A Champion technique is important because it relates to the type of consistency that leads to an environment that is fair, predictable, and focused on learning.

To achieve 100% while maintaining a warm and positive environment, it is important to use the least invasive form of intervention or redirection. The order of strategies to use when a student is not meeting your 100% expectations is as follows:

1. Nonverbal interventions
2. positive group corrections
3. anonymous individual correction
4. private individual correct
5. lightning-quick public correction
6. public correction with consequence (color change)

Additionally, teachers should emphasize and promote compliance in ways that other students can see:

- Inventing ways to maximize visibility – find ways to make it easier for you to see who is following directions, and who is not.
- Being seen looking – When you ask for compliance, look for consistency and be seen looking because then students know you are following through, and that your words are important and require attention.
- Avoiding marginal compliance – It is not whether students do what you’ve asked them to do, but rather whether they’ve done it correctly.

Do it Again

When students fail to successfully complete a basic task that you’ve shown them how to do, doing it again, and doing it right, or better, or perfectly is often the best consequence. Do It Again is going to be critically important in the early weeks of school as many of the systems, transitions, routines and

procedures that we teach our students will be new to them. Striving for perfection with the most fundamental tasks will send the message to students that you care about details and accuracy, and it will pay off later in the year.

Do It Again is effective because it shortens the feedback loop, sets a standard of excellence, avoids intervention from school leadership, holds the entire group accountable, allows for ample practice, and ends with success. If done correctly, Do It Again will help students internalize the procedures, rituals and routines that create classroom and school-wide culture, which ultimately maximizes learning time and impacts the enthusiasm with which students do their work.

Sweat the Details

In a classroom, countless apparently minor details signal the expectations for conduct and behavior to students. Sweating the details means that to reach high behavior standards you must create the perception of an orderly, organized, and “no exceptions” environment.

Sweating the details is a balance between correcting students when they are not meeting expectations with precisely praising students when they are meeting them. If you balance the redirections with the praise, then this technique will not create a militant culture in your class, but instead a culture that strives for accuracy and excellence.

What To Do

Giving directions to students in a way that provides clear and useful guidance. To be effective, all directions should be specific, concrete, sequential and observable. Get into the habit of delivering directions in this manner by scripting them into your lesson plans and delivering them to students using economy of language.

Strong Voice

Strong Voice is a Teach Like A Champion technique that helps teachers establish authority and direction of their class. The technique has less to do with having a loud or powerful voice, and more to do with how directions/redirections are given from a teacher. Strong Voice contains five principles that are detailed below:

1. Economy of Language – fewer words are stronger than more. Choose the most specific and concrete words to convey your directions/redirections for students
2. Do not talk over – If what you’re saying is truly worth attention, then every student has the right and responsibility to hear it. Never give directions/redirections over the voices of other students because it will cause you to raise your voice and weaken your authority. Wait until you have the full attention of your entire class, and proceed.
3. Do not engage – Once you have set the topic of conversation, avoid engaging in other topics until you have satisfactorily resolved the topic you initiated. When redirecting a student and they respond with an unrelated excuse, do not entertain that conversation, and instead resolve the topic you initiated.
4. Square up/stand still – Your nonverbal body language says just as much about what you’re saying as your words do. When giving directions/redirections, remember to square up your posture, stand still, make eye contact, and deliver your instructions with body language that commands attention.
5. Modulate your tone – When teachers get loud or talk fast with their students, it is often a sign that they are losing control. This weakens the power of their voice because students get used to hearing the teacher without listening. Instead of raising your voice, lower it and speak more slowly and quietly, making students to strain to listen. Exude poise and calm and demand that students know the importance of what you’re communicating by conveying it with your tone.

Positive Framing

Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it. Using Positive Framing means making interventions to correct student behavior in a positive and constructive way. It does not mean avoid interventions so you can talk instead about the positive behavior you see. Positive Framing should follow the 6 principles below:

1. Live in the Now – Avoid harping on what students can no longer fix, and instead provide intervention/feedback on what students can correct now that will impact their engagement going forward.

2. Assume the Best – Don't attribute to ill intention what could be the result of distraction, lack of practice, genuine misunderstanding, or developmentally appropriate manifestations of low-impulse control. Assume the best in our students, and ensure that your tone reflects that assumption.
3. Allow plausible anonymity – Allow students the opportunity to strive to reach your expectations in plausible anonymity as long as they are making a good faith effort. Saying things like “check yourself to make sure you've done exactly what I've asked” will yield better results than jumping right into a public correction like “Tyrell, you're not following directions”
4. Build momentum, and narrate the positive – When waiting for directions to be followed by students, you have a better chance of getting full compliance by narrating the positive than you do with narrating the students who are not following directions.
5. Challenge! – Kids love to be challenged to prove they can do things, to compete, and to win. So challenge them often: exhort them to prove what they can do by building competition into the day regularly. By integrating challenge into the most basic tasks (turning in papers, best posture, transitioning to carpet, etc) we can make some of these mundane procedures interesting, and create efficiency by building student motivation.
6. Talk expectations and aspirations – Talk about who your students are becoming and where you're going. Phrase your praise in this manner. When your class looks great, tell them that they look like “college scholars” and that you feel like you're in a room of future presidents, doctors, artists, and teachers.

