

Collier County Public Schools

Beacon High School



2020-21 Schoolwide Improvement Plan

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Beacon High School

3710 ESTEY AVE, Naples, FL 34104

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

Demographics

Principal: Brent Klein

Start Date for this Principal: 7/23/2009

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 Collier 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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Beacon High School

3710 ESTEY AVE, Naples, FL 34104

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year

Grade

School Board Approval

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The goal of Beacon High School is to provide an alternative route for students that have not been successful in the traditional school setting, are behind cohort, have failed state assessments, have low GPAs, or have chronic absenteeism. 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Janssen, Cynthia	Principal	Dr. Janssen monitors the Assistant Principals and handles all staff hiring for the five Beacon sites. She delegates the leadership teams duties and manages the finances. She reports to the district and ensures that Beacon is in compliance with all state and district requirements. She does an evaluation on each staff member. Dr. Janssen ensures that her three assistant principals are up to date with program and district information by holding weekly debriefs, along with leadership team meetings bi-weekly with all of the lead teachers and key people in leadership roles.
Costin, Kelley	Assistant Principal	Mrs. Costin serves at the on site leader for Beacon Naples. She completes the evaluations, and monitors the data for this program. She serves in both the curriculum and instruction role and attendance and discipline role. She is responsible for the textbook orders, instructional supplies and laptops, and the facilities. She compiles the school improvement plan, and gathers information from the other sites. She is the testing coordinator for Beacon Naples.
Cox, Dan	Assistant Principal	Dr. Cox serves at the on site leader for Beacon Immokalee. He completes the evaluations, and monitors the data for this program. He serves in both the curriculum and instruction role and attendance and discipline role. He is responsible for the textbook distribution, instructional supplies and laptops, and the facilities. He is the testing coordinator for Beacon Immokalee.

Demographic Information

Principal start date

Thursday 7/23/2009, Brent Klein

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

18

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 .	

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	0	0	0	0	1	1	157	67	226
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	1	0	109	35	145
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	41	19	61
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	1	95	31	128
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	1	104	41	147
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	96	30	126
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	1	72	25	98

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	0	0	0	1	1	130	47	179

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	0	0	0	0	151	45	196	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	1	130	47	179

Date this data was collected or last updated

Thursday 7/23/2020

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	3	245	75	323
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	3	162	54	219
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	129	25	154
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	1	163	43	207

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	0	0	0	0	1	164	40	205

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	0	0	0	0	180	34	214
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	77	14	91

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	3	245	75	323
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	3	162	54	219
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	129	25	154
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	1	163	43	207

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	0	0	0	0	1	164	40	205

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	0	0	0	0	180	34	214
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	77	14	91

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	0%	59%	56%	0%	58%	53%
ELA Learning Gains	0%	52%	51%	0%	51%	49%
ELA Lowest 25th Percentile	0%	41%	42%	0%	43%	41%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	0%	58%	51%	0%	59%	49%
Math Learning Gains	0%	44%	48%	0%	47%	44%
Math Lowest 25th Percentile	0%	46%	45%	0%	43%	39%
Science Achievement	0%	72%	68%	0%	69%	65%
Social Studies Achievement	0%	76%	73%	0%	71%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	0%	56%	-56%	55%	-55%
	2018					
Cohort Comparison						
10	2019	0%	53%	-53%	53%	-53%
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	15%	68%	-53%	67%	-52%
2018	27%	72%	-45%	65%	-38%
Compare		-12%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	29%	72%	-43%	70%	-41%
2018	28%	72%	-44%	68%	-40%
Compare		1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	67%	-67%	61%	-61%
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	14%	59%	-45%	57%	-43%
2018	6%	67%	-61%	56%	-50%
Compare		8%			

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				6				13			
ELL											
BLK											
HSP				17				17			
WHT				9				31			
FRL				12			7	15			
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	8
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	33
Total Components for the Federal Index	4
Percent Tested	74%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	6
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	0
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	2
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	0
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	11

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2
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%	0
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%	0
White Students	
Federal Index - White Students	13
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	9
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

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.

The percentage of Beacon students who take and pass the standardized tests is generally low. They have not experienced success on EOC's in the past, so they avoid them. They are willing to take the lower course grade to avoid sitting for the tests. We under-performed by 12% in Biology which was 53% below the district; increased by 1% in US History, which was still 43% below the district; and increased by 8% in Geometry which was still 45% below the district. Of the Our population is predominantly ESE and ELL, therefore often test poorly. We did not test anyone the Algebra EOC because they are all 11th and 12th graders, and are taking the concordant score tests.

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

The Biology EOC score percentage showed the greatest decline with 12% fewer of the students passing the test. Our students are in a competency based program and they work at their own pace. They do not necessarily begin the course at the beginning of the year. They may not have been introduced to the majority of the material at the time of the test. If they have only completed the first semester, we often hold them until the next testing opportunity. In that situation, the material may not be fresh in their minds. We are attempting to schedule all courses with an EOC earlier in the school year to prevent this from happening in the future, but we also have rolling enrollments.

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.

Biology continues to show the greatest gap, with 52% of the students scoring lower than the state average, yet Geometry and US History also have a large gap. This is an alternative school program with a 76% attendance rate. That coupled with our demographics of 29% ESE, and 68% non-English speaking students and families, 55% level 1 readers, and 27% level 2 readers, we are challenged to decrease this gap. Only 46 students are level 3 or higher of our 258 students.

