

Collier County Public Schools

Beacon High School



2021-22 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: 7/15/2012

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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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<https://www.collierschools.com/alt>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	%
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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Beacon High School is to provide an alternative route to high school graduation for students that have not been successful in the traditional school setting, are behind their 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	Position Title	Job Duties and Responsibilities
Janssen, Cynthia	Principal	Dr. Janssen monitors the Assistant Principals, handles all staff hiring for Beacon High School in Immokalee and in Naples, delegates leadership duties to the Assistant Principals and Lead Teachers, conducts staff evaluations and manages the finances. She reports to the district and ensures Beacon High School meets all state and district compliance requirements. Dr. Janssen leads weekly meetings with the Assistant Principals and Lead Teachers to discuss school and district information, and she leads bi-weekly Alternative School leadership team meetings.
Klein, Brent	Assistant Principal	Mr. Klein serves as the on site Assistant Principal for Beacon High School in Naples. He completes instructional and non-instructional evaluations, conducts professional development, and monitors program specific data. He oversees curriculum implementation, teacher instruction and development, textbook and instructional supply acquisition, and facility maintenance at the Naples campus. He also compiles data and completes the School Improvement Plan and supervises all state and district testing in Naples.
Burton, Eugenia	Assistant Principal	Mrs. Burton serves as the on site Assistant Principal for Beacon High School in Immokalee. She completes instructional and non-instructional evaluations, conducts professional development, and monitors program specific data in Immokalee. She oversees curriculum implementation, teacher instruction and development, textbook and instructional supply acquisition, and facility maintenance at Beacon High School in Immokalee housed at the Bethune Education Center. She also compiles data and supervises all state and district testing in Immokalee.

Demographic Information

Principal start date

Sunday 7/15/2012, 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.*

0

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.*

2

Total number of teacher positions allocated to the school

12

Total number of students enrolled at the school

283

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	1	2	171	109	283
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	1	132	88	222
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	99	73	173
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	93	65	159
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	1	92	54	147
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	1	79	42	122
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	1	92	54	147

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	134	91	226

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	1	0	92	26	119
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	37	14	52

Date this data was collected or last updated

Thursday 8/26/2021

2020-21 - 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	1	1	157	67	226
Attendance below 90 percent	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	1	0	41	19	61
Course failure in ELA	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	1	1	104	41	147
Level 1 on 2019 statewide ELA assessment	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	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	1	1	130	47	179

2020-21 - 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	1	1	157	67	226	
Attendance below 90 percent	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	1	0	41	19	61	
Course failure in ELA	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	1	1	104	41	147	
Level 1 on 2019 statewide ELA assessment	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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					59%	56%		62%	56%
ELA Learning Gains					52%	51%		57%	53%
ELA Lowest 25th Percentile					41%	42%		46%	44%
Math Achievement					58%	51%		63%	51%
Math Learning Gains					44%	48%		56%	48%
Math Lowest 25th Percentile					46%	45%		50%	45%
Science Achievement					72%	68%		70%	67%
Social Studies Achievement					76%	73%		76%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	0%	56%	-56%	55%	-55%
Cohort Comparison						
10	2021					
	2019	0%	53%	-53%	53%	-53%
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
2021					
2019	15%	68%	-53%	67%	-52%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	29%	72%	-43%	70%	-41%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	67%	-67%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	14%	59%	-45%	57%	-43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Quarterly Benchmark Data is used to monitor the progress of 9th and 10th graders taking Algebra for the first time or enrolled in a traditional ELA course. During the 2020-2021 school year, no progress monitoring data exists that meets this criteria.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
HSP				7				23			
FRL				10				23			

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	15
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	30
Total Components for the Federal Index	2
Percent Tested	75%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
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	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	15
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	17
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Students in Alternative Schools, in general, tend to score well below the State and District levels in all tested areas for which there is available data. Beacon students are no exception and tend to underperform the State by between 40% and 60%. This trend remains the same from graduation cohort to cohort and across all ESSA subgroups. New students enter Alternative Schools each year because they have failed to reach goals in their traditional school setting; it stands to reason that this trend would carry and hold true from year to year, as Beacon HS is designed to take in students only after they have exhausted all traditional paths to academic success.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

One result of our challenging demographics is that 70% of our students are under the 90% attendance rate. Following COVID-19, when schools re-opened, we saw a 7% dip in attendance (from 76% pre-COVID to 69%). This is the most critical challenge that we face since our students need all of the extra support we can only provide if they report to school. Another critical data point tied to attendance is the graduation rate. The graduation rate at Beacon High School dropped from 62% to 54% during the 2020-2021 school year. This decrease is tied, in large part, to the decrease in attendance. Further, numerous ESSA subgroups - Students with Disabilities, English Language Learners, Hispanic students, Black/African American students, White students, Economically Disadvantaged students - scored below the 41%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Our attendance data continues to reflect a disenfranchised population of students who need to work to support their families. 5% of students are identified as migrant. More than 85% are in a racial/ethnic minority. 86% of our students are economically disadvantaged. 5% are English Language Learners, and 30% are non-gifted ESE students with diagnosed learning disabilities. These students need to be in school to receive the assistance required to help them meet the three graduation requirements (credits, reading test passed, math test passed).

