

Miami-Dade County Public Schools

Beacon College Preparatory Elementary School



2021-22 Schoolwide Improvement Plan

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Beacon College Preparatory Elementary School

13400 NW 28TH AVE, Opa Locka, FL 33054

www.beconpride.org

Demographics

Principal: Patrick Evans

Start Date for this Principal: 8/24/2014

2019-20 Status (per MSID File)	Closed: 2023-06-30
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students* Economically Disadvantaged Students
School Grades History	2018-19: D (36%) 2017-18: C (45%) 2016-17: C (53%)
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	
* 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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Beacon College Preparatory Elementary School

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www.beconpride.org

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)
Elementary School KG-5	Yes	94%
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	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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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.

Beacon College Prep leads elementary students to superior academic achievement, cultivate their talents and interests, and foster admirable character traits to build strong foundations that empower their success to-and-through college.

Provide the school's vision statement.

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

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Evans, Patrick	Principal	Set vision for the school, and manage all employees towards the attainment of goals in alignment with that vision. Responsible for the operational, cultural and instructional leadership, as well as maintaining safety, appropriate staffing levels, and a financially viable budget.
Torretta, Heather	Assistant Principal	Primary function of the Assistant Principal is Instructional Leadership. AP leads the Instructional Leadership Team (ILT) comprised of grade-level chairs in each grade. She is responsible for the coaching and support of teachers, professional development facilitation, and data analysis at a grade-level and school-level.

Demographic Information

Principal start date

Sunday 8/24/2014, Patrick Evans

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.*

1

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.*

1

Total number of teacher positions allocated to the school

17

Total number of students enrolled at the school

420

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

3

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

2

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	44	60	60	60	72	72	0	0	0	0	0	0	0	368
Attendance below 90 percent	0	5	10	4	5	9	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	10	6	11	6	0	0	0	0	0	0	0	39
Course failure in Math	0	6	10	6	11	6	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	15	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	20	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	0	15	16	12	20	22	0	0	0	0	0	0	0	85
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	6	10	6	11	9	0	0	0	0	0	0	0	42

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	2	4	3	11	3	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 7/30/2021

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	65	65	65	75	75	75	0	0	0	0	0	0	0	420
Attendance below 90 percent	0	4	7	5	7	6	0	0	0	0	0	0	0	29
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	4	3	4	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	4	3	4	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	0	21	30	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide Math assessment	0	0	0	0	21	30	0	0	0	0	0	0	0	51

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

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

The number of students identified as retainees:

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

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	65	65	65	75	75	75	0	0	0	0	0	0	0	420
Attendance below 90 percent	0	4	7	5	7	6	0	0	0	0	0	0	0	29
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	4	3	4	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	4	3	4	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	0	21	30	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide Math assessment	0	0	0	0	21	30	0	0	0	0	0	0	0	51

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

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

The number of students identified as retainees:

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

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				36%	62%	57%	42%	62%	56%
ELA Learning Gains				40%	62%	58%	52%	62%	55%
ELA Lowest 25th Percentile				60%	58%	53%	53%	59%	48%
Math Achievement				41%	69%	63%	49%	69%	62%
Math Learning Gains				32%	66%	62%	49%	64%	59%
Math Lowest 25th Percentile				21%	55%	51%	40%	55%	47%
Science Achievement				24%	55%	53%	29%	58%	55%

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
03	2021					
	2019	40%	60%	-20%	58%	-18%
Cohort Comparison						
04	2021					
	2019	33%	64%	-31%	58%	-25%
Cohort Comparison		-40%				
05	2021					
	2019	35%	60%	-25%	56%	-21%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	67%	-11%	62%	-6%
Cohort Comparison						
04	2021					
	2019	27%	69%	-42%	64%	-37%
Cohort Comparison		-56%				
05	2021					
	2019	32%	65%	-33%	60%	-28%
Cohort Comparison		-27%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	23%	53%	-30%	53%	-30%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady. The data below represents the number of proficient students and the total number of students in that grade-level/sub category.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12/62	30/62	35/62
	Economically Disadvantaged	25/61	30/61	35/61
	Students With Disabilities	2/4	2/4	2/4
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16/62	20/62	26/62
	Economically Disadvantaged	16/61	20/61	26/61
	Students With Disabilities	2/4	2/4	2/4
	English Language Learners	0	0	0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26/73	29/73	33/73
	Economically Disadvantaged	26/73	29/73	33/73
	Students With Disabilities	2/5	2/5	2/5
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13/73	14/73	28/73
	Economically Disadvantaged	17/73	14/73	28/73
	Students With Disabilities	1/4	1/4	1/4
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5/74	8/74	15/74
	Economically Disadvantaged	5/74	8/74	15/74
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19/74	18/74	22/74
	Economically Disadvantaged	19/74	18/74	22/74
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31/81	36/81	43/81
	Economically Disadvantaged	31/81	36/81	43/81
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5/81	13/81	31/81
	Economically Disadvantaged	5/81	13/81	31/81
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	10/78	20/78	21/78
	Economically Disadvantaged	10/78	20/78	21/78
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8/78	23/78	25/78
	Economically Disadvantaged	8/78	23/78	25/78
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

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
SWD	13			8							
BLK	27	33	43	22	15	7	12				
HSP	29			18							
FRL	27	34	43	21	11	7	11				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15			25							
BLK	35	39	60	42	33	24	29				
HSP	38	42		35	27						
FRL	35	40	60	40	31	21	23				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	43	53	63	49	46	31	32				
HSP	35	40		53	70						
FRL	41	53	53	49	49	40	29				

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	22
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	157
Total Components for the Federal Index	7
Percent Tested	82%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	11
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	23
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	24
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	22
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?