Precise Praise

Positive reinforcement is one of the most powerful tools in every classroom, and should be used three times as much as corrections (i.e. highlight the bright spots for your students again and again so that they are invested in making the corrections you're looking for.) When you praise your students, be sure to follow these rules of thumb:

1. Differentiate acknowledgement and praise – Acknowledgement should be for students who meet expectations, and praise should be for those who exceed them.
2. Acknowledge and Praise LOUDLY; Correct soft – Students love to see their teachers get animated and excited. If you reserve those moments for when you're proud of your students, they will work hard to make you proud. If you are loud and animated when you are frustrated or trying to redirect them, they will operate more out of fear. Praise your students with enthusiasm and make a big deal out of it when they really exceed your expectations, and correct students using the least invasive form of intervention always.
3. Acknowledge and Praise behavior, not people – Use “Terry, I can tell you've been working hard to master your times tables. Great work!” more often than “Terry, you're brilliant!.” Notice “more often than” because we should tell our students that they are brilliant, smart, amazing, charismatic, etc. But we should strive to praise them for why they are those things (e.g. Terry working hard to be smart as opposed to being innately smart) because this communication says something to the rest of the class (If I work hard like Terry, I too can be smart)
4. Acknowledgement and Praise that is specific, concrete and observable – praise goes a long way when students know exactly what they did that you liked. When acknowledging or praising students or your class, narrate exactly what it was that was good.
5. Acknowledgement and Praise that is genuine – Mean what you say to students, because they trust and honor you.

Warm/Strict Balance

Children need adults in their lives who can be both warm and strict. Emotionally, they need to feel and know that we care about them and love them unconditionally. Developmentally, they need guidance and at times, firm and direct guidance. The best teachers balance these two extremes. Students need to know that you're going to be “hard on them” because they also know that you love them, and are acting in their best interest.

To strike this balance, always be sure to:

- explain to students why you're doing what you're doing – “Angela, we don't do that in this classroom because it keeps us from making the most of our learning time. I'm going to try to help you remember that”

- distinguish between behavior and people – “your behavior is inconsiderate” vs. “you are inconsiderate”
- demonstrate that consequences are temporary – Show students that when they make a mistake and are given a consequence, the mistake is immediately in the past. Each day is a blank slate, and the onus is on us to ensure that we reset our emotional barometer with our students so that they feel safe.
- use warm nonverbal behavior

The J-Factor

Classrooms at Beacon College Prep should be warm and joyful places where children feel excited to be. Intentionally build joy into your class by playing competitive games, using humor, suspense and surprise, singing and dancing to take brain breaks, and smiling. Just because we have high behavioral expectations and are working to achieve ambitious goals doesn't mean that our students shouldn't have fun doing it. It is the responsibility of all individuals on staff to make sure that our school is a fun and vibrant community of hard working students.

Teachable Character Moments

Teaching is as much an art as it is a science. The science to teaching is those best practices that are research-based and proven to produce positive outcomes for students. The art to it is the instinct to act in the best interest of all children in unfamiliar situations. Being able to identify and act in teachable moments is critical to our students' academic success, as well as their emotional maturity. There will be moments in all of our classes where we need to diverge from the plan to teach our students a more important lesson about life: that is ok and expected. Always take advantage of teachable moments because they are undoubtedly the moments that students remember decades after your class, and that have the power to fundamentally change their life perspective on important topics.

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

We have a Dean of Students who has a portfolio of students who have been identified as needing additional support through the first few weeks of school. She is proactive in meeting with them to provide mentoring from another adult, and reactive in helping diffuse issues and mediate conflict. She meets with each student in her portfolio at least once per week, either sitting with them during lunch, pulling them out of a specials class, or pushing into one of their core academic blocks. She also helps teachers develop in-class individualized behavior management systems for each student (e.g. sticker charts) to help the teacher work with these students. She leads staff development with our Second Step curriculum, and manages relationships with parents of students who exhibit social-emotional needs.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Our early warning indicators include the following:

- Attendance below 90%
- One or more suspension
- Failure to meet expectations in ELA or mathematics
- Lowest 25% of students in F&P reading levels
- Lowest 60th percentile on the NWEA MAP assessment
- Students who are below grade-level in reading

We keep track of this data and maintain a list of students who exhibit early warning signs. Once we have determined a student to have early warning signs, we immediately reach out to parents to

discuss the issue (be it behavior or academics). If it is behavior related, we request an in person meeting with the parents to formally request that we initiate the RtI process and document their behaviors using the FAB templates. If it is academic related, we advise the parents that we will try new strategies to intervene and see if we can make progress. We track progress, and proceed from there. We have not had to get any children evaluated as of yet, but are approaching the time where we will for both behavior and academics.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level		Total
	1	2	
Attendance below 90 percent	1	0	1
One or more suspensions	4	1	5
Course failure in ELA or Math	0	0	
Level 1 on statewide assessment	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

