

Miami-Dade County Public Schools

Beacon College Preparatory Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	20
Budget to Support Goals	21

Beacon College Preparatory Elementary School

13400 NW 28TH AVE, Opa Locka, FL 33054

www.beconpride.org

Demographics

Principal: Patrick Evans

Start Date for this Principal: 8/1/2014

2019-20 Status (per MSID File)	Closed: 2023-06-30
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students* Economically Disadvantaged Students
School Grades History	2018-19: D (36%) 2017-18: C (45%) 2016-17: C (53%) 2015-16: C (47%) 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>97%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>99%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	C

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<https://www.floridacims.org>.

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Beacon College Prep leads 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.

Our vision is the path to our mission. It is both what we seek to realize 20 years down the road, as well as our methodical path towards that aim. It is ambitious, yet necessary. It lives only if those who execute it daily believe in it. We're ultimately working to achieve something that will last for our students and our community.

Beacon College Prep works to change the world through the eventual accomplishments of our students. We exist to serve low-income students of color, however, we do not believe – as many institutions do – that success is defined by “getting out” of their current neighborhood circumstance. It is actually quite opposite. We teach our students about systemic injustice, work-ethic, empathy, the history of Miami and opportunities all in hopes that they will embrace their community and deeply aspire to come back and improve it. We want our students to be prepared for success to and through college in hopes that they commit to improving the community which raised them instead of “escaping” to line their pockets in prestigious legal or corporate jobs. Our theory of change involves students as well as our institution because we know that change – enduring change - comes from within. No external entity can fundamentally change Opa Locka, Liberty City or any other predominantly black community for the better: only residents from and that can do that. Beacon College Prep seeks to position itself to facilitate that change because we believe so deeply in the potential of our students and the promise of our community.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Evans, Patrick	Principal	Instructional, cultural and operational leader of Beacon College Prep Set educational priorities and vision Develop and align budget to mission and vision of school Develop master which aligns to our mission and vision Hire, prepare and lead staff to execute mission and vision Facilitate leadership team, instructional leadership team, faculty and PTSA meetings Lead students in whole-school cultural routines Direct major operational activities of the school
Torretta, Heather	Assistant Principal	Manage and develop teachers Oversee and lead Rtl for struggling students Select and administer curricular resources that align with student achievement goals Manage and oversee testing
Rivera, Nina	Other	Serve as grade-level chair Teach full-time Sit on Instructional Leadership Team (ILT) as grade-level representative Observe and develop teachers in grade level Facilitate weekly PD for teachers in grade-level
Armour, Hannah	Other	Serve as grade-level chair Teach full-time Sit on Instructional Leadership Team (ILT) as grade-level representative Observe and develop teachers in grade level Facilitate weekly PD for teachers in grade-level
Bryant, Curtis	Dean	Sit on school-wide Leadership Team Develop teachers in managing student behavior Check-in with students exhibiting behavior concerns, and refer to ESE for RtIB where necessary Manage school-security and bus-aides Communicate with parents and teachers about students who display EWS
Fenelon, Kerna	Other	Serve as grade-level chair Teach full-time Sit on Instructional Leadership Team (ILT) as grade-level representative Observe and develop teachers in grade level Facilitate weekly PD for teachers in grade-level
Puryear, Marissa	Other	Serve as grade-level chair Teach full-time Sit on Instructional Leadership Team (ILT) as grade-level representative

Name	Title	Job Duties and Responsibilities
		Observe and develop teachers in grade level Facilitate weekly PD for teachers in grade-level
Williams, Kendra	Other	Serve as grade-level chair Teach full-time Sit on Instructional Leadership Team (ILT) as grade-level representative Observe and develop teachers in grade level Facilitate weekly PD for teachers in grade-level
Golden, Shawonna	Other	Serve as grade-level chair Teach full-time Sit on Instructional Leadership Team (ILT) as grade-level representative Observe and develop teachers in grade level Facilitate weekly PD for teachers in grade-level

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	65	65	65	75	75	75	0	0	0	0	0	0	0	420
Attendance below 90 percent	0	4	7	5	7	6	0	0	0	0	0	0	0	29
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	4	3	4	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	0	21	30	0	0	0	0	0	0	0	51

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	4	3	10	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

21

Date this data was collected or last updated

Thursday 9/5/2019

Prior Year - As Reported

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	10	11	12	9	12	0	0	0	0	0	0	0	0	54
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	20	20	4	0	0	0	0	0	0	0	44
Level 1 on statewide assessment	0	0	0	20	20	4	0	0	0	0	0	0	0	44

