

Collier County Public Schools

Beacon High School



2016-17 Schoolwide Improvement Plan

Beacon High School

3710 ESTEY AVE, Naples, FL 34104

<https://www.collierschools.com/alt>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	78%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Collier County School Board on 11/8/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Beacon High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The goal of Alternative School Programs: Beacon High School, Phoenix, New Beginnings, and Teenage Parenting Programs, is to provide an alternative route for students that have not been successful in the traditional school setting. Students are encouraged to reclaim responsibility and become active participants in their educational experience.

b. Provide the school's vision statement.

All students will complete school prepared for ongoing learning, as well as community and global responsibilities.

2. School Environment

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

Each Alternative School Site: Beacon-N (BHS-N), Beacon-I (BHS-I), Phoenix-N (PHX-N), Phoenix-I (PHX-I), New Beginnings-N (NBN), New Beginnings-I (NBI), Teenage Parenting Program-N (TAPP-N), and Teenage Parenting Program-I (TAPP-I) works to mentor the students who come to us with academic, behavioral, and social challenges. Our students have not experienced success in the traditional school setting and need both academic support and social mentoring in our alternative programs to graduate, or to transition back to their home schools. Students are placed in classrooms with highly qualified certified teachers who have been trained in behavior management techniques. They make use of Love and Logic, PBS, de-escalation, and non-confrontational techniques when dealing with alternative school students. Each student is met where they are, and no two situations are the same. This is not prescriptive or formulaic. Students succeed when teachers successfully bridge the gap.

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

Students arrive in the morning to teachers at the door of the school house wishing them, "Good morning." BHS teachers shake their hands. NB staff salutes them. TAPP helps them with their babies and wishes them a good morning. At Phoenix, no fewer than 3 teachers and 3 assistants greet the students, ask questions about their lives and take their lunch order. During the school day, students are spoken to with respect in a calm tone. Alternative School teachers go to great pains to make students feel self-worth because that is the only way they will get beyond the negative influences in their lives. Staff members mingle with students at lunch, engaging them in conversations. Alternative School Assistants are an asset in this process, and for some students, this is the only adult they feel comfortable talking to. As students leave school, teachers walk them out the door, load the buses, direct traffic in the parking lot, and tell them to enjoy the rest of the day. The exit is orderly and supervised, in the same tone as when the students walk into the building in the morning.

c. 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.

Each program has a Standard Operating Procedures Manual (SOP) that staff members review at the beginning of each school year. The SOP's are reviewed in the summer with Administration and Lead Teachers for the programs. No changes are made without input from the staff affected. The programs follow guidelines that best suit the type of program and student population, and each is unique. BHS is an academic program, grades 11-12, and students are not placed for disciplinary reasons. In this setting we follow the principles of Love and Logic, and PBS. Our students have very clear expectations regarding respect for others, attendance, and achievement. Data is collected in these areas, and four times a marking period, they are invited to participate in a reward activity. Phoenix students, grades 6-12, have been sent to the program in lieu of expulsion. They have committed zero tolerance offenses, or accumulated excessive referrals and are deemed a major distraction in the traditional setting. They have more strict guidelines and their teachers are working to curtail the negative behaviors and replace them with positive behaviors. They are on a daily points system that is outlined in the SOP, and they receive rewards and privileges based on their levels earned. PBS is still the underlying philosophy, though they are also denied privileges when they exhibit negative behaviors. The New Beginnings students are in grades 4 - 8, and have also been sent from their home schools to this Marine Corps model to learn appropriate behaviors and strategies that will help them assimilate back into their home schools. The SOP is very detailed and the program is based on respect for others, self, and property. The protocols are in place to make the students successful in school, at home, and in the community. The families take on this mission, as well as the students. The TAPP programs are set up to help young women, and occasionally young men, learn the parenting skills that they will need to raise healthy happy children, while finishing their own education. The SOP details the supports in place to make this happen. There are clear expectations that these young people take seriously now that they have moved into a parenting mode. Their children attend school there as well, which relieves the young parents from the constraints of daycare. The Lead Teacher/Social Worker is responsible for seeing that the educators and assistants are versed in the best methods of dealing with these new parents, while they supervise the interactions between the new parents and their children.

d. 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.

