Beacon College PREP K 8

2021-22 Schoolwide Improvement Plan

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Beacon College PREP K 8

13400 NW 28TH AVE, Opa Locka, FL 33054

[no web address on file]

Demographics

Principal: Sergio Bonilla

Start Date for this Principal: 8/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
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 (40%) 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	Yes	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2020-21	2019-20	2018-19
Grade		D	D

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Our vision is the path to our mission. It is both what we seek to realize 20 years down the road, as well as our methodical path towards that aim. It is ambitious, yet realistic. It lives only if those who execute it daily believe in it.

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

School Leadership Team

Membership
Identify the name, email address, 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. Additionally, the Principal 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
Wednesday 8/1/2018, Sergio Bonilla

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.*

0

Total number of teacher positions allocated to the school

14

Total number of students enrolled at the school

230

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

2

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	0	0	0	0	0	0	90	90	50	0	0	0	0	230
Attendance below 90 percent	0	0	0	0	0	0	12	14	14	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	15	20	20	0	0	0	0	55
Course failure in Math	0	0	0	0	0	0	15	20	20	0	0	0	0	55
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	17	24	13	0	0	0	0	54
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	16	36	19	0	0	0	0	71
Number of students with a substantial reading deficiency	0	0	0	0	0	0	17	24	13	0	0	0	0	54
	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	0	0	0	0	0	17	20	20	0	0	0	0	57

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	2	3	2	0	0	0	0	7
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

Sunday 8/1/2021

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	81	81	52	0	0	0	0	214
Attendance below 90 percent	0	0	0	0	0	0	5	9	10	0	0	0	0	24
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	3	4	1	0	0	0	0	8
Course failure in Math	0	0	0	0	0	0	3	4	1	0	0	0	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	35	24	22	0	0	0	0	81
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	35	24	22	0	0	0	0	81

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	1	2	0	0	0	0	5
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	0	0	0	0	0	0	81	81	52	0	0	0	0	214
Attendance below 90 percent	0	0	0	0	0	0	5	9	10	0	0	0	0	24
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	3	4	1	0	0	0	0	8
Course failure in Math	0	0	0	0	0	0	3	4	1	0	0	0	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	35	24	22	0	0	0	0	81
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	35	24	22	0	0	0	0	81

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	1	2	0	0	0	0	5
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				31%	63%	61%		62%	60%
ELA Learning Gains				42%	61%	59%		61%	57%
ELA Lowest 25th Percentile				37%	57%	54%		57%	52%
Math Achievement				37%	67%	62%		65%	61%
Math Learning Gains				44%	63%	59%		61%	58%
Math Lowest 25th Percentile				54%	56%	52%		55%	52%
Science Achievement				15%	56%	56%		57%	57%
Social Studies Achievement				58%	80%	78%		79%	77%

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					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	42%	58%	-16%	54%	-12%
Cohort Comparison		0%				
07	2021					
	2019	22%	56%	-34%	52%	-30%
Cohort Comparison		-42%				
08	2021					
	2019	26%	60%	-34%	56%	-30%
Cohort Comparison		-22%				

				MATH			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	40%	58%	-18%	55%	-15%
Cohort Comparison		0%				
07	2021					
	2019	18%	53%	-35%	54%	-36%
Cohort Comparison		-40%				
08	2021					
	2019	33%	40%	-7%	46%	-13%
Cohort Comparison		-18%				

				SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison						
08	2021					
	2019	15%	43%	-28%	48%	-33%
Cohort Comparison		0%				

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019						
CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	57%	73%	-16%	71%	-14%	
HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019						
ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	0%	63%	-63%	61%	-61%	
GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	0%	54%	-54%	57%	-57%	

Grade Level Data Review - Progress Monitoring Assessments

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

iReady

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14/86	15/86	7/86
	Economically Disadvantaged	14/86	15/86	7/86
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/86	7/86	0/86
	Economically Disadvantaged	4/86	7/86	0/86
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16/85	15/85	12/85
	Economically Disadvantaged	16/85	15/85	12/85
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/85	8/85	9/85
	Economically Disadvantaged	4/85	8/85	9/85
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19/86	14/86	0/86
	Economically Disadvantaged	19/86	14/86	0/86
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4/86	4/86	0/86
	Economically Disadvantaged	4/86	4/86	0/86
	Students With Disabilities	0	0	0
	English Language Learners	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
ELL	22	35		22	9						
BLK	28	34	36	12	15	24	19	59	21		
HSP	28	40		24	12		10				
FRL	27	34	30	14	16	24	19	60	24		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	27		25	58						
ELL	50	82		53	44		20				
BLK	31	39	32	36	44	59	16	59	46		
HSP	39	71		47	39						
FRL	31	42	37	37	44	53	15	58	46		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

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)	

ESSA Federal Index	
OVERALL Federal Index – All Students	30
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	46
Total Points Earned for the Federal Index	295
Total Components for the Federal Index	10
Percent Tested	81%

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	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	28
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	23
Hispanic Students Subgroup Below 41% in the Current Year?	YES

Hispanic Students	
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	29
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?

Last year, we struggled in 8th grade in particular. Additionally, the 6th grade math students truly struggled.

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

Based on the 2019 assessment, we should focus on the 6th grade math learning gains, as well as science proficiency.

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 rising 7th graders have 36 total level 1 students in mathematics. This is because they had a particularly ineffective teacher when they were in grade 4. When they were in grade 5, COVID

interrupted the year, and last year as 6th graders they had a hard time connecting with their teacher through a computer screen. This is where we have the most significant need for improvement.

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

Civics showed the most promise.

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

We had a particularly strong Civics teacher for the 2019 assessment. She targeted instruction, provided students with opportunities to practice, organized her classroom like the US government, made the learning relevant to students, and was a very tough grader, making students work hard to pass her class. The same cohort's reading proficiency was low, but this teacher was able to get 57% proficiency.

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

Targeted intervention, intensive classes for level 1 and level 2 students, teacher coaching and development, and parental involvement

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.

The master schedule this year allows for common planning in each content area, not each grade-level. This will allow for collaboration and vertical alignment. It will also become feasible to schedule outside facilitators