A critical data point tied to attendance is graduation rate and this declined 8% this past year.

This year, we have developed and began implementing a more strict attendance monitoring protocol as well as a very specific absenteeism school/teacher response process.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

FSA ELA Reading concordant scores (particularly the SAT EBRW) increased to a 50% passing rate.

What were the contributing factors to this improvement? What new actions did your school take in this area?

ELA teachers implemented instructional strategies targeting the Writing & Language portion of the SAT, leading to improved grammar skills. Students received in-person and online instruction and support to develop and improve grammar and reading skills.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning, students need to be in school. All other interventions are tied to the school staff's ability to instruct the students. Therefore, a detailed and structured attendance plan can help boost student attendance and accelerate learning. Further, all staff must collaborate to boost overall student performance on the FSA ELA re-take, SAT, ACT, and Algebra EOC retake. To do this, staff can focus on three strategies. First, students will receive small group instruction utilizing College Board and ACT Prep books to improve their text-based analysis specific to text and questions they will see on the SAT and ACT. Second, students will receive writing instruction to prepare for the writing section of the ELA FSA. Third, students will enroll in self-paced, focused preparation courses on Khan Academy and Edgenuity. This third strategy enables students who are sick or out of school to continue to prepare for the needed reading exams.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Speaking to attendance, professional development will focus on educating teachers and staff on the support services available to students and families struggling with different issues that often lead to absenteeism along with other educational options available to students unable to meet the time constraints of Beacon High School.

From an instructional standpoint, professional development will focus on writing development and test preparation strategies to prepare students for the SAT and ACT in reading and the ACT in math.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

All staff at both Beacon High School locations will continue to collaborate to ensure services are implemented with fidelity, monitored continuously, and adjusted as necessary to create an improvement model that can be sustained over time. Services that will be used year after year include Khan Academy SAT preparation, Edgenuity SAT/ACT preparation, Small Group instruction centered on College Board and ACT preparation guides, and Small group writing instruction. For math improvement, students will continue to use ALEKS. Provided we maintain continuity in our staff, our focus on using these services to target instruction should pay dividends as the year progresses and year after year, as evidenced by improved student performance on state assessments and an improved graduation rate.

Part III: Planning for Improvement**Areas of Focus:**

#1. Culture & Environment specifically relating to Student Attendance

Area of Focus
Description and Rationale: 70% of our students are under the 90% attendance rate. Last year, we saw a 7% dip in attendance (from 76% pre-COVID to 69%). This is the most critical challenge that we face, since our students need all of the extra support we can only provide if they report to school.

Measurable Outcome: Average Daily Attendance (ADA) will improve to 75%.

Monitoring: Teachers will monitor their own ADA. Weekly reports will be run from the attendance program and distributed to the team. Repeated absentees will be reported during the PLC for discussion to discuss action steps. All contacts/attempts to contact will be recorded in the log on Teams.

Person responsible for monitoring outcome: Eugenia Burton (burtoneu@collierschools.com)

Evidence-based Strategy: Teachers will monitor attendance by homeroom and make contact with parents by the 2nd absence. Attempts to make contact will be recorded and shared with the team. Failing to make contact or to improve student attendance will result in further efforts by school personnel, such as the AP, YRD and/or lead teachers.

Rationale for Evidence-based Strategy: Before COVID-19, attendance was slowly trending upward year-to-year, as teachers and leaders improved efforts to consistently make contact with parents and absentee students. Experience and anecdotal evidence suggests that staying in contact with students and parents among our demographic improves student-teacher relationships, overall student morale, and ultimately, attendance rates.

Action Steps to Implement

- 1) Teachers will monitor attendance in their classroom.
- 2) Teachers will contact parent on the second consecutive absence.
- 3) The team will meet in bi-weekly PLC meetings to determine interventions or action plans for students under the 75% attendance threshold.
- 4) Intervention will be implemented and monitored by the teacher at the classroom level and by the Assistant Principal at the school level.

Person Responsible: Eugenia Burton (burtoneu@collierschools.com)