By design each program has a safety net for these Alternative School students. These students need more support than the traditional students by the nature of their previous failures. Each program has guidance services, mentoring, and staff trained to assist students with disabilities - academic and emotional. At BHS, the teachers serve an integral role as mentors. Each student has a mentor teacher who monitors academics, communicates with parents, and locates community services when needed. There are counselors, ESE Inclusion teachers who maintain the IEP's, a Lead Teacher and an Assistant Principal that make sure the home school communication is present and accurate. Phoenix and New Beginnings have classroom assistants, guidance counselors, ESE Inclusion teachers, a Reading Coach, an INSS, and a Lead Teacher who make sure that each student's needs are met. NB also has a mentoring program based upon the partnership with the Marine Corps League. The TAPP staff include a Social Worker, ESE Inclusion teachers, and assistants that make sure any needs the new parents may have are taken care of - including doctor visits for mothers and babies. Because our students are oftentimes homeless, parentless, impoverished, and lacking transportation - "other pupil services" encompasses very basic needs. Our students need to be fed, clothed, given school supplies, and provided with transportation and housing. We ensure that they get breakfast and lunch and that their free lunch forms are on file. We provide them with food while awaiting approval. We give them free uniforms when they cannot afford them. We provide them with school supplies, and with the help of partnerships, toiletries and other necessities. We look into housing needs and get parents the information they need, and provide students with bus passes and bicycles if they cannot get to school. School Psychologists are available for short term-solution focused counseling for students.

3. Early Warning Systems

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

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

The students who are enrolled voluntarily or involuntarily in Alternative School Programs typically have attendance issues, behavior issues, credit issues, standardized assessment issues and GPA issues. They are behind their cohorts and off-track for graduation. The data recorded and compiled is therefore, not really our data because they come to us with that data from their home schools, and we have rolling enrollments and withdrawals. This is also recorded under multiple sites in Data Warehouse.

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

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Our Alternative School students are past exhibiting two or more "early warning indicators." Our plan of attack is to first improve attendance. Each program has positive incentives to lure the students to school. Beacon has a cookout every three to four weeks for the students with perfect attendance and only one tardy in that window. Attendance has increased from 49% to 87% over the 6 years of implementing these incentives. Beacon has reward gatherings at Interim and Report Card for the students who are earning one full credit every 4 weeks. That will keep them on track for graduation and help them to catch up to their cohort. Phoenix students earn points for their positive attendance, appropriate behavior, and good grades. Through this, they advance levels, and then earn privileges. They are permitted to play basketball on Friday, or go first to lunch. They are responsive to these perks. The New Beginnings students have an intricate point system where they earn points in citizenship, cooperation, academic achievement, family interactions, and Mustang Creed knowledge, to name a few. They earn rank, which translates to position, power, and responsibilities in the unit. They too celebrate with the Promotion Ceremonies and all its pomp and circumstance, and Friday Options where they participate in team sports. They receive kudos and attention from their Marine Corp League mentors, which is the best reinforcement of all. The attendance rate in the New Beginnings Program is over 90 percent. The TAPP students also have a point system where they can earn privileges, but the most positive reinforcement is the day care. Their babies and toddlers are

provided free day care on the days that the students attend school. This is an encouragement to students who have missed many days during their pregnancies to come to school more regularly.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

The Alternative Schools Program has one SAC that serves all Alternative programs. We invite parents from all sites to serve on this committee. The meetings are held at different sites for convenience to the committee. Each program makes a point of inviting the parents to be a part of their student's educational process. Beacon parents attend the orientation meetings with their students and receive log-ins at that time to see the requirements of the courses and the progress they make in Plato. The teacher mentors collect email addresses and phone numbers of the parents, and avail themselves of this information weekly. Guidance Counselors also contact the parents weekly concerning attendance, grades, and credits earned. Senior parents or guardians are kept up to date on the graduation status. Parents are also included in discussions relating to change of diploma options - GED, EdOptions Academy, ACCEL. Phoenix parents are required to attend the enrollment meeting where the SOP and academic plan is discussed in detail, and in their native language if needed. It is critical that parents are involved in this process. Parents receive weekly point sheets that update the success and slip-ups of their students, in addition, positive referrals, positive phone calls, and traditional calls when discipline or consequences will follow an action. The New Beginnings parents are called upon to attend an "Enrollment" where the students and parents are introduced to the program. This is often an emotional meeting, which cements the notion that the program is geared towards changing the dynamic of the entire family. Parents are asked to call in once a week or even once a day to report to the Captain (Lead Teacher) how the student is improving at home. Parents learn that they will be supported at school, when there are challenges at home. This is a shift for parents as they are usually asked to support the school. The Teenage Parenting Programs are also involved with the whole family, including grandparents in many cases. The extended families are invited to events, and they are a part of the new-parent training. They receive updates and are contacted by the Social Worker (Lead Teacher) when there is an issue that many require input from the extended family member.

2. 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.

