

Miami-Dade County Public Schools

Beacon College PREP K 8



2019-20 Schoolwide Improvement Plan

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Beacon College PREP K 8

13400 NW 28TH AVE, Opa Locka, FL 33054

[no web address on file]

Demographics

Principal: Sergio Bonilla

Start Date for this Principal: 8/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
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)	75%
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 (40%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 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

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	100%

School Grades History

Year	2018-19
Grade	D

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<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.

Beacon College Prep leads middle school students to superior academic achievement, cultivates their talents and interests and fosters admirable character traits to establish strong foundations that prepare students for success in high school, college and beyond.

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 realistic. It lives only if those who execute it daily believe in it.

Beacon College Prep will 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	As the school's principal, Mr. Evans provides a mission and shapes a vision for academic success for all students. Data is utilized to drive decision-making, cultivate leadership in others, and provide the appropriate curriculum offerings.
Derby, Khnita	Assistant Principal	Ms. Derby works in collaboration with the principal in implementing the vision and mission for the school. She ensures fidelity by evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs.

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	0	0	0	0	0	0	81	81	52	0	0	0	0	214	
Attendance below 90 percent	0	0	0	0	0	0	5	9	10	0	0	0	0	24	
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	0	0	0	3	4	1	0	0	0	0	8	
Level 1 on statewide assessment	0	0	0	0	0	0	35	24	22	0	0	0	0	81	

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	0	0	0	4	3	5	0	0	0	0	12

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	0	0	0	0	0	0	3	1	0	0	0	0	4	
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)

9

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	0	0	0	0	0	0	5	6	6	0	0	0	0	17
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	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	38	45	51	0	0	0	0	134

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	0	0	0	33	34	40	0	0	0	0	107	

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	0	0	0	0	0	0	5	6	6	0	0	0	0	17
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	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	38	45	51	0	0	0	0	134

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	0	0	0	33	34	40	0	0	0	0	107

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	31%	63%	61%	0%	59%	57%
ELA Learning Gains	42%	61%	59%	0%	59%	57%
ELA Lowest 25th Percentile	37%	57%	54%	0%	55%	51%
Math Achievement	37%	67%	62%	0%	62%	58%
Math Learning Gains	44%	63%	59%	0%	60%	56%
Math Lowest 25th Percentile	54%	56%	52%	0%	52%	50%
Science Achievement	15%	56%	56%	0%	53%	53%
Social Studies Achievement	58%	80%	78%	0%	75%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	81 (0)	81 (0)	52 (0)	214 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	5 (5)	9 (6)	10 (6)	24 (17)
One or more suspensions	0 (0)	0 (0)	0 (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)	3 (0)	4 (0)	1 (0)	8 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	35 (38)	24 (45)	22 (51)	81 (134)

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					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	42%	58%	-16%	54%	-12%
	2018					
Cohort Comparison		42%				
07	2019	22%	56%	-34%	52%	-30%
	2018					
Cohort Comparison		22%				
08	2019	26%	60%	-34%	56%	-30%
	2018					
Cohort Comparison		26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	40%	58%	-18%	55%	-15%
	2018					
Cohort Comparison		40%				
07	2019	18%	53%	-35%	54%	-36%
	2018					
Cohort Comparison		18%				
08	2019	33%	40%	-7%	46%	-13%
	2018					
Cohort Comparison		33%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison						
08	2019	15%	43%	-28%	48%	-33%
	2018					
Cohort Comparison		15%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	57%	73%	-16%	71%	-14%
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	63%	-63%	61%	-61%
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	54%	-54%	57%	-57%
2018					

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	27	27		25	58						
ELL	50	82		53	44		20				
BLK	31	39	32	36	44	59	16	59	46		

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
HSP	39	71		47	39						
FRL	31	42	37	37	44	53	15	58	46		
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
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

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	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	362
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

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	40
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	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	40
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.

Science Achievement was the lowest performance component, by far. We were only able to lead 15% of our 8th grade students to proficiency. This compares to 52% for the district.