#2. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:	The graduation rate decreased from 62% (184 out of 296 students) in the '19-'20 school year to 54% (235 out of 432 students) in the '20-'21 school year. Focusing on the overall graduation rate ensures that factors that influence the graduation rate - course completion, earning a passing score on the ELA FSA or concordant test, earning a passing score on the Algebra EOC or a concordant test - are also areas of focus as all three influence a student's ability to graduate.
Measurable Outcome:	The graduation rate will increase 15% from 54% to 69%.
Monitoring:	Student progress towards graduation will be monitored by the lead teacher, teacher/staff mentors, and the assistant principal. The lead teacher will work with teacher/staff mentors to keep track of each student's course completion progress to ensure the students are completing the necessary courses in a timely fashion. The lead teacher will also work with the students to ensure they register and take the FSAs and concordant tests students need to pass to graduate. The ELA and Reading teacher will work to prepare students for the reading test and the math teacher will do the same for the math tests. The assistant principal will meet with the lead teacher bi-weekly to monitor progress and provide necessary support.
Person responsible for monitoring outcome:	Brent Klein (kleinb@collierschools.com)
Evidence-based Strategy:	In order to graduate students must pass the ELA FSA or earn a passing concordant score on the ACT or SAT. The ELA/Reading teacher, in collaboration with the Reading coach, will implement three key strategies to improve overall student performance on these exams. First, students will receive small group instruction utilizing College Board and ACT Prep books to improve their text-based analysis specific to text and questions they will see on the SAT and ACT. Second, students will receive writing instruction to prepare for the writing section of the ELA FSA. Third, students will enroll in self-paced, focused preparation courses on Khan Academy and Edgenuity. This third strategy enables students who are sick or out of school to continue to prepare for the needed reading exams.
Rationale for Evidence-based Strategy:	First, small group instruction utilizing the College Board and ACT preparation books has resulted in improved scores over the past few years. Second, the renewed focus on writing instruction stems from the recent SAT concordant score increase from 430 to 480, making it more difficult to earn that concordant score, and, consequently, increasing the importance of students doing well on re-takes of the ELA FSA which includes a writing section. The third strategy has also shown promise over the years to improve test performance and, given the continued presence of Covid-19, students need a virtual option to study in the event they get ill or have to quarantine.

Action Steps to Implement

1. The ELA Teachers at each locational site and the two Lead Teachers will work together to identify senior students that need to pass the FSA ELA or earn a concordant reading score to graduation.
2. The ELA Teachers will work with the school counselors to put small groups together, schedule pull-out instructional time, plan the lessons, and implement them on a weekly basis for both test preparation and writing.
3. The ELA Teachers and Lead Teachers will ensure students are enrolled in the Khan Academy or Edgenuity preparation course and they will provide all login information to the Assistant Principals.
4. The ELA teachers, Lead Teachers and Assistant Principals will monitor student progress at each locational site.

Person Responsible Brent Klein (kleinb@collierschools.com)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Students with Disabilities, English Language Learners, Black/African American students, Hispanic students, and Economically Disadvantaged students are all areas of focus based on ESSA data.

Measurable Outcome: All ESSA subgroup performance data will increase to 42% in the 2021-2022 school year.

Monitoring: PLC teams will disaggregate progress monitoring data throughout the year and use the disaggregated data to drive instruction.

Person responsible for monitoring outcome: Brent Klein (kleinb@collierschools.com)

Evidence-based Strategy: PLC teams will disaggregate progress monitoring data to identify and target areas of weakness school-wide, within each ESSA subgroup, and for each student. The teams will then make curricular and instructional adjustments, based on the data, to increase student achievement. The PLC teams will also implement the CCPS district created Connect for Success SEL curriculum to target the social emotional needs of the students. These social emotional learning opportunities will help overcome the mental health challenges students have faced over the pandemic while helping to build connections between staff and students across the school.

Rationale for Evidence-based Strategy: Data-driven decision making - on a school level through PLC meetings and on a student level through individual data chats - has been shown to be an effective strategy for raising student achievement. An emphasis on social emotional wellness has also shown to improve academic performance while helping to reduce symptoms of depression and anxiety.

Action Steps to Implement

1. Implement data-driven PLC Teams.
2. PLC Teams will disaggregate progress monitoring data to analyze academic performance of ESSA subgroups.
3. Use analysis in PLC meetings to make instructional and curricular adjustments and increase academic supports.

Person Responsible Brent Klein (kleinb@collierschools.com)

1. Monitor the implementation of the CCPS district created Connect for Success social emotional curriculum.

Person Responsible Brent Klein (kleinb@collierschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Beacon High School does not have data on the SafeSchoolsforAlex.org website. Comparing major discipline incidents from the 2020-2021 school year to the previous year, we see a drastic decline in incidents from 61 incidents that resulted in suspensions during the 2019-2020 school year to 1 incident resulting in a suspension during the 2020-2021 school year. This drastic decline may be due to the high volume of students working virtually during the 2020-2021 school year, as it does not align with data from previous years. Areas of concern beyond major discipline incidents are getting students to attend school and keeping students on-task when they are at school.

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.

Beacon students have not experienced success in school, hence why they have chosen to enroll in an Alternative School Program. During the enrollment process at Beacon, parents and students are provided with an orientation explaining expectations and supports provided. Beacon staff members work with students to set academic and behavior goals and to provide students with encouragement and positive feedback. Students participate twice weekly in social emotional learning sessions (Connect for Success) in an effort to address their social emotional needs and build positive relationships among students and staff.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Input from representatives from a variety of stakeholder groups is used to increase involvement in school wide decision making and building a positive culture. Students and staff complete a Panorama survey in the fall and the spring to determine areas of strength and areas of concern with regard to student equity and social and emotional well-being. Instructional and non-instructional staff participate in social emotional learning sessions with students twice weekly in an effort to build positive relationships among students and staff. Students and staff are recognized for their achievements during class and at staff meetings. Parents are invited to provide input through district surveys and to attend our Annual Title 1 Parent/Curriculum Night.