At the beginning of the school year, students are given the NWEA Measures of Academic Progress (MAP) in math and literacy. The MAP provides students with a RIT score - which is predictive of success on Common Core Assessments - as well as a national percentile ranking. The MAP is administered 4 times annually so we are able to learn and predict student mastery and growth. All students who score in the 60th percentile or below receive academic interventions. Students from the 40th to the 60th percentile are pulled out for 30 minutes three times a week with a trained interventionist to focus on deficient skills identified through the MAP data analysis tool. Students below the 40th percentile are pulled out of class 5 times a week for 30 minute interventions. They are facilitated in groups no larger than 5 for all tier II students, and they are facilitated in a 1:1 ratio for students in Tier III. Teachers use the MAP data to form their Differentiated Instruction (DI) groups in literacy and mathematics. Teachers are trained to interpret the data reports and plan lessons for their teacher led center (TLC) that develop students' individualized needs. We also use technology as a strategy to improve academic performance. Every classroom has 8 chrome books that operate iReady in math and literacy. iReady is adaptive to every student's level of understanding, and every student gets at least 20 minutes daily on iReady. We have recently started a chrome book loaner program where we identified the 30 most struggling students in literacy in 3rd and 2nd grade, and we gave them a chrome book to take home, along with a wireless hotspot. We require them to complete at least 30 minutes of additional iReady or ST Math at home daily.

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?

Yes

PIP Link

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

Description

Beacon College Prep executes a variety of strategies that help build positive relationships with families to increase involvement:

Monthly parent meetings - We conduct monthly parent meetings to share information (student data, new procedures, etc), hear parent concerns, and facilitate sessions that build parent skill in translating the things we do at school to the home life. These sessions focus primarily on helping parents structure practice for literacy and mathematics, as well as how to implement an incentive system at home for behavior.

Events for families - We also try to hold events for parents to get together in a less formal setting so they can network and form a more personal bond with staff. These events range from a fall festival to social outings.

Volunteer opportunities for parents - We offer many volunteer opportunities for our parents, including bus aide, breakfast helper, lunch helper, snack helper, classroom management support, and office support. Parents are eager to assist us in the realization of our mission. By structuring opportunities for them to assist, we gain a tangible benefit of their work products, as well as the intangible benefit of them being role models in the school for all of our students.

Weekly communication logs with parents - We have developed a weekly communication log that is sent home each Friday where teachers communicate student behavior, academic performance, homework completion and uniform compliance. We have received positive feedback from parents about the log, as it helps them stay informed about what occurs while their child is in school.

Arrival and Dismissal - The school leadership team is present at every morning arrival and afternoon dismissal to greet students and parents. Our leadership team is highly visible and accessible for all families and as a result, they are accountable to being highly responsive to concerns or needs of our families. Over the first few months of school, our leadership team and teachers have made great progress in getting to know our families and using that knowledge to support their students.

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 College Prep builds and sustains partnerships with the local community by identifying those agencies and organizations that provide services to our students (after school activities, organized sports, after care, health care, etc) and connecting our parents with them so that they can provide for our students.

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:

Name	Title
Evans, Pat	Principal
Mills, LaTonya	Assistant Principal
Carbonell, Dana	Instructional Coach
Hall, Melanie	Dean

Duties

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

The leadership team is composed of the Principal, the Assistant Principal, and the Dean of Instruction.

The principal oversees every facet of the school, including operations, culture and instruction, and directly manages the AP and Dean of Instruction. The AP oversees school-wide operations, including transportation, food services, purchasing, front office management, and logistics.

The Deans of Instruction serves as our instructional coach for our classroom teachers, interventionists and specials teachers. They develop professional development, and hold weekly observation/debrief cycles with each teacher. Additionally, they provide a variety of coaching supports (co-planning, modeling, real-time coaching, etc) to teachers.

The leadership team meets every morning at 10am to discuss events that are important for the day's operations (priority classrooms, priority students, absent teachers, assessments, etc). Additionally, we meet formally every Monday to debrief the week prior and to measure progress against our goals, and prioritize for the coming week.

Different roles execute different functional areas. The principal responsible for culture. The AP is primarily responsible for operations, and the dean of instruction is primarily responsible for instruction and curriculum. The leadership team holds weekly meetings where we report out for our different areas the strengths and areas for development that we need to prioritize, and then come together as a team to make decisions on how to improve.

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 leadership team sets goals and benchmarks for instruction, culture and operations at the beginning of each year. After setting goals, the team devises a rubric against which to measure those goals. When teachers and students arrive, the team identifies barriers to reaching those goals, and poses solutions to overcoming said barriers using existing financial resources and human capital.

At leadership team meetings, strategies are discussed and action plans are developed that assist in helping the school meet instructional, cultural and operational goals. At the end of each school year, the leadership team discusses the school's instructional, cultural and operational strengths and areas for development, and problem solves how to leverage strengths while developing weaknesses for the next year.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Neil Hanson	Parent
Patrick Evans	Principal
LaTonya Mills	Education Support Employee
Kendra Williams	Parent
Donna Refuse	Parent
Andrika Thompkins	Parent
Dana Carbonell	Education Support Employee
Chantel Milcette	Parent
Tamia Ingham	Parent
Marena Delgado	Parent
Alan Blackshere	Parent

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

EESAC will evaluate the 2014-15 SIP

Development of this school improvement plan

EESAC determined that the improvement plan was sufficient and accepted the responsibility of executing it for the 2015-16 school year

Preparation of the school's annual budget and plan

EESAC is provided with an explanation of the budget and a summary of revenues and expenditures

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

School Improvement funds were used to provide parenting classes to our families. The classes were about discipline, academic support in the home, structure at home, and nutrition.