Each Alternative School Program has developed partnerships with members of the community that can best support that program. Beacon and Phoenix have an on-going partnership with the sheriff's department and Publix, where a member of CCSO delivers donated grocery items to the site weekly, which is distributed to the students to support the families. This is very well-received by a population that is intermittently homeless, operating at the poverty level, and often forced to choose between food and electricity. New Beginnings has a strong tie to the Marine Corps League. The Marine Corps League members volunteer their time to serve as mentors to the young people in this program. They meet with

them weekly or more often if they choose, to help them with reading, understanding text, vocabulary, or any other academically challenging areas that arise. The critical piece of this mentoring is character training - making good decisions, managing their anger, and being a part of a family or group. These students welcome their mentor time, and when they are promoted, they are most proud when their mentor can be there to see this happen. The Teenage Parenting Program has a partnership with ZONTA and church groups in the community. They receive professional education from the ZONTA group, and donations from the church groups. These partnerships are very beneficial in preparing the students for the work world and provide them with basic necessities for their new families.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Janssen, Cynthia	Principal
Costin, Kelley	Assistant Principal
Klein, Brent	Assistant Principal

b. Duties

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

Dr. Cynthia M. Janssen serves as the Principal of the Alternative Schools Program. She is in charge of 14 programs in nine locations. There are two Juvenile Justice programs, with all the constraints that come with lock-down facilities, transient clientele, students "enrolled" of various grade levels and ability levels in the same classroom. The ELL and SWD population adds another element to curriculum design. Cross curricular lessons and differentiation are critical to the success of these programs. The other 10 programs have students from grades 3 to 12, including students over-age for graduation, infants, and toddlers. The focus remains: help students earn a high school diploma, or earn the grades and credits necessary to return to their home schools. Dr. Janssen has a leadership team with members from each program, that meets bi-weekly to discuss the current curricular focus and report any challenges. Distance access is via technology, and conference calls.. This practice allows everyone to participate and brainstorm solutions. The focus calendar keeps everyone striving to keep academic rigor and practice front and center, remembering that though we have discipline programs, we are primarily schools.

Kelley Costin serves as the Assistant Principal for the Alternative Schools Program. She is largely responsible for the curriculum and assessment in the programs, directing the lead teachers at the site level to support the principal's and district's agenda. She works with the principal to monitor the curriculum and instruction at all of the sites, and coaches teachers who are struggling with strategies and focus. She is primarily responsible for the day to day operations of the Naples Alternative Center and Phoenix sites.

Brent Klein serves as an Assistant Principal mirroring these responsibilities with the day to day operations of the Bethune Educational Center falling under his purview.

There is a weekly Friday debrief where the school leaders, as well as the Lead Teachers of New Beginnings and Phoenix, meet to discuss staffing, curriculum initiatives, districts expectations, and school needs.

2. 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.

School Leadership meets weekly to discuss personnel issues, and makes program adjustments based on these meetings and input from Lead Teachers. Lesson planning, and best practices are discussed in the Leadership team meetings, and lead teachers can bring the ideas and strategies back to their sites. Teacher assignments are based on certification, strengths, and interests. Teachers move from program to program based on big picture needs of Alternative Schools in general. As enrollment dictates the staffing needs, student curricular needs dictate the staff assignments. The Beacon teachers often assist with student needs at other Beacon sites - EDT, EdOptions, or TAPP. The students' needs are the priority, and school leadership consistently evaluates the needs of each of the programs and how staff may meet these needs. The new staff members have a mentor teacher in their field or age group, and program or site. Every effort is made to make these matches meaningful so they will be utilized fully. The principal assigns these mentors. The sites have equal access to all technology, texts, and training to benefit the students. The assistant principals monitor this and makes sure that all staff have equal access.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Cynthia M. Janssen	Principal
Eric Peltz	Teacher
Bob Kearns	Business/Community
Sharon Tims	Teacher
Liz Allbriton	Business/Community
Beacon Student	Student
Phoenix Student	Student
TAPP Student	Student
Daisy Alberto	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

Our School Advisory Committee meets monthly to review the School Improvement Plan and the progress the programs are making towards meeting their goals. They review the SOP's, discuss any issues, and how solutions were achieved.

b. Development of this school improvement plan

Our School Advisory Committee meets monthly to discuss the issues that each program faces and how the schools leaders are working to solve the issues. They discuss past practices and future goals, and the best strategies to achieve those goals.

c. Preparation of the school's annual budget and plan

Alternative Schools do not receive school improvement funds.