The science FCAT is a culmination of what students learn in their middle school experience, not simply what they learn in any one given year (8th grade). That said, our 8th graders did not attend middle schools that prioritized science instruction in earlier grades. Our 8th grade science teacher faced significant gaps in knowledge, and essentially scrambled to teach 3 years of science in one. Additionally, our science teacher struggled with classroom management, and therefore struggled to lead her 8th grade students to proficiency. We are working diligently this year to support her in internalizing her curricular resources and managing her class to results.

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

N/A - this was the first year of BCP middle school.

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.

FCAT Science had the largest gap between the state average. We believe that this gap is due to a misaligned curriculum, and a lack of remediation provided to students via tutoring. Students in 8th grade had significant gaps in knowledge and skills as they pertained to science. This year we'll be utilizing our resources to provide more tutoring opportunities to remedy those gaps.

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

N/A - this was the first year of BCP middle school.

However, our civics teacher led 58% of her students to proficiency, despite only 22% of 7th graders being proficient in ELA, and 18% being proficient in mathematics. Our civics teacher was incredibly committed, capable and coachable, and she did not let student gaps in knowledge or skills stop them from being successful on this assessment. While 58% still paces behind the State average, we are confident that next year, as she works with a more advanced cohort of 7th graders, that she will outpace the State average. Strong teaching leads to strong results from students, and our Civics teacher is a testament to that fact.

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 areas for concern are the volume of students scoring level 1, and the volume of students who failed to make learning gains. Our students are behind academically, but that is no excuse for them to stay behind. This year, we'll focus on leading them to growth, because incremental progress - year after year - will catch them up to where they need to be.

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

1. Improving science achievement for 8th grade students
2. Improving ELA growth for all students
3. Improving mathematics growth for all students
4. Maximizing potential on EOC assessments

Part III: Planning for Improvement

Areas of Focus:

#1

Title Improving science achievement for 8th grade students.

Rationale We only led 15% of our 8th graders to achievement on the 2018/19 Science FCAT. Clearly, we need to take a serious look at what we're doing with 8th grade science, and ensure that the teacher gets the support she needs.

State the measurable outcome the school plans to achieve

At least 40% of 8th graders will reach Achievement on Science FCAT in 2019/20

Person responsible for monitoring outcome

Khнита Derby (kderby@beaconpride.org)

Evidence-based Strategy

Curriculum Change
Inquiry-Based Instruction

Rationale for Evidence-based Strategy

We've researched curricular resources that are aligned with the Next Generation Sunshine State Standards and that contain the depth of knowledge needed to assist our students in mastering the standards. We've reviewed curricular resources via edreports.org and selected a curricular resource that match our students' needs. We'll use this curricular resource because it also leverages the inquiry-based method of teaching, which is more rigorous and hones in on critical thinking skills vs. memorization of information. We need to teach our students to think.

Action Step

Description

1. Research alternative curricular resources
2. Secure curricular resources
3. Schedule and host PD from experts in the curricular resources
4. Baseline students to identify gaps in student knowledge and skills
5. Respond to baseline data by prioritizing deficient standards
6. Implement Essential Labs for all grades to build comprehension of scientific method

Person Responsible

Patrick Evans (pevans@dadeschools.net)

#2	
Title	Improving ELA growth for all students
Rationale	We serve students who are typically below grade-level in ELA. ELA growth also makes up 200 of the possible 900 points for our school grade. Therefore, it is incumbent upon us to prioritize growth. We cannot make-up all of the ground in any one year, but we can lead a majority of our students to growth if that is what we prioritize. This year, we'll prioritize helping as many students as possible demonstrate learning gains on the FSA.
State the measurable outcome the school plans to achieve	At least 55% of students will earn learning gains in ELA At least 55% of students in the lowest 25% will earn learning gains in ELA
Person responsible for monitoring outcome	Khнита Derby (kderby@beaconpride.org)
Evidence-based Strategy	Independent Reading Student Book Studies Differentiated Instruction This year, we'll provide students with ample opportunities to engage in independent reading with books at their lexile and interest levels. In fact, we've redesigned our homeroom to incorporate independent reading for 20 minutes daily so that we can provide students with the opportunity to thoroughly engage in thought with a text.
Rationale for Evidence-based Strategy	We'll differentiate instruction by utilizing tools like iReady and NewsELA so that we can help students who are further behind reach content that is at their age level. We'll also utilize the intensive reading course to support students on foundational skills that are necessary to stronger reading but often go overlooked in the core grade-level class. Finally, we'll strongly encourage after school tutoring for students who failed to make learning gains in 2018/19. We'll meet with parents, show them the data and invest them in signing up for after school tutoring
Action Step	
Description	1. Create master schedule to prioritize Level 1 students 2. Identify and invest in curricular resources that target struggling readers in middle school 3. Purchase supplemental materials to assist students in middle grades who struggle to read 4. Baseline students utilizing iReady 5. React and respond to diagnostic data via classroom instruction and DI. 6. Utilize MDCPS Topic Assessments to maintain a pulse on student mastery 7. Facilitate data-driven PD to support teachers in closing academic gaps.
Person Responsible	Patrick Evans (pevans@dadeschools.net)