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:

Name	Title
Evans, Pat	Principal
Carbonell, Dana	Instructional Coach
Hall, Melanie	Dean

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) oversees the implementation of our schools K-12 Comprehensive Research-Based Reading Plan (CRRP). The LLT monitors the use of instructional materials related to reading instruction, data analysis, professional development and technology. Best Practices to achieve our goals in Literacy

- Implementation of mini-lessons that contain a connection, explicit teaching, active involvement, a link, and follow-up
 - Read Alouds to help children talk and think about texts
 - Classroom libraries that have at least 20 books per student at various reading levels and genres
 - Frequent assessments in word-recognition, vocabulary acquisition, fluency and comprehension
 - Use of Running Records, Informal Reading Inventories, and Miscue Analysis to assess students' reading abilities at different developmental levels
 - Differentiated instruction – informed by recent and reliable data – which meets the learning needs of all of our students
 - At least 30-40 minutes of independent reading for every student with a book of their choice at their “just right” reading-level, everyday
 - Incorporation of adaptive internet-based phonics programs to blend traditional instruction with technology, differentiate learning, and individualize the educational experience for students
 - Utilization of reader's and writer's workshop models to explicitly teach skills, instill independence, and foster a love for literacy and self-discovery/expression
- Additionally, the LLT STEP tests all of our children, and uses the STEP levels to drive our goals for developing independent and critical readers.

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

All teachers have a coach, and all teachers have common planning. Two of the 5 days are mandated common planning sessions where teachers work to create plans and to analyze data together. The other three days of planning, teachers are expected to collaborate.

Teachers in grade level teams also share resources (lesson plans, activities, assessments, homework) so that there is consistency across our school.

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

At Beacon College Prep, we will prioritize employing and retaining the best and most qualified teachers, and invest heavily in their ongoing leadership development. This imperative starts with the recruitment process. We will begin by clearly defining the attributes, qualifications, skill-sets and mindsets of the individuals that we intend to employ as teachers in our school. The basic criteria for teachers that will be fleshed out in more detail is below:

- Teachers at Beacon College Prep must subscribe to and deeply believe in our mission and vision for students in Opa Locka
- Teachers at Beacon College Prep must have instructional expertise and a passion for leading their students to such expertise in their subject areas
- Teachers at Beacon College Prep must have a demonstrated capacity in setting, driving towards, and achieving ambitious goals, or persevering in the face of adversity.
- Teachers at Beacon College Prep must have experience teaching in low-income urban areas like Liberty City, and have a demonstrated record of success
- Teachers at Beacon College Prep must be hungry for feedback and actively pursue opportunities to

develop

- Teachers at Beacon College Prep must display a commitment to and belief in the privilege of teaching Miami's underserved students who are living in poverty.

We will recruit individuals who fit this profile from strong networks like Teach For America, University of Miami School of Education, Florida International University School of Education, Beacon Miami and the national Beacon Collaborative of programs, etc. Our Founding Principal is an alumni of Teach For America, and has access to several staff members and alumnae who are eager to continue working with students from low-income communities. These contacts reside in Miami, and across the country. We have full intention of searching in Miami and across the country through such networks for teachers that have a commitment to the vision of closing the achievement gap, and a desire to do it in Miami.

We will utilize info sessions with the abovementioned networks, as well as Internet-based sites for job postings (like career builder, idealist.org, linkedin, teachers-teachers.com, etc) for online job postings. We will create a school website and begin an aggressive marketing campaign to spark interest and encourage applications.

Our teacher application will be rigorous, and our selection process will be intensely aligned to our mission, and to what it will take to be apart of the team that is going to achieve that mission. Through the application process, we seek to understand what brings the candidate to the field of education, what attributes and competencies they possess, and what skillsets and mindsets they will be able to contribute to Beacon College Prep. The process will include:

- Resume, Cover Letter, and an application that is aligned to our mission, and the non-negotiable traits of the types of teachers we are looking for.
- One-way Webcam interview (using a program like InterviewStream) and submission of a video of the candidate teaching. (the one-way webcam interview will replace the phone interview so we can get a sense of the applicant's demeanor, presence, and critical thinking)
- In school interview with the Principal, including role-plays, sample teaching lessons, and practice receiving feedback
- Reference and credential checks
- Criminal Background Checks
- Offer letter

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

Every teacher is mentored by a member of the school's leadership team, and engages in one-on-one check-ins with that leadership member. Because our staff is so small, we have decided not to formally pair teachers with mentoring relationships, but instead match them with somebody from the instructional leadership team. Our instructional coach engages in weekly coaching cycles with each teacher, and models good instruction for them. Common planning time for each grade-level team fosters an environment of support and collaboration, and Wednesday professional developments serves as a time for the entire team to bond.

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 College Prep's educational program is designed to provide the most effective classroom instructional methodologies and effective curriculum resources and programs with proven success with our student population. The curriculum is driven by the LAFS and MAFS, in that we will ensure that all students meet specific school, state and national standards required before matriculating into

higher grades. We embrace standards because we believe that they provide a clear and useful framework by which to measure real student progress and hold teachers and school leadership accountable for student performance. The LAFS and MAFS serve as the foundation for academic content for Beacon College Prep.