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

Alternative Schools do not receive school improvement funds.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Janssen, Cynthia	Principal
Costin, Kelley	Assistant Principal
Klein, Brent	Assistant Principal
Mello, Rosanne	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Coach has a seat on the Leadership Team with the Administration and Lead Teachers from each site. She reports out at each bi-monthly meeting and distributes information and strategies that are to be implemented at each site. She attends all district meetings to ensure that Alternative School Programs are in compliance and have access to the latest materials and technology. The Lead Teachers return to their sites with this new information and in turn monitor their teachers so that they are implementing reading strategies with fidelity. The Literacy Coach has a weekly visitation schedule published daily in the Morning Memo, distributed by the APC, so that all staff members know when to expect her assistance. The Literacy Coach works with both teachers and students. She helps teachers disaggregate data, differentiate instruction for struggling disfluent readers, and implement the various computer programs across the grade levels of Alternative Schools. She assists students in pull-out sessions during her scheduled visits. The Literacy Coach then completes the cycle by reporting to the Leadership Team how the programs are doing with the literacy directives

D. Public and Collaborative Teaching

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

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

Alternative School Programs have varied foci and sites, but the same overall goals and curriculum standards. To increase consistency in standards, goals, and protocols, we have same subject areas, same age groups, same program/different site, and same program meetings regularly. We host in-service training twice a year in a central location so that teachers can work collaboratively in planning their semesters. We have a full staff Best Practices Day mid-year so teachers can showcase their

strategies. We compile the plans in a document sent out electronically each year for easy reference. This is a living document and new teachers have full access to this as they come on board with us. We have SOP's (Standard Operating Procedures) for each program and they are reviewed at staff PLC's. We publish a Morning Memo headlined with Love and Logic, Marzano strategies, Harry Wong quotes, and differentiation strategies to keep our focus of encouraging students to achieve in the forefront.

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

The district has procedures in place to recruit highly qualified, certified-in-field, effective teachers to the district. There are recruitment fairs as needed multiple times a year, and the district website posts openings as they become available. Our administrative team works to support and thereby retain our new teachers by providing them with appropriate mentors in their program and/or field of certification. We personally monitor these teachers several times a week early on to ensure that they feel supported and gain insight to our Alternative Programs. Oftentimes teachers move from program to program so it is important that they understand how other programs work. We encourage them to visit their counterparts at other sites, as well as other subject area teachers to benefit from their experience. We also have full program participation in our yearly Best Practices Day in January to support the new teachers. We have as many meetings and trainings as possible to allow the different programs to collaborate and compare strategies.

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

We follow the district's procedures in assigning mentors to the new teachers. We choose the mentors according to the program, certification, and teaching assignment that the new teacher has undertaken. We have several teachers qualified to serve as mentors, and we use them appropriately. The mentors are veterans and they meet more than weekly with their mentees. They keep records of meetings and they support the new teacher with knowledge of the program, curriculum, technology, SOP's, staff, support staff, and procedures. Mentors often help the new teachers set up their classrooms and attain the supplies that they need. They are big brothers and sisters, and our most supportive staff members.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Administration, lead teachers, and department chairs have been trained in the Florida Standards and how they should be implemented in the various Alternative School Programs. These leaders have met and continue to meet bi-monthly to monitor how the standards have been supported and how they will continue to be implemented. The on-line platform has been evaluated by the teachers and they have eliminated non-standards from the curriculum and added teacher created units to support the standards. Teachers are sharing the curriculum that they develop across all of the programs, adding consistency and clarity to the courses developed. The syllabi are shared and teachers work together. The Florida Standards are being met.

b. Instructional Strategies

1. 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 Principal, and two Assistant Principals monitor the assigned programs and their adherence to the district and state mandates. They study the data provided by the district website and the individual program lead teachers, SWD inclusion teachers, and INSS. The programs meet weekly to discuss specific students and their needs. There are also informal meetings and discussions that occur more frequently when students are struggling to make progress. The plans that are put in place are fluid and subject to adaptation as needed. Each student enrolling in Alternative Schools has a history of challenges and the programs study the history to help guide the present. We do not wait for assessment to make the big change. We make incremental changes daily to to assist our students. We have Alt. Ed. Assistants in most of our programs that help students in the classroom during instruction. They also work one on one with students who need this individual attention. We have small group pull-out sessions in some programs, and SWD consultation in others. We have small class sizes and cross-curricular instruction to increase reading in content area skills and content relevance. We work as many small teams to better help our students succeed.

2. 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: Summer Program

Minutes added to school year: 5,520

Summer programs are optional for Beacon students. This is core instruction using the Plato platform to increase the number of credits earned. The program is also open to the traditional school students who need to catch up with their cohorts.