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	5	2	2	9	4	0	0	0	0	0	0	0	25

Prior Year - Updated

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	10	11	12	9	12	0	0	0	0	0	0	0	0	54
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	20	20	4	0	0	0	0	0	0	0	44
Level 1 on statewide assessment	0	0	0	20	20	4	0	0	0	0	0	0	0	44

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	5	2	2	9	4	0	0	0	0	0	0	0	25

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	36%	62%	57%	33%	57%	55%
ELA Learning Gains	40%	62%	58%	71%	61%	57%
ELA Lowest 25th Percentile	60%	58%	53%	91%	58%	52%
Math Achievement	41%	69%	63%	38%	66%	61%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Learning Gains	32%	66%	62%	41%	65%	61%
Math Lowest 25th Percentile	21%	55%	51%	45%	57%	51%
Science Achievement	24%	55%	53%	0%	52%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	65 (0)	65 (0)	65 (0)	75 (0)	75 (0)	75 (0)	420 (0)
Attendance below 90 percent	0 (10)	4 (11)	7 (12)	5 (9)	7 (12)	6 (0)	29 (54)
One or more suspensions	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)	4 (20)	3 (20)	4 (4)	11 (44)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (20)	21 (20)	30 (4)	51 (44)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	40%	60%	-20%	58%	-18%
	2018	43%	61%	-18%	57%	-14%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	33%	64%	-31%	58%	-25%
	2018	31%	60%	-29%	56%	-25%
Same Grade Comparison		2%				
Cohort Comparison		-10%				
05	2019	35%	60%	-25%	56%	-21%
	2018	48%	59%	-11%	55%	-7%
Same Grade Comparison		-13%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	67%	-11%	62%	-6%
	2018	49%	67%	-18%	62%	-13%
Same Grade Comparison		7%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019	27%	69%	-42%	64%	-37%
	2018	31%	68%	-37%	62%	-31%
Same Grade Comparison		-4%				
Cohort Comparison		-22%				
05	2019	32%	65%	-33%	60%	-28%
	2018	55%	66%	-11%	61%	-6%
Same Grade Comparison		-23%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	23%	53%	-30%	53%	-30%
	2018	26%	56%	-30%	55%	-29%
Same Grade Comparison		-3%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15			25							
BLK	35	39	60	42	33	24	29				
HSP	38	42		35	27						
FRL	35	40	60	40	31	21	23				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	43	53	63	49	46	31	32				
HSP	35	40		53	70						
FRL	41	53	53	49	49	40	29				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	36	73		35	41						
HSP	10			60							
FRL	33	71	91	38	41	45					

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	254
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	36

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

In 2018/19, we were ineffective at leading our students to adequate performance on Statewide Assessments. In particular, our performance was strikingly poor in 4th grade mathematics. In 2017/18, this cohort of students scored at 49%, whereas this year, they performed at 27%. This 22% regression affected our proficiency, learning gains, and lowest 25% learning gains for the entire school, and ultimately served as a significant contributing factor in the regression of our school grade. In fact, we only led 17% of our students to learning gains for math in all of 4th grade, and only 8% of the 4th graders in the lowest 25% made gains. These numbers feed our 32% LG for math and 24% L25 LG for math. While we underperformed globally on mathematics, 4th grade was where we failed to lead our students the most.

We were also ineffective at leading our 4th grade cohort to success in ELA. The cohort of 4th graders

regressed 10% points from last year. Additionally, despite a significant investment in ELA intervention for our struggling readers, only 40% of our 4th and 5th graders made learning gains in ELA.

The major contributing factor to our poor performance in mathematics comes down to our inability to support great instruction in the 4th and 5th grade classes with a fairly new 4th/5th grade team of teachers. Despite our efforts coaching and pushing support into the classroom, we were ineffective in supporting the 2018/19 4th grade team in leading their students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Learning Gains for Math (L25) was the component that showed the most significant reduction from 2018 to 2019. This drop off was due largely to the performance of our 4th grade cohort. Our 4th grade cohort regressed 22% on their math assessment, and 10% on their reading assessment from the 2018 assessment to the 2019 assessment. To translate these into state accountability measures, only 17% of 4th graders made learning gains on the math assessment, and only 32% of 4th graders made learning gains in ELA. As stated above, school-based leadership was unsuccessful at coaching and developing these teachers to lead their students. Our 4th (now 5th) grade cohort is incredibly capable, but - despite aggressive coaching and instructional support - we failed to support their teachers in leading them.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

There were two components that each were 30% off from the State average: Math LG and Math LG in the L25%. As noted earlier, this is an area we struggled to support our teacher in leading students. This is also an area we struggled to provide intervention for students to plug gaps and promote grade-level proficiency.