Beacon College Prep's coursework will provide for appropriate instruction based upon the state's curriculum frameworks, course descriptions, Florida Standards prescribed by the Florida State Department of Education and Florida's System of School Improvement and Accountability goals and standards.

Students with disabilities are provided instruction in the general education curriculum to the extent they are able to participate and progress. Accommodations will be provided as specified in the student's Individual Education Plan (IEP) but course performance standards will not be changed. The accommodations specify changes in instructional strategies that are required as a result of a student's disability.

Our philosophy is paramount in the curriculum decision-making process. We believe in the value of high quality teachers. Therefore, the mastery of standards drives the curricular decisions, not the textbooks. While teachers are given research-based proven effective tools, these items are considered tools in the hands of the specialist, the classroom teacher. The teacher at Beacon College Prep has the freedom to decide how best to guide their students into mastery of the content. Specific textbooks and materials may be listed in the core content areas; however, these resources are subject to change based on program evaluation of effectiveness with our students.

Beacon College Prep students will receive instruction in language arts, reading, mathematics, science, and social studies, as well as instruction in health, physical education and special interest electives including art, music, dance, and pre-vocational classes. These course offerings will be in accordance with state statutes and Miami-Dade County Public Schools promotion standards.

Instruction will be focused on ensuring that all students demonstrate mastery of the Florida Standards (F.S. 1003.41).

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

By employing a strategy known as "Data-Driven Instruction" we will ensure that our curriculum is truly rigorous and reflective of what students are expected to do, as well as support our mission of closing the achievement gap and preparing our students for success in college and life.

Data-driven instruction is the philosophy that schools should constantly focus on one simple question: are students learning? (Bambrick-Santoyo, 2010). At the leadership level, it is shifting from analyzing "what teachers taught" for the sake of analyzing "what students learned" and using this information to adjust course, adapt pedagogy, or reprioritize content to ensure that students are successful. The four key principles of data-driven instruction, as outlined by Bambrick-Santoyo's "Driven by Data," are listed below:

1. Assessment: Creation and utilization of rigorous interim assessments that provide valid, meaningful and reliable data.
2. Analysis: examination of the results of assessments to identify the causes of both progress and gaps towards academic goals
3. Action: prioritize and teach effectively what the data suggests students need to learn
4. Culture: Create an environment in which data-driven instruction can thrive for staff and students. (Bambrick-Santoyo, 2010)

Beacon College Prep's curriculum for all students will be informed by and built on Florida Standards, and rigorous interim assessments aligned to those standards. The purpose of these assessments will be to provide students, teachers and school-based leadership with meaningful information regarding the progress and gaps to our academic goals. Our assessment calendar will keep us on track to collect data from students every 6-8 weeks to maintain an accurate measure of their progress. It is

critical that our assessments are common across grade-level teams and frequent enough to adjust course as soon as possible. Our assessments will also be aligned to our instructional scope and sequence so that students are being assessed on what is taught. Lastly, we will be sure to reassess students on standards throughout the year to keep the information relevant and to develop a more accurate gauge on their comprehension and retention.

Once we have assessed students with Florida Standards aligned interim assessments, we will analyze the data so that students, teachers and leadership are empowered to improve, given their comprehensive understanding of our progress and gaps to our goals. We will create user-friendly data reports using Kickboard and Excel-based tools that include question-level, standard-level, and overall results, and debrief these reports with teachers immediately after they are gathered. We will also promote teacher-owned analysis of the data by facilitating conversations with teachers that prompt reflection, model effective data-analysis and hold them accountable to our mission. And lastly, we will always marry the analysis of data from assessment with analysis of the assessment itself and the instruction that lead to that data. By breaking down student gaps at the question and standards-level and by dissecting videos of lessons from teachers, we can move the analysis from “what” students got wrong to “why” they got it wrong (Bambrick-Santoyo, 2010)

We will then take action from our analysis by instituting structures that are designed to improve instruction and cultivate a data-driven culture school-wide. Teachers will work collaboratively in grade-level teams to debrief data and design lessons that are informed by their reflection on their instructional practices. Teachers will record their lessons and watch them in planning groups to learn from and coach one another on best practices and improving instruction. We will ensure that all stakeholders are aware of the current state of student learning by lining our walls with graphs that illustrate our progress towards our end of year goals, using data as a starting point for our professional development Wednesdays, and systematically sharing data with students and parents. Paul Bambrick-Santoyo, the author of “Driven by Data” and a managing director of Uncommon Schools in NYC and New Jersey, has trained over 2,000 school leaders nationwide and is the Data-Driven Instruction faculty member for New Leaders for New Schools. In “Driven by Data”, he highlights several case-studies of low-income, low-performing schools transforming the results and reality for their students by implementing his well-executed data-driven program. In just two years, Fort Worthington (Maryland) went from 47% to 89% proficient in literacy, and from 44% to 87% proficient in mathematics (Bambrick-Santoyo, 2010). 3rd Graders at Morrell Park (Maryland) jumped from 41% to 100% proficient in math in only three years. Bambrick-Santoyo outlines 18 case-studies with results as striking as these throughout the book, and provides a roadmap for classroom teachers and school leaders to implement his highly-effective practical guide to improving student learning using data.

By implementing this program of data-driven instruction school-wide, we intend to lead students to superior academic achievement and build a strong primary foundation in all core academic subjects. We have every intention of leading our students to results dramatic enough to be highlighted in the next edition of “Driven by Data” because we believe that 100% of our students must leave us proficient in mathematics and reading at or above grade-level.