The COVID slide was pronounced in mathematics across all grade-levels. There was much more movement between Window 1 and Window 3 in mathematics than there was in Reading, suggesting that the teachers effectively were able to fill gaps in knowledge and skills.

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

Mathematics and Science, as well as the growth of the lowest 25%

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

Students lacked quality intervention and/or targeted support. Teachers need to be trained on providing targeted support, and interventionists need to be employed to work with our most vulnerable students in small groups.

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

3rd grade mathematics

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

We had a veteran team of 3rd grade math teachers. We need to replicate this success by hiring more qualified teachers with instructional know-how and knowledge of the assessment.

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

Targeted support for students who are 1 or 2 grade-levels behind, and weekly teacher professional development.

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.

Teachers have common planning in each grade-level, as well as an earlier release each Wednesday afternoon for professional development, collaborative planning and teacher development.

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

Robust intervention schedule for students who are 1 or 2 grade-levels behind, more time in mathematics and ELA, more time in Science across all grade-levels so that the 5th grade teacher is not overburdened, and targeted instructional support for teachers.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Our school will not receive a letter grade this year (2020/21) however we will receive data from the 2020 FSA season (the COVID year). We are anticipating that this data will be lower than years past. Students will be further behind than they typically are, and therefore need lots of targeted intervention/small group instruction

Measurable Outcome: Learning gains for L25% in ELA and Mathematics

Monitoring: iReady interim assessments

Person responsible for monitoring outcome: Heather Torretta (htorretta@beaconpride.org)

Evidence-based Strategy: Differentiated instruction is learning the nuanced needs of your students, and creating the conditions to target those needs in smaller, more intimate settings. By investing heavily in the individualization of the student experience, we'll be able better prepare them for grade-level proficiency.

Rationale for Evidence-based Strategy: COVID has left larger than normal gaps in student learning. These gaps are best plugged by maximizing the amount of small group instruction we provide.

Action Steps to Implement

No action steps were entered for this area of focus

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.

Our discipline data is lower than other schools. We report fewer referrals than typical.

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 College Prep communicates the mission and vision to all stakeholders, including teachers and students. From this vision, we define the instructional and cultural goals necessary to succeed. Each morning, we hold a school-wide assembly where the principal leads the school in a routine that is designed to promote our core values (Gratitude, self-control, grit, curiosity and zest), and teachers hold a more intimate morning meeting where they promote SEL. We have a Dean of culture who is responsible for organizing a PBS incentive system for all students, and teachers use Class Dojo to track and incentivize students to do the right thing. When necessary, teachers refer students to our counselor to approach discipline first from an SEL perspective, and with empathy. We also implemented a "no yelling" policy for the adults to clearly communicate that the appropriate way to deal with discipline is not through fear or cohesion, but rather through communication and accountability.

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

Principal, Assistant Principal, Grade-level chairs, Director of Operations and the Dean of Culture all play a critical role in fostering a positive environment that is reflective of our goals and designed to help students succeed.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$198,550.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	4002 - Beacon College Preparatory Elementary School	UniSIG	1.0	\$45,000.00
			Notes: Salaries - Mental Health Coordinator. New position to assist students who may be in need of mental health services. Position is not funded by the school district for full-time services for students. The MHC will carry appropriate certifications and experience, and provide direct tier 2 services to students, while coordinating the delivery of tier 3 services with community organizations equipped to provide them.			

	5100	120-Classroom Teachers	4002 - Beacon College Preparatory Elementary School	UniSIG	1.0	\$50,000.00
			<i>Notes: Salaries - Full-time ESE teacher. New position created to provide deeper academic support to students in our ESE program. Position is not funded by the school district. We formerly contracted with ESE service providers, but this position will help us provide more targeted and nuanced support to our students with needs, most of whom will sit for the FSA and count towards our school performance</i>			
	5100	150-Aides	4002 - Beacon College Preparatory Elementary School	UniSIG	2.0	\$49,000.00
			<i>Notes: Salaries - Paraprofessional. Two (2) New full-time positions. Paraprofessionals will push into classrooms with students who are lower performing to assist the classroom teacher in providing differentiated instruction. This supplemental position will help teachers educate their lowest-performing students. Paras are paid at a rate of \$125 per day, for 196 working days of the year. This amounts to \$24,500 each.</i>			
	5100	120-Classroom Teachers	4002 - Beacon College Preparatory Elementary School	UniSIG	1.0	\$49,500.00
			<i>Notes: Salaries - Full-time Intervention for tier 2 and tier 3 students. Position has formerly been funded by Federal funds. This certified professional will spend 100% of her time working with our most struggling students in either small group or one-on-one settings.</i>			
	5100	510-Supplies	4002 - Beacon College Preparatory Elementary School	UniSIG	0.0	\$5,050.00
			<i>Notes: Classroom Supplies - Each teacher will be provided with an annual budget of approximately \$252.50 for classroom supplies. They will be provided with a list of allowable supplies that are necessary for the function of their classroom, and used to educate students. With 20 teachers in the elementary school, this amounts to \$5,050 for the year. Examples of supplies teachers may select include - but are not limited to - pencils, paper, crayons, markers, folders, organizational supplies, flip chart paper, etc.</i>			
Total:						\$198,550.00