Strategy Rationale

With the extended days, more students are able to graduate with their cohorts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Costin, Kelley, costinke@collierschools.com

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

We collect the data on attendance, credits earned, and graduates to determine the success of the summer.

Strategy: Summer Program

Minutes added to school year: 2,880

Phoenix and New Beginnings have an optional summer session to pass core classes.

Strategy Rationale

They study these core classes so they can move on to the next grade and remain current with their cohort.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Janssen, Cynthia, janssecy@collierschools.com

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

Attendance, credit, and discipline data is collected to determine the success of the program.

Strategy: Summer Program

Minutes added to school year: 2,880

ESY for the EDT students is an optional summer program to shorten the days without services for these students.

Strategy Rationale

EDT/ESE students benefit from consistency. The more we keep their routine consistent, the better they function. They are able to continue to meet the requirements to earn a diploma in a more timely manner.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Janssen, Cynthia, janssecy@collierschools.com

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

Attendance, credits earned, discipline, and graduation date is collected.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Each Alternative School program has protocols in place to support students as they move from our programs to the next stage in their education. Beacon students are invited to attend college and tech

school presentations, as well as military presentations. These are all well-attended. Some students only come to "catch up" and return to their home schools for their senior year. These students must have well-crafted schedules to mesh with the options available at their home schools.

The Phoenix students have a term to serve, but they often enter our program with academic challenges. Our goal is not only to coach and counsel them about how to succeed in society, but to present them with a rigorous academic plan that prepares them to enter traditional schools again. They complete core classes in a direct instruction model, as well as on-line Plato coursework when needed. This allows them to slide back into their cohorts at their home schools. Students making exceptional progress are occasionally invited to enroll in Beacon to complete their credits if the family shows an interest. This smaller setting with an administrative team, SWD consult teacher, and support staff that they are familiar with, is a safety net for some students.

The TAPP programs serve to prepare students for academic endeavor beyond high school. The on-line components serve the new parents well, in that they can work on classwork from home if there is a need. Doctors' appointments, illness, baby issues and other circumstances often prohibit students from attending school. The free child care ensures that the students do not have to choose between taking care of their children and school. The parenting classes prepare the new parents for how their lives will change and how to deal with the stress of raising a child as a teenager. The students are allowed to stay in the program until they graduate, also attending classes at the TAPP based traditional high school. The social worker/lead teacher often serves as a mentor after graduation, and helps the new parents succeed in furthering their education.

New Beginnings has an intensive follow-up program. This is on-going for the term of the students' enrollment, with home visits all summer, and drop-ins when they transition back to middle school, or on to high school. They are encouraged to visit the promotion ceremonies and serve as positive examples for the students who are now in attendance. There is a mentor program with the Marine Corps League, where retired Marines meet with NBN and NBI students to practice reading or other academic skills, but primarily to serve as a guide to walking on the right path. Character traits are the focus. The mentorship often extends beyond the program and students benefit from the experience. When available, their trip to Parris Island is a pivotal experience for many of the young students.

SWD students in all programs are referred to the Division of Vocational Rehabilitation. This federal/state program evaluates these students as they prepare to enter the work force and, if eligible, helps the students with employment and/or further education and training.

b. College and Career Readiness

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

Beacon invites colleges and the military to present options to the students once a semester. TAPP works with ZONTA and the Immokalee Foundation.

Phoenix, PACE, and the Detention Center have presentations and partnerships that are appropriate to their individual programs. Phoenix works with Collier County Sheriff's Department, PACE works with the Immokalee Foundation and groups that support the program across the area. The Detention Center has a series of presentations delivered by an outside speaker service, "Raising Gentlemen" that offers encouragement and promotes social responsibility. This series runs twice a year. There are also colleges that visit the site to show them that there are other options.

New Beginnings partners with The Marine Corps League and some private individuals.

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** The Teenage Parenting Program is primarily for the mothers and babies, however a father is eligible to attend. Our goal is to graduate the students with a high school diploma, and the skills to parent successfully.
- G2.** Phoenix is an in lieu of expulsion program, but behaviors are not the only issue with this population. We are working to increase the number of credits these students earn to get them back on track for graduation so that they are able to return to their home schools.
- G3.** New Beginnings is a behavior modification program for elementary and middle grades students. The goal is to modify the negative behaviors that brought them here, increase the number of students who successfully return to their home schools, and give them the tools to graduate from high school without being placed in Phoenix, DJJ, or another Juvenile Justice Program.
- G4.** Beacon High School is a credit recovery/GPA recovery program. With that in mind, our goal is to increase the number of 11th graders who successfully return to their home schools for their 12th grade year on track for graduation, and the 12th graders who complete all of their requirements to be graduated from their home schools.