Which data component showed the most improvement? What new actions did your school take in this area?

L25 ELA Learning Gains showed the most improvement (53% in 2018 to 60% in 2019). This is likely a direct result of our reading intervention program for all L25 students. Using Leveled Literacy Intervention (LLI) in small groups each day, our interventionists were able to support students in developing their comprehension and overall critical reading abilities.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The biggest concerns we see are the volume of students scoring a Level 1 on at least 1 assessment. This means that this year, we'll need to facilitate a considerable amount of remediation through differentiation, while keeping the bar high in whole-group instruction.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Supporting teachers through professional development
2. Differentiating instruction to target academic gaps identified through the use of data
3. Increase student achievement/proficiency in 5th grade Science
4. Leading effective whole group instruction in ELA and Math in 5th grade
5. Providing teachers with high-quality professional development opportunities

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Supporting teachers through Professional Development
Rationale	The quality of a students' teacher is the number 1 predictor of their success. One year of a highly-effective teacher can help students grow up to 1.5 years academically, whereas one-year of a highly ineffective teacher can have a more seismic inverse effect. To drive achievement and growth in our students, we must support teacher development as an absolute priority.
State the measurable outcome the school plans to achieve	100% of teachers in grades 3, 4 and 5 are at least rated "effective" or "highly-effective" (EOY evaluation, professionalism and VAM scores) 100% of teachers in grades 3, 4 and 5 receive at least 2 coaching cycles per quarter (8 annually) 100% of teachers in grades 3, 4 and 5 attend at least one content-specific or pedagogy-specific training in the 2019/20 school year to support their development
Person responsible for monitoring outcome	Patrick Evans (pevans@dadeschools.net)
Evidence-based Strategy	Instructional coaching
Rationale for Evidence-based Strategy	The Art of Coaching and The Art of Coaching Teams by Elana Aguilar highlights the power of instructional coaching for teachers, and the potential for highly functional teams to lead to learning growth for students. This year will be about building capacity in our adults and cultivating a culture of trust and purpose for our grade-level teams
Action Step	
Description	<ol style="list-style-type: none"> 1. Replace ineffective instructional staff, and hire committed, capable and coachable staff 2. Develop and facilitate new teacher orientation 3. Reorganize support structure to include grade-level team leaders 4. Constitute Instructional Leadership Team with grade-level team leaders and administration, and meet every 3 weeks to adequately manage towards our school-wide goals 5. Develop schedule for GTL observations, and scope and sequence for grade-specific professional development facilitated by GTLs 6. Work with MDCPS CSS coaches to identify PD needs 7. Utilize weekly PD Wednesdays to develop teacher skill 8. Monitor and adjust accordingly
Person Responsible	Heather Torretta (htorretta@beaconpride.org)

#2	
Title	Differentiating instruction to target academic gaps identified through the use of reliable data
Rationale	In 2018/19, we were ineffective at leading our students to grade-level proficiency in math, ELA and science. Therefore, we recognize that there will be gaps in instructional knowledge and skills in our students this year. It is our responsibility to identify these gaps, and work aggressively to close them. Differentiating instruction is going to be a critical area of focus because time is a scarce resource, and we need to maximize the effectiveness of every minute
State the measurable outcome the school plans to achieve	80% of students who failed to make growth in 2018/19 (as measured by not making a learning gain) will be on track towards making growth, according to the AP2 iReady Diagnostic At least 80% of all students in grades 3, 4 and 5 are spending 60 quality minutes per week working on iReady
Person responsible for monitoring outcome	Heather Torretta (htorretta@beaconpride.org)
Evidence-based Strategy	Differentiating of Instruction
Rationale for Evidence-based Strategy	"The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition" by Carol Tomlinson and "The Differentiated Classroom: A How To Guide" by the same author are our primary resources for development and informs our decision to prioritize differentiation as a means to a stronger academic year. These resources, along with a host of other research, suggest that the differentiation and individualization of the learning experience supports student growth the most.
Action Step	
Description	<ol style="list-style-type: none"> 1. Renew contract with iReady for the 2019/20 school year 2. Purchase enough chrome books to bring every class in grades 3, 4 and 5 to a 1:1 device to student ratio 3. Baseline all students in ELA and mathematics within the first two weeks of the school year 4. Develop a master schedule that includes time for teachers to differentiate instruction while monitoring high-quality iReady usage by students at technology centers 5. Monitor growth rates of students as well as usage time goals via the ILT meetings 6. Conduct a monthly book study series with teachers via common planning, using "The Differentiated Classroom" as an anchor text 7. Progress monitor all level 1 and level 2 students to ensure they're making growth 8. Work with MDCPS CSS to align our curricular resources to MDCPS Topic Assessments to promote Data Driven Instruction 9. Develop after-school and Saturday tutoring program to support students with supplemental instruction in FSA/FCAT subjects.
Person Responsible	Heather Torretta (htorretta@beaconpride.org)