#3	
Title	Improve Math growth for all students
Rationale	In 2018/19, less than 40% of our students were proficient in mathematics. In grade 6, 40% of students scored 3 or higher. In grades 7 and 8, an average of 25% of students were proficient in mathematics standards. Moreover, students did not demonstrate growth throughout the year on mathematics, so our learning gains were sub-standard.
State the measurable outcome the school plans to achieve	At least 60% of our middle grades students will earn a learning gain on the 2019/20 assessment At least 60% of our middle grades students will earn a learning gain on the 2019/20 assessment
Person responsible for monitoring outcome	Patrick Evans (pevans@dadeschools.net)
Evidence-based Strategy	Differentiated Instruction Data-Driven Instruction
Rationale for Evidence-based Strategy	Our students have significant gaps in mathematics. Our proficiency for our rising 8th graders was only 18%. We need to focus on helping our students plug these gaps so that we set them up for success in high school because success in Algebra I is a predictor of success in life. We'll develop teachers to differentiate instruction to the greatest extent possible since that will help them plug the gaps. Additionally, we'll leverage the 5E lesson plan template along with our curriculum because it lends itself to deeper levels of rigorous thought. Finally, we'll utilize high-quality formative assessments to gather data on performance gaps, and use that data to inform interventions and supplementary instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Assemble the leadership team and mathematics team to dissect the data for rising 6th, 7th and 8th grade students 2. Baseline all students to determine their level of grade-level proficiency and preparedness to access the grade-level curriculum 3. Develop a calendar for mathematics tutoring for students in the lowest 25% to ensure that they are getting their needs met. 4. Utilize MDCPS Topic Assessments to gather frequent and reliable data 5. Use data from Topic Assessments to plan and execute targeted PD for teachers 6. Use data from Topic Assessments to plan and execute targeted after-school and Saturday school tutoring.
Person Responsible	Patrick Evans (pevans@dadeschools.net)

#4

Title Maximizing potential on EOC assessments

Rationale

In 2018/19, 86% of our students enrolled in EOC courses passed their exam, however, we only received 44 points for rate acceleration. This is because we did not know these students, nor their preparedness to take on an EOC responsibility, and we ended up enrolling 16 level 3 8th grade students in pre-algebra, leaving these acceleration points on the table. This year, we know who is capable of passing an EOC Assessment/Course, and will enroll those students who are ready. This will represent a larger proportion of students enrolled in EOC courses this year, as we will build a master schedule that allows close to 100% of level 3 8th graders to take an EOC course.

State the measurable outcome the school plans to achieve

At least 80% of eligible students will take an EOC
Lead students to a passing rate of at least 90% on EOCs (86% passing in 2018/19)

Person responsible for monitoring outcome

Patrick Evans (pevans@dadeschools.net)

Evidence-based Strategy

Inquiry-Based instruction
Master Schedule Training

Rationale for Evidence-based Strategy

We were successful in teaching Algebra I and Geometry to our students in 2018/19, however, our success was not reflected in our school grade because we did not put all of the eligible students into Algebra I. This year, we'll place 100% of eligible 8th graders in Algebra I, which will significantly help our overall score if we are able to match 2018/19's level of success.