Strategic Goals Detail

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

G1. The Teenage Parenting Program is primarily for the mothers and babies, however a father is eligible to attend. Our goal is to graduate the students with a high school diploma, and the skills to parent successfully. 1a

G083216

Targets Supported 1b

Indicator	Annual Target
GPA above 2.0 - H.S.	50.0

Targeted Barriers to Achieving the Goal 3

- Often the mothers have attendance issues with the pregnancy and child illness, as well as the need to financially support the family.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Providing free day care, clothing, and baby needs helps financially.
- Providing transportation to appointments increases the hours parents are in school.

Plan to Monitor Progress Toward G1. 8

We track the credits earned by each student.

Person Responsible

Kelley Costin

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

The number of credits earned, in what classes, by which students, generated by which teachers.

G2. Phoenix is an in lieu of expulsion program, but behaviors are not the only issue with this population. We are working to increase the number of credits these students earn to get them back on track for graduation so that they are able to return to their home schools. 1a

G083217

Targets Supported 1b

Indicator	Annual Target
GPA above 2.0 - H.S.	50.0

Targeted Barriers to Achieving the Goal 3

- The behaviors that caused the students to be assigned to Phoenix do not decrease when they are removed from the traditional setting.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Law enforcement works closely with the program to support us.
- Our PBS plan encourages students to earn privileges.
- Our teachers work with students, mentoring them to increase the success.

Plan to Monitor Progress Toward G2. 8

The program has moved to Plato at the high school level, and they only take 2 classes at a time. We are tallying these credits for each student.

Person Responsible

Kelley Costin

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

The credits are tallied and recorded on the student's academic plan. If they are scheduled to go back to their home school at semester, we are careful to schedule them only the first semester classes so that they home schools can build them a schedule. They are kept on track by their classroom and mentor teachers.

G3. New Beginnings is a behavior modification program for elementary and middle grades students. The goal is to modify the negative behaviors that brought them here, increase the number of students who successfully return to their home schools, and give them the tools to graduate from high school without being placed in Phoenix, DJJ, or another Juvenile Justice Program. 1a

G083218

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	-25.0

Targeted Barriers to Achieving the Goal 3

- The students come from families that have typically not experienced successful educational experiences, so the families need to be an integral part of the transforming process.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Partnerships with the parents, community organizations, and the Marine Corps league, along with District and Sheriff's Department support of our standard operating procedure.

Plan to Monitor Progress Toward G3. 8

Students point books will be reviewed to evaluate the success of the behavior modification.

Person Responsible

Cynthia Janssen

Schedule

Semiannually, from 8/15/2016 to 6/1/2017

Evidence of Completion

The students earn points daily for their behavior in the school house. If they make their goal, they have successfully completed the program and may be eligible to return to their home school.

G4. Beacon High School is a credit recovery/GPA recovery program. With that in mind, our goal is to increase the number of 11th graders who successfully return to their home schools for their 12th grade year on track for graduation, and the 12th graders who complete all of their requirements to be graduated from their home schools. 1a

G083219

Targets Supported 1b

Indicator	Annual Target
GPA above 2.0 - H.S.	50.0

Targeted Barriers to Achieving the Goal 3

- The barrier this year is that we have an increased number to ELL and ESE students who are not experiencing success because an on-line independent model is not an appropriate placement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- These students need the support of their home schools in accepting them back so they can receive the supports in place in a traditional setting.

Plan to Monitor Progress Toward G4. 8

We have distributed the names of the ELL, SWD, and homeless students who may need some extra help, and since there are fewer, we will attempt to make them a little more independent through mentor meetings.

Person Responsible

Brent Klein

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

The students with challenges will be tracked bi-weekly for successful completion of credits. If they are not earning credits, and this is determined to be a symptom of lack of services. They will be returned to a school setting where services are provided in the classroom daily.

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. The Teenage Parenting Program is primarily for the mothers and babies, however a father is eligible to attend. Our goal is to graduate the students with a high school diploma, and the skills to parent successfully.

1

G083216

G1.B1 Often the mothers have attendance issues with the pregnancy and child illness, as well as the need to financially support the family. 2

B220576

G1.B1.S1 Move from a teacher directed model to Plato. 4

S232869

Strategy Rationale

Students can work from home when they are assigned bed rest, or when they have a sick baby to keep home.

Action Step 1 5

Monitor the credits earned and keep the students apprised of their progress.