#3	
Title	Increase student achievement in 5th grade science
Rationale	For the second year in a row, we've underperformed significantly in science achievement (under 30% of our students were proficient in 2017/18 and 2018/19). This is less a reflection of our students' abilities, and more a reflection of the quality of instruction/alignment of the curriculum. This year, we'll work to produce results in science achievement that are more in line with our students' potential by improving the quality of instruction and aligning our resources to Florida Standards.
State the measurable outcome the school plans to achieve	Double our proficiency on the Science FCAT for 2019/20 (50% proficient)
Person responsible for monitoring outcome	Kendra Williams (kwilliams@beaconpride.org)
Evidence-based Strategy	Curricular shift
Rationale for Evidence-based Strategy	For the past two years, we've underperformed in science with very capable and competent instructors in the 5th grade. After a leadership team meeting in the summer of 2019, we've determined that our science curriculum was not aligned enough to set our students up for success, or to teach enduring understandings that will lead to their success in 8th grade and high school. We decided to consult edreports.org to read professional reviews of 5th grade science curricular resources, and invest in the strongest resource. We will purchase PhD Science this year to lead our very capable students to our goal of 50% proficiency on the Science FCAT
Action Step	
Description	<ol style="list-style-type: none"> 1. Review our existing curricular resources to determine efficacy and alignment to appropriate standards 2. Purchase new curricular resources and PD to set teachers up for success 3. Administer a diagnostic at the beginning of the 2019/20 school year to determine where students need the most support 4. Monitor students towards mastery of standards throughout the year. 5. Utilize essential labs from MDCPS as an anchor for student learning 6. Integrate enrichment opportunities to bring science to life for students.
Person Responsible	Heather Torretta (htorretta@beaconpride.org)

#4	
Title	Using data to improve whole-group instruction in grades 3, 4 and 5
Rationale	<p>ELA and mathematics constitute 600 of the 700 available points from which our school is graded. ELA and mathematics growth make up 400 of those points. It is incumbent upon us to shift our resources and focus towards ensuring that we maximize the number of students that are growing year to year and making progress. Beyond the necessity to improve our school grade, it is our responsibility to ensure that students are growing year to year. Our students cannot afford to fall behind or remain stagnant, and in 2018/19, that is what happened for the majority of them (only 17% of 4th graders made growth in math, and only 32% made growth in ELA). This year, we absolutely must prioritize significant growth for this cohort of students to make up ground for the missed opportunity last year.</p>
State the measurable outcome the school plans to achieve	<p>60% Learning Gains in mathematics for 5th grade students 75% Learning Gains in mathematics for the lowest 25% of 5th grade students in 60% Learning Gains in ELA for 5th grade students 60% Learning gains in ELA for the lowest 25% of 5th grade students</p>
Person responsible for monitoring outcome	Heather Torretta (htorretta@beaconpride.org)
Evidence-based Strategy	Data-Driven Instruction: This year we want to commit to using data in a meaningful way to drive whole-group and differentiated instruction.
Rationale for Evidence-based Strategy	In years past, we've relied on data like iReady to inform our regrouping/intervention strategy. This year, we'll use the MDCPS Topic Assessments as our formative assessment in grades 3-5 to expose students to assessment items more frequently, and to learn from their engagement with said assessments more frequently. The more information we have, the more useful and impactful our course-adjustments will be.
Action Step	
Description	<ol style="list-style-type: none"> 1. Baseline all students prior to Labor Day to group/regroup students early if necessary; 2. Work with MDCPS to align existing curricular resources to Topic Assessment scope and sequence; 3. Administer Topic Assessments in accordance to schedule where they do not conflict with other curricular assessments; 4. Convene ILT meetings to debrief data and strategize intervention/remediation plans 5. Use Topic Assessment data to target students for after-school/Saturday tutoring 6. Use Topic Assessment data to identify spiraling benchmarks as well as lessons that need reteaching 7. Use data-chats with students and student/families to share ownership of performance with students/families
Person Responsible	Heather Torretta (htorretta@beaconpride.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