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

Limited data populates for our Alternative School programs. We went up in History by 1%, and 8% in Geometry. We have different instructors in those areas this year, and hope to increase them by a greater percentage.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our attendance data reflects a disenfranchised population of students who need to work to support their families. 82% of our Beacon students are economically needy. 68% of our students are under the 90% attendance rate. The overall program is at a 76% attendance rate for the year. This is the most critical challenge that we face, and we have developed a stronger positive behavior plan to motivate students to come to school so that they will experience success, meet expectations to graduate.

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

1. Improve attendance rates
2. Implement Social Emotional Learning Initiatives
3. Improve our mentoring initiative utilizing connection coaching across all programs

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

All Beacon students to return to home schools or graduate. 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. The ESE students historically graduate with a standard diploma due to the wrap around efforts of the Beacon staff.

Measurable Outcome:

The students with academic challenges will be tracked bi-weekly for successful completion of credits. Each course has an estimated number of hours it should take to complete the individual half credits. Typically, a Beacon student is meeting the goal of earning a half credit in 2.5 weeks. This would allow students to earn 2 full credits each marking period, and 8 full credits per year. If they are not on track in their goal to earn credits in this time frame, and this is determined to be a symptom of lack of educational services, they will be returned to a school setting where services are provided by an inclusion teacher in the classroom daily. Students with disabilities are given more time to complete their credits than non-ESE students, but their frustration levels need to be monitored.

Person responsible for monitoring outcome:

Kelley Costin (costinke@collierschools.com)

Evidence-based Strategy:

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. Our ESE Inclusion teacher is also meeting with these students to monitor their progress and assist them in getting the support that they need. Small group meetings with our assistant will serve to support the students who may need to work from a textbook in addition to the on-line component.

Rationale for Evidence-based Strategy:

The students who are monitored more closely will be more successful. Historically, they have had difficulty advocating for themselves, therefore the adults will reach out to them.

Action Steps to Implement

Scheduling each student with a mentor.

Scheduling time with the ESE inclusion teacher.

Scheduling small group tutoring with the assistant, who in turn reports to the subject area teacher.

Guidance will monitor the students' progress.

Person Responsible

Dan Cox (coxda@collierschools.com)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Beacon is developing a plan based on the population and protocols of the program. The common denominator is teacher/staff connections to families. The mentoring component will be documented along with the family phone calls in each program when the students are absent. When the students and families understand the importance of attendance and the concern that the teachers have for their students, attendance should increase across the board.

Measurable Outcome: The attendance rates of Beacon need to move from 82% to 86%.

Person responsible for monitoring outcome: Kelley Costin (costinke@collierschools.com)

Evidence-based Strategy: Students attendance will be monitored by the Beacon staff and administration. There is a Positive Behavior Plan in place for the rewards that students will earn when they attend school. As they experience success, their pride in their accomplishments will push them to increase their school involvement.

Rationale for Evidence-based Strategy: Disenfranchised students who actually attend school, thereby receiving the services of the instructional staff experience success in their classes. This leads them to become more involved in their education and increase their attendance. It is cyclical in nature.

Action Steps to Implement

1. Teachers have students that they are responsible for mentoring and documenting bi-weekly.
2. Teachers will be calling home when students are absent from school.
3. Teachers will inform the Guidance Counselor when students have repeated absences, and there will be a parent meeting scheduled.,
4. The Guidance Counselor will inform the Assistant Principal and another meeting will be scheduled.
5. The Assistant Principal will meet with the parents to discuss options and consequences.

Person Responsible Kelley Costin (costinke@collierschools.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Increase the End of Course Assessment Pass Rates by 2% this year.

This will increase the overall GPA's and graduation rate of our students, and make them eligible for financial aid in the event that they want to pursue secondary education. The teachers who are teaching the EOC courses will hold pull-out sessions in preparation for the EOC's. We plan to provide them a pull-out space for the small groups. They are developing the study guides and lesson plans at this time.

Our students are utilizing an on-line competency-based platform and work independently the majority of the day. They have access to certified teachers who will tutor them, but there is no large group traditional direct instruction. This small group format will enable them to hear the discussions that would occur in an traditional class. This will allow the teachers to access what topics need more in depth coverage of the standards.

- 1. A schedule will be made for the testing preparation.**
- 2. Space will be identified for the direct small group instruction.**
- 3. Study Guides and discussion topics will be developed.**
- 4. Teachers will monitor students and keep records of their progress.**
- 5. Teachers will revisit topics with struggling students.**

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Beacon students have not experienced success in school, hence why they come to, or are sent to, an Alternative School Program. Their parents are not proud of them being enrolled in Beacon, so they are frequently as disenfranchised with school as their students. We work very hard to get them re-involved with their children's education. We required them to come to an orientation so that they will walk the building, see the many stars painted on the walls with the names of our graduates. We want them to envision their child's name on those walls. We make many phone calls home advocating for their children. In some cases, we are asking that they take their children back into their homes, as we demonstrate their academic achievements. Our teachers are the reason that our students achieve success, earn a high school diploma, and become citizens of the community. On that day, our parents are very proud of their students and their having attended Beacon. We work to repair the rifts in a family, and open up opportunities for students who would have otherwise dropped out of school.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$30,361.77
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	9027 - Beacon High School	Title, I Part A	0.4	\$30,361.77
			<i>Notes: Resource Teacher- Immokalee</i>			
			9027 - Beacon High School			\$0.00
	5100	510-Supplies	9027 - Beacon High School	Title, I Part A	0.0	\$0.00
			<i>Notes: Classroom supplies</i>			
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$293.26
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	510-Supplies	9027 - Beacon High School	Title, I Part A	0.0	\$293.26
			<i>Notes: Parent Involvement Supplies: Flyers, Brochures and school communications to help parents support their child at home. Parent InfoGuide Display Package.</i>			
Total:						\$30,655.03