Person Responsible

Cynthia Janssen

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Tallies of the credits submitted to the AP.

Action Step 2 5

Monitor the credits earned and keep the students apprised of their progress.

Person Responsible

Cynthia Janssen

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Tallies of the credits submitted to the AP.

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

Credits and grade are recorded weekly and meetings with the Lead Teacher/Social Worker are held.

Person Responsible

Cynthia Janssen

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

The tally sheets are submitted to the AP quarterly, and the Lead Teacher/Social Worker reports out at the leadership team meetings.

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

Credits and grade are recorded weekly and meetings with the Lead Teacher/Social Worker are held.

Person Responsible

Cynthia Janssen

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

The tally sheets are submitted to the AP quarterly, and the Lead Teacher/Social Worker reports out at the leadership team meetings.

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

Lead Teacher/Social Worker meets with the teaching staff and principal in bi-weekly PLC's to evaluate the strategies and progress of the TAPP students.

Person Responsible

Cynthia Janssen

Schedule

Biweekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Teacher mentor logs, and PLC notes. Credit tallies.

G2. Phoenix is an in lieu of expulsion program, but behaviors are not the only issue with this population. We are working to increase the number of credits these students earn to get them back on track for graduation so that they are able to return to their home schools. 1

G083217

G2.B1 The behaviors that caused the students to be assigned to Phoenix do not decrease when they are removed from the traditional setting. 2

B220577

G2.B1.S1 We have transitioned to the Plato program and are now allowing students to only work on two classes at a time. 4

S232870

Strategy Rationale

This will allow them to focus their attention on fewer classes and earn credits more quickly. They are behind their cohorts.

Action Step 1 5

Teachers will work with student in double blocks so they will be able to complete credits sooner and experience success.

Person Responsible

Kelley Costin

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Credit tallies

Action Step 2 5

Teachers will work with student in double blocks so they will be able to complete credits sooner and experience success.

Person Responsible

Kelley Costin

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Credit tallies

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

The Lead Teacher will monitor the credits earned and grades earned.

Person Responsible

Kelley Costin

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

The credits earned are tallied. Grades are logged. They are discussing strategies at PLC's.

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

The Lead Teacher will monitor the credits earned and grades earned.

Person Responsible

Kelley Costin

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

The credits earned are tallied. Grades are logged. They are discussing strategies at PLC's.

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

The Lead Teacher will report the credits earned at the Leadership Team Meetings. The school team will discuss the individual students at the PLC's.

Person Responsible

Kelley Costin

Schedule

Biweekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

The credits earned tallies are maintained and turned in to the Assistant Principal quarterly.

G3. New Beginnings is a behavior modification program for elementary and middle grades students. The goal is to modify the negative behaviors that brought them here, increase the number of students who successfully return to their home schools, and give them the tools to graduate from high school without being placed in Phoenix, DJJ, or another Juvenile Justice Program. 1

G083218

G3.B1 The students come from families that have typically not experienced successful educational experiences, so the families need to be an integral part of the transforming process. 2

B220578

G3.B1.S1 Students are paired with mentors who meet with them during the school day to talk about choices, decision making, appropriate behaviors, and academic issues. 4

S232871

Strategy Rationale

An adult who is not grading them, judging them, or part of their family can make inroads.

Action Step 1 5

Decrease the number of bus referrals by 25 this year.

Person Responsible

Cynthia Janssen

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

We will look at the referral report quarterly in Student Pass.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The Lead Teacher will continue to reteach bus expectations and protocols.

Person Responsible

Cynthia Janssen

Schedule

On 6/1/2017

Evidence of Completion

The Assistant Principal will run the reports and present the data to the Principal.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The Principal will discuss the bus behaviors at the PLC's with the Lead Teacher and staff.

Person Responsible

Cynthia Janssen

Schedule

Biweekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

The PLC notes will reflect the monitoring.

G4. Beacon High School is a credit recovery/GPA recovery program. With that in mind, our goal is to increase the number of 11th graders who successfully return to their home schools for their 12th grade year on track for graduation, and the 12th graders who complete all of their requirements to be graduated from their home schools. 1

G083219

G4.B1 The barrier this year is that we have an increased number to ELL and ESE students who are not experiencing success because an on-line independent model is not an appropriate placement. 2

B220579

G4.B1.S1 Identify the SWD and ELL students earlier, monitor their challenges and find supports at Beacon or at home schools. 4

S232872

Strategy Rationale

If they are successful, they will earn the 2.0 and graduate. If we need to re-enroll them at their home schools, they will free up seats for other students who need our services.