The 4 areas of focus that we identified relate directly to improving our accountability measures because we significantly underperformed in 2018/19. But these areas of focus will not replace our other areas of significant focus: leading from a vision towards the attainment of a mission. We will still be a school that focuses on cultivating a loving and safe student culture, and aims to holistically develop students. We will still be a school that is responsive to the needs of our community, and innovative in addressing the varied needs of our students. We'll still be a school that takes pride in the quality of the experience we're providing for all stakeholders because these things are important, and will be what ends up mattering in the long-run. This year, however, our 4 areas for focus are an explicit acknowledgement that there can be no long-term without short-term, incremental academic progress. It is, therefore, imperative that we shift our focus and resources towards ensuring that a year like 2018/19 never happens again, and that starts in August 2019.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEP Link

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

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. Additionally, we are training 6 of our teachers in SEL from Rutgers university online. Lastly, we provide counseling to students on a referral basis.

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 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.

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.

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.

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

We will take our fifth graders on college field trips to expose them to what they're working for. We'll also utilize the Common Core Standards for Mathematical Practice, and the Common Core College Readiness Standards (which remain static across grade levels) to help students build the skills and habits of college/career ready students.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Supporting teachers through Professional Development				\$47,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	5100	120-Classroom Teachers	4002 - Beacon College Preparatory Elementary School	UniSIG		\$30,000.00
			<i>Notes: Supplements for Grade-Level Leads to execute their role in leading common planning and coaching grade-level teams</i>			
	5100	390-Other Purchased Services	4002 - Beacon College Preparatory Elementary School	UniSIG		\$11,100.00
			<i>Notes: Online professional development certificate course in SEL (Social Emotional Learning) course for teachers and grade-level leads to better support students in accessing the curriculum. (\$1,009 per teacher)</i>			
	5100	390-Other Purchased Services	4002 - Beacon College Preparatory Elementary School	UniSIG		\$3,000.00
			<i>Notes: Onsite PD in iReady for teachers after baseline data is established</i>			
	5100	390-Other Purchased Services	4002 - Beacon College Preparatory Elementary School	UniSIG		\$3,000.00
			<i>Notes: Onsite PD in guided reading for teachers to support in differentiating instruction for readers of all levels</i>			
2	III.A.	Areas of Focus: Differentiating instruction to target academic gaps identified through the use of reliable data				\$102,199.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	692-Computer Software Non-Capitalized	4002 - Beacon College Preparatory Elementary School	UniSIG		\$20,200.00
			<i>Notes: iReady software for Math and ELA to support in differentiating and personalizing the educational experience for our students.</i>			
	5100	644-Computer Hardware Non-Capitalized	4002 - Beacon College Preparatory Elementary School	UniSIG		\$20,599.00
			<i>Notes: Purchase of chromebooks to improve our device to student ratio to 1:1 in grades 3, 4 and 5 for further differentiation</i>			
	5100	130-Other Certified Instructional Personnel	4002 - Beacon College Preparatory Elementary School	UniSIG		\$57,000.00
			<i>Notes: Salary for a reading specialist to pull small groups (4-5 students) and facilitate guided reading using a curriculum called LLI (Leveled Literacy Intervention).</i>			
	5100	692-Computer Software Non-Capitalized	4002 - Beacon College Preparatory Elementary School	UniSIG		\$4,400.00
			<i>Notes: Subscription to NewsELA - an online software that allows teachers to differentiate informational text (in the form of articles and current events) by Lexile level, allowing students of all abilities to access informational text.</i>			
3	III.A.	Areas of Focus: Increase student achievement in 5th grade science				\$11,696.62
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	520-Textbooks	4002 - Beacon College Preparatory Elementary School	School Improvement Funds		\$10,927.05

			<i>Notes: Investment in new curriculum for science to lead students to achievement on the 5th grade FCAT</i>			
5100	310-Professional and Technical Services	4002 - Beacon College Preparatory Elementary School	UniSIG			\$600.00
			<i>Notes: Conference hosted by Great Minds - the creator of PhD Science - for 4th and 5th grade science teachers</i>			
5100	510-Supplies	4002 - Beacon College Preparatory Elementary School	UniSIG			\$169.57
			<i>Notes: Consumable supplies to support science teachers throughout the year</i>			
4	III.A.	Areas of Focus: Using data to improve whole-group instruction in grades 3, 4 and 5				\$45,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
5100	310-Professional and Technical Services	4002 - Beacon College Preparatory Elementary School	UniSIG			\$45,000.00
			<i>Notes: Academic coaching services for grades 3, 4 and 5 in ELA and mathematics from MDCPS Curriculum Support Services (which includes 8 coaching days per month for each content area)</i>			
					Total:	\$216,837.50