We're also switching to an Inquiry-Based curriculum for Algebra I, and moving away from the curricular resource (Eureka) that we use for K-8 mathematics. Last year, our Algebra I and Geometry teacher had to do a considerable amount of supplementing to lead students to success, so to avoid that unsustainable situation, we'll invest in Discovering Algebra I and Discovering Geometry, two highly rated inquiry-based core curricular resources that will assist our teachers in fostering critical thinking and promoting conceptual understanding of these challenging courses.

Action Step**Description**

1. Review EOY FSA data with AP and Math teachers
2. Develop master schedule that maximizes Algebra I placement of eligible students
3. Review curricular resources with math teachers
4. Purchase Discovering Algebra I and Discovering Geometry
5. Baseline students to identify gaps early and prioritize content appropriately
6. Administer topic assessments at the conclusion of each unit and communicate data to students
7. Provide after school and Saturday school support

Person Responsible

Patrick Evans (pevans@dadeschools.net)

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. Granted, 2018/19 was our founding year, and inherent in any founding year are challenges (Delay in CSP purchases and MSID for hiring and scheduling, 140 of 180 total students being new to BCP, doubling size of staff over the summer, etc), we will not allow these challenges to deter us from confidently pursuing our mission because we know that our students deserve that courage from their educators. We are eager to enact the action plan for improvement stated above because they are all measurable and attainable goals.

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. We have 5 teachers enrolled in an online SEL certification course with Rutgers University, and we provide counseling for students who need it 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 5th grade to 6th grade. We acclimate our incoming 6th graders by shifting the master schedule in the first week of the school to do some explicit instruction for our 6th grade students on expectations, rules, and cultural practices at our school. Thankfully, the vast majority of our 6th graders were also part of our school in 5th grade, so much of the expectations will be familiar.

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.

Field trips and outside learning opportunities.

Part V: Budget

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

1	III.A.	Areas of Focus: Improving science achievement for 8th grade students.				\$29,162.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	520-Textbooks	6034 - Beacon College PREP K 8	UniSIG		\$16,782.00
			<i>Notes: Amplify Science Florida Edition Curriculum for grades 6-8.</i>			
	5100	310-Professional and Technical Services	6034 - Beacon College PREP K 8	UniSIG		\$3,000.00
			<i>Notes: Professional Development for Amplify Science Florida Edition Curriculum</i>			
	5100	644-Computer Hardware Non-Capitalized	6034 - Beacon College PREP K 8	UniSIG		\$9,380.00
			<i>Notes: Chromebooks for science classrooms to access the technological component of Amplify Science Florida Edition Curriculum (\$329.99 per Chromebook)</i>			
2	III.A.	Areas of Focus: Improving ELA growth for all students				\$54,850.14
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	520-Textbooks	6034 - Beacon College PREP K 8	UniSIG		\$9,850.14
			<i>Notes: Class sets of grade-level texts for independent reading. 4-5 anchor grade-level texts of interest to students that can be used for book-studies or independent reading to help students achieve the goal of reading at least 10 novels each year.</i>			
	5100	310-Professional and Technical Services	6034 - Beacon College PREP K 8	UniSIG		\$45,000.00
			<i>Notes: Academic coaching provided from MDCPS Charter School Support Services up to 8 visits per week to provide coaching cycles to ELA and Mathematics teachers.</i>			
3	III.A.	Areas of Focus: Improve Math growth for all students				\$2,260.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	520-Textbooks	6034 - Beacon College PREP K 8	UniSIG		\$2,260.00
			<i>Notes: Purchase of Math Performance Coach supplemental texts for students in Intensive Mathematics courses. These texts will be used by IM teacher to differentiate instruction and pinpoint areas of growth for students who struggle with math.</i>			
4	III.A.	Areas of Focus: Maximizing potential on EOC assessments				\$2,852.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	520-Textbooks	6034 - Beacon College PREP K 8	UniSIG		\$2,852.00
			<i>Notes: Investment in inquiry-based curricular resources for Algebra I and Geometry EOC to support teachers in leading as many students as possible to achievement on these high school EOC assessments.</i>			
Total:						\$93,814.88