Action Step(s) Missing for Goal #4, Barrier #1, Strategy #1
Complete one or more action steps for this Strategy or de-select it

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M302273	We track the credits earned by each student.	Costin, Kelley	8/15/2016	The number of credits earned, in what classes, by which students, generated by which teachers.	6/1/2017 quarterly
G2.MA1 M302277	The program has moved to Plato at the high school level, and they only take 2 classes at a time....	Costin, Kelley	8/15/2016	The credits are tallied and recorded on the student's academic plan. If they are scheduled to go back to their home school at semester, we are careful to schedule them only the first semester classes so that they home schools can build them a schedule. They are kept on track by their classroom and mentor teachers.	6/1/2017 quarterly
G3.MA1 M302280	Students point books will be reviewed to evaluate the success of the behavior modification.	Janssen, Cynthia	8/15/2016	The students earn points daily for their behavior in the school house. If they make their goal, they have successful completed the program and may be eligible to return to their home school.	6/1/2017 semiannually
G4.MA1 M302281	We have distributed the names of the ELL, SWD, and homeless students who may need some extra help,...	Klein, Brent	8/15/2016	The students with challenges will be tracked bi-weekly for successful completion of credits. If they are not earning credits, and this is determined to be a symptom of lack of services. They will be returned to a school setting where services are provided in the classroom daily.	6/1/2017 quarterly
G1.B1.S1.MA1 M302270	Lead Teacher/Social Worker meets with the teaching staff and principal in bi-weekly PLC's to...	Janssen, Cynthia	8/15/2016	Teacher mentor logs, and PLC notes. Credit tallies.	6/1/2017 biweekly
G1.B1.S1.MA1 M302271	Credits and grade are recorded weekly and meetings with the Lead Teacher/ Social Worker are held.	Janssen, Cynthia	8/15/2016	The tally sheets are submitted to the AP quarterly, and the Lead Teacher/Social Worker reports out at the leadership team meetings.	6/1/2017 weekly
G1.B1.S1.MA1 M302272	Credits and grade are recorded weekly and meetings with the Lead Teacher/ Social Worker are held.	Janssen, Cynthia	8/15/2016	The tally sheets are submitted to the AP quarterly, and the Lead Teacher/Social Worker reports out at the leadership team meetings.	6/1/2017 weekly
G1.B1.S1.A1 A298199	Monitor the credits earned and keep the students apprised of their progress.	Janssen, Cynthia	8/15/2016	Tallies of the credits submitted to the AP.	6/1/2017 quarterly
G1.B1.S1.A2 A298200	Monitor the credits earned and keep the students apprised of their progress.	Janssen, Cynthia	8/15/2016	Tallies of the credits submitted to the AP.	6/1/2017 quarterly
G2.B1.S1.MA1 M302274	The Lead Teacher will report the credits earned at the Leadership Team Meetings. The school team...	Costin, Kelley	8/15/2016	The credits earned tallies are maintained and turned in to the Assistant Principal quarterly.	6/1/2017 biweekly
G2.B1.S1.MA1 M302275	The Lead Teacher will monitor the credits earned and grades earned.	Costin, Kelley	8/15/2016	The credits earned are tallied. Grades are logged. They are discussing strategies at PLC's.	6/1/2017 quarterly
G2.B1.S1.MA1 M302276	The Lead Teacher will monitor the credits earned and grades earned.	Costin, Kelley	8/15/2016	The credits earned are tallied. Grades are logged. They are discussing strategies at PLC's.	6/1/2017 quarterly
G2.B1.S1.A1 A298201	Teachers will work with student in double blocks so they will be able to complete credits sooner...	Costin, Kelley	8/15/2016	Credit tallies	6/1/2017 quarterly
G2.B1.S1.A2 A298202	Teachers will work with student in double blocks so they will be able to complete credits sooner...	Costin, Kelley	8/15/2016	Credit tallies	6/1/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1  M302278	The Principal will discuss the bus behaviors at the PLC's with the Lead Teacher and staff.	Janssen, Cynthia	8/15/2016	The PLC notes will reflect the monitoring.	6/1/2017 biweekly
G3.B1.S1.MA1  M302279	The Lead Teacher will continue to reteach bus expectations and protocols.	Janssen, Cynthia	6/1/2017	The Assistant Principal will run the reports and present the data to the Principal.	6/1/2017 one-time
G3.B1.S1.A1  A298203	Decrease the number of bus referrals by 25 this year.	Janssen, Cynthia	8/15/2016	We will look at the referral report quarterly in Student Pass.	6/1/2017 quarterly