Collier County Public Schools

Beacon High School

2018-19 Schoolwide Improvement Plan

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Beacon High School

3710 ESTEY AVE, Naples, FL 34104

https://www.collierschools.com/alt

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	84%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	80%

School Grades History

Year	
Grade	

School Board Approval

This plan is pending approval by the Collier County School Board.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

Provide the school's vision statement.

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

School Leadership Team

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
Cox, Dan	Assistant Principal

Duties

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.
Dr. Dan Cox 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.

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.

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Beacon students to return to home schools or graduate.
Rationale	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.
Intended Outcome	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.
Point Person	Kelley Costin (costinke@collierschools.com)
Action Step	
Description	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	Dan Cox (coxda@collierschools.com)
Plan to Monitor Effectiveness	
Description	Data collection within the mentoring model.
Person Responsible	Cynthia Janssen (janssecy@collierschools.com)

Activity #2	
Title	TAPP students should graduate with a diploma and parenting skills
Rationale	Often the mothers have attendance issues with the pregnancy and child illness, as well as the need to financially support the family.
Intended Outcome	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.
Point Person	Kelley Costin (costinke@collierschools.com)
Action Step	
Description	Providing free day care, clothing, and baby needs helps financially. Providing transportation to appointments increases the hours parents are in school.
Person Responsible	Dan Cox (coxda@collierschools.com)
Plan to Monitor Effectiveness	
Description	We track the credits earned by each student.
Person Responsible	Cynthia Janssen (janssecy@collierschools.com)

Activity #3	
Title	Phoenix students earn the credits and control behaviors to return to home schools.
Rationale	The behaviors that caused the students to be assigned to Phoenix do not decrease when they are removed from the traditional setting.
Intended Outcome	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.
Point Person	Kelley Costin (costinke@collierschools.com)
Action Step	
Description	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.
Person Responsible	Dan Cox (coxda@collierschools.com)
Plan to Monitor Effectiveness	
Description	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. 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.
Person Responsible	Cynthia Janssen (janssecy@collierschools.com)

Activity #4	
Title	The goal is to modify the negative behaviors that brought New Beginnings students here,
Rationale	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.
Intended Outcome	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.
Point Person	Kelley Costin (costinke@collierschools.com)
Action Step	
Description	Partnerships with the parents, community organizations, and the Marine Corps league, along with District and Sheriff's Department support of our standard operating procedure.
Person Responsible	Dan Cox (coxda@collierschools.com)
Plan to Monitor Effectiveness	
Description	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.
Person Responsible	Cynthia Janssen (janssecy@collierschools.com)