Data-Driven Instruction will also help us identify students who need further support, differentiation and individualization. To ensure these needs are reflected in our curriculum, we will invest in technology to help us blend traditional classroom instruction with online and skill-adaptive software, as well as structure appropriate interventions to provide all students with the supports that they need to be successful.

We believe that differentiation and individualization should be a core component of all schools. We will leverage our technology, small group instruction and after school differentiated intervention/enrichment in core academic subjects, as well as a fully integrated Multi-Tiered System of to meet these aims.

Each student will have their educational experience individualized and differentiated by engaging in online-adaptive technology in literacy and math each day. Each student will have an account to iReady for literacy, and ST Math for math where they work through lessons that are aligned to standards and grade-level expectations at their own pace. The benefit of these programs are

numerous: they facilitate efficiency, remediate student deficiencies, and instill a level of independence in students from an early age. They also produce valuable data with regards to how much time students are spending on each topic, and how well students are performing on certain standards, providing yet another data point for teachers and administration to use to drive our instructional program.

We are modeling our blended learning concept off of other elementary schools that have successfully leveraged technology to produce dramatic results for their students. KIPP LA Empower Academy (California) increased their students literacy scores from 9% proficient or advanced to 78% halfway through the year by effectively blending the direct classroom instruction with student-driven technology-based learning (Innosight Institute, 2011). Similarly, Rocketship Education (California) produced results that defied odds for their students when their first school, Mateo Sheedy, attained the #1 ranking in Santa Clara County and the #5 ranking in the state of California for all schools with more than 70% FRL in literacy and mathematics (Innosight Institute, 2011). By making strategic investments in high-quality computer programs in math and literacy, and structuring our school day to afford students the opportunity to drive their own education using these programs, we intend to produce results that match or surpass those of our peers in California who have embraced the blended learning concept.

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

Our school day spans from 8:15am to 4:30pm. This is a long day for Kindergarten through second grade students, but we offer additional enrichment as well as additional core academic instruction to make it manageable for our students.

Strategy Rationale

Our rationale is that the more students are engaged and on task with academic work that is aligned to rigorous standards, the more students will learn. Kindergarteners across the district get out of school at 1:50pm while our Kindergartners stay until 4:30pm - this will help us accelerate learning for our students and prepare them to be above grade-level by 1st grade, closing any achievement gap that existed previously and preparing them for their future.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Evans, Pat, pevans@dadeschools.net

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

FAIR scores, STEP levels, and SAT 10 scores

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

The primary transition that we deal with is pre-school to kindergarten. We acclimate our kindergartners to the new environment and new expectations by using the first week of school as "culture week" where we explicitly teach them aspects of our culture (routines, chants, procedures, rituals, etc) and practice them over and over until they become internalized. This week is truly an investment in the rest of the year because it lays the foundation for strong instruction and learning. Although we are a K-2 school this year, we will eventually grow to a K-5 and be charged with the responsibility of ensuring that our students are prepared for the next school level. To begin the preparation early, we hold students to rigorous academic expectations, expose them to higher school levels via field trips, and adjust the our management system each year to instill more independence and responsibility. One highlight of our program is that we bring every grade level on a college field trip each year to instill the mindset that they are going to college one day. The field trips help them set ambitious goals for themselves, and give them something to work for both in the short term and in the long term.

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** CORE INSTRUCTION: Our primary goal is to improve core instruction at Beacon College Prep by integrating literacy across all four core subject areas (reading, mathematics, science and social studies).

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. CORE INSTRUCTION: Our primary goal is to improve core instruction at Beacon College Prep by integrating literacy across all four core subject areas (reading, mathematics, science and social studies).

1a

G069607

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	80.0
Math Gains	80.0
AMO Reading - African American	
Highly Effective Teachers (Performance Rating)	80.0
AMO Reading - Hispanic	
AMO Math - African American	
AMO Math - Hispanic	
AMO Reading - ED	
AMO Math - ED	

Resources Available to Support the Goal 2

- Academic Goals -2 teachers per classroom -Additional personnel (Dean of Students, Dean of Instruction) to support teacher development -PD trip to NYC for Staff (September to norm on vision of excellence and visit high functioning schools) -Technology for students (chromebooks, iPads, ST Math, iReady) to blend learning and differentiate instruction -STEP Assessment (research-based reading assessment from University of Chicago) -Wonders Reading Curriculum -Reading AZ -RAZ Kids -iReady for blended reading -iPads -Chromebooks -Dean of Students - Parent Volunteers -Daily communication log for families -Robust daily schedule (40 minutes of Art and 40 minutes of PE everyday)

Targeted Barriers to Achieving the Goal 3

- Students lack access to high-quality literacy instruction in the four core content areas that develops comprehension skills

Plan to Monitor Progress Toward G1. 8

% of classrooms that are exemplary on the rubric rows defined within our instructional rubric in core academic subjects

% of students who are on or above grade-level in reading as defined by the STEP Assessment

% of teachers who believe the Professional Development Wednesdays were helpful in improving instruction and increasing literacy in core academic areas

Person Responsible

Pat Evans

Schedule

On 6/5/2016

Evidence of Completion

Our leadership team will conduct weekly walkthroughs of every classroom for the explicit purpose of assessing where the class is relating to our cultural rubric, our instructional rubric, and the students' STEP Level.

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. CORE INSTRUCTION: Our primary goal is to improve core instruction at Beacon College Prep by integrating literacy across all four core subject areas (reading, mathematics, science and social studies). **1**

 G069607

G1.B1 Students lack access to high-quality literacy instruction in the four core content areas that develops comprehension skills **2**

 B181070

G1.B1.S1 Students actively engage regularly with comprehension strategies during their core academic classes through different phases of the lesson. Teachers are coached to regularly integrate comprehension strategies that actively engage students through different phases of the lesson in each of the four core content areas. **4**

 S192471

Strategy Rationale

Active engagement is critical to comprehension. Developing comprehension skills for our k-3 students is critical to ensuring their success in grades 3 and beyond, therefore, we will focus on developing their comprehension starting in kindergarten.

We will also focus on developing phonemic awareness, phonics, fluency and vocabulary, but the sooner we get students to engage for the purpose of comprehending, the easier their maturation as readers who learn from what they read will be.

Action Step 1 **5**

Students begin lessons in mathematics, science, English language arts and social studies where teacher first activates prior knowledge

Person Responsible

Dana Carbonell

Schedule

Daily, from 10/27/2015 to 6/5/2016

Evidence of Completion

Lesson plans with hooks that explicitly tie the attention grabber to a piece of prior knowledge

Action Step 2 5

Students will complete KWL (Know, Want to know, Learned) charts or engage in KWL discussions prior to and after each lesson in the four core content areas to prompt metacognition and assist students in comprehending the lesson as it relates to them.

Person Responsible

Dana Carbonell

Schedule

Weekly, from 10/27/2015 to 6/5/2016

Evidence of Completion

KWL charts in student folders from each month, in class observations of KWL discussions for Kinder and first grade.

Action Step 3 5

Students will use graphic organizers in the core content areas and reference teacher-created anchor charts that contain graphic organizers to help them comprehend more complex topics

Person Responsible

Dana Carbonell

Schedule

Weekly, from 10/27/2015 to 6/5/2016

Evidence of Completion

Anchor charts in classrooms

Action Step 4 5

Students will engage in Think Pair Share and Stop and Jot activities to actively engage in the whole-group phase of the lesson and deepen comprehension and retention of information

Person Responsible

Dana Carbonell

Schedule

Daily, from 10/27/2015 to 6/5/2016

Evidence of Completion

Think Pair Shares and Stop Jots are clearly planned for and explicitly in lesson plans

Action Step 5 5

Struggling students will engage in interventions with an interventionist and standards aligned intervention materials

Person Responsible

Dana Carbonell

Schedule

Daily, from 11/2/2015 to 6/9/2016

Evidence of Completion

Intervention materials come with assessments, which will allow us to see 1) whether or not they were implemented with fidelity and 2) how effective they were in helping our most struggling students in developing as readers.

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

Leadership team will schedule checks for evidence from the action plan

Person Responsible

Pat Evans

Schedule

Monthly, from 10/27/2015 to 6/5/2016

Evidence of Completion

Evidence will be collected by the leadership team each month, and a discussion will be documented on our weekly leadership team meetings. Evidence will be captured in the agenda of the leadership team meetings.

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

Coaching cycles

Person Responsible

Dana Carbonell

Schedule

On 6/5/2016

Evidence of Completion

We believe that academic coaching for teachers is the fastest way to improve academic performance for students. We therefore will use our existing coaching routine to monitor effectiveness of our SIP goal. The coaching cycles will monitor effectiveness because our coach's work with teachers is aligned to our goal of integrating literacy - specifically comprehension strategies - into all four core subject areas. Our coach will chronicle in her logs the teacher area of deficiency, the coaching activity that she will engage in (co-planning, co-teaching, modeling, etc) and follow up to ensure that the identified deficiency was addressed and that the coaching was effective. The principal monitors coaching logs weekly, and does co-observations (both initial and follow-up) to monitor for effectiveness.

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
G1.B1.S1.A1	Students begin lessons in mathematics, science, English language arts and social studies where teacher first activates prior knowledge	Carbonell, Dana	10/27/2015	Lesson plans with hooks that explicitly tie the attention grabber to a piece of prior knowledge	6/5/2016 daily
G1.B1.S1.A2	Students will complete KWL (Know, Want to know, Learned) charts or engage in KWL discussions prior to and after each lesson in the four core content areas to prompt metacognition and assist students in comprehending the lesson as it relates to them.	Carbonell, Dana	10/27/2015	KWL charts in student folders from each month, in class observations of KWL discussions for Kinder and first grade.	6/5/2016 weekly
G1.B1.S1.A3	Students will use graphic organizers in the core content areas and reference teacher-created anchor charts that contain graphic organizers to help them comprehend more complex topics	Carbonell, Dana	10/27/2015	Anchor charts in classrooms	6/5/2016 weekly
G1.B1.S1.A4	Students will engage in Think Pair Share and Stop and Jot activities to actively engage in the whole-group phase of the lesson and deepen comprehension and retention of information	Carbonell, Dana	10/27/2015	Think Pair Shares and Stop Jots are clearly planned for and explicitly in lesson plans	6/5/2016 daily
G1.B1.S1.A5	Struggling students will engage in interventions with an interventionist and standards aligned intervention materials	Carbonell, Dana	11/2/2015	Intervention materials come with assessments, which will allow us to see 1) whether or not they were implemented with fidelity and 2) how effective they were in helping our most	6/9/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				struggling students in developing as readers.	
G1.MA1	% of classrooms that are exemplary on the rubric rows defined within our instructional rubric in core academic subjects % of students who are on or above grade-level in reading as defined by the STEP Assessment % of teachers who believe the Professional Development Wednesdays were helpful in improving instruction and increasing literacy in core academic areas	Evans, Pat	10/27/2015	Our leadership team will conduct weekly walkthroughs of every classroom for the explicit purpose of assessing where the class is relating to our cultural rubric, our instructional rubric, and the students' STEP Level.	6/5/2016 one-time
G1.B1.S1.MA1	Coaching cycles	Carbonell, Dana	10/27/2015	We believe that academic coaching for teachers is the fastest way to improve academic performance for students. We therefore will use our existing coaching routine to monitor effectiveness of our SIP goal. The coaching cycles will monitor effectiveness because our coach's work with teachers is aligned to our goal of integrating literacy - specifically comprehension strategies - into all four core subject areas. Our coach will chronicle in her logs the teacher area of deficiency, the coaching activity that she will engage in (co-planning, co-teaching, modeling, etc) and follow up to ensure that the identified deficiency was addressed and that the coaching was effective. The principal monitors coaching logs weekly, and does co-observations (both initial and follow-up) to monitor for effectiveness.	6/5/2016 one-time
G1.B1.S1.MA1	Leadership team will schedule checks for evidence from the action plan	Evans, Pat	10/27/2015	Evidence will be collected by the leadership team each month, and a discussion will be documented on our weekly leadership team meetings. Evidence will be captured in the agenda of the leadership team meetings.	6/5/2016 monthly

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 Opportunities

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

G1. CORE INSTRUCTION: Our primary goal is to improve core instruction at Beacon College Prep by integrating literacy across all four core subject areas (reading, mathematics, science and social studies).

G1.B1 Students lack access to high-quality literacy instruction in the four core content areas that develops comprehension skills

G1.B1.S1 Students actively engage regularly with comprehension strategies during their core academic classes through different phases of the lesson. Teachers are coached to regularly integrate comprehension strategies that actively engage students through different phases of the lesson in each of the four core content areas.

PD Opportunity 1

Students begin lessons in mathematics, science, English language arts and social studies where teacher first activates prior knowledge

Facilitator

Dana Carbonell

Participants

All Teachers. Focus is on lesson planning and finding interesting hooks that activate students' prior knowledge so that they can build their comprehension from an existing schema.

Schedule

Daily, from 10/27/2015 to 6/5/2016

PD Opportunity 2

Students will complete KWL (Know, Want to know, Learned) charts or engage in KWL discussions prior to and after each lesson in the four core content areas to prompt metacognition and assist students in comprehending the lesson as it relates to them.

Facilitator

Dana Carbonell

Participants

All Teachers. Focus is on integrating KWL charts or discussions with students prior to and after each lesson in math, science, social studies and English Language Arts to prompt metacognition and assist students in comprehending the lesson as it relates to them.

Schedule

Weekly, from 10/27/2015 to 6/5/2016

PD Opportunity 3

Students will use graphic organizers in the core content areas and reference teacher-created anchor charts that contain graphic organizers to help them comprehend more complex topics

Facilitator

Dana Carbonell

Participants

All Teachers. Focus is on identifying appropriate anchor charts and graphic organizers to help students comprehend whole group lessons in science, math, social studies and English Language Arts

Schedule

Weekly, from 10/27/2015 to 6/5/2016

PD Opportunity 4

Students will engage in Think Pair Share and Stop and Jot activities to actively engage in the whole-group phase of the lesson and deepen comprehension and retention of information

Facilitator

Dana Carbonell

Participants

All Teachers. The focus is to demonstrate the strategy for teachers.

Schedule

Daily, from 10/27/2015 to 6/5/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Students begin lessons in mathematics, science, English language arts and social studies where teacher first activates prior knowledge				\$0.00
2	G1.B1.S1.A2	Students will complete KWL (Know, Want to know, Learned) charts or engage in KWL discussions prior to and after each lesson in the four core content areas to prompt metacognition and assist students in comprehending the lesson as it relates to them.				\$0.00
3	G1.B1.S1.A3	Students will use graphic organizers in the core content areas and reference teacher-created anchor charts that contain graphic organizers to help them comprehend more complex topics				\$0.00
4	G1.B1.S1.A4	Students will engage in Think Pair Share and Stop and Jot activities to actively engage in the whole-group phase of the lesson and deepen comprehension and retention of information				\$0.00
5	G1.B1.S1.A5	Struggling students will engage in interventions with an interventionist and standards aligned intervention materials				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	590-Other Materials and Supplies	4002 - Beacon College Preparatory	General Fund		\$500.00
			<i>Notes: Intervention Materials</i>			
	5100	130-Other Certified Instructional Personnel	4002 - Beacon College Preparatory	General Fund		\$3,000.00
			<i>Notes: Part Time Interventionist</i>			
					Total:	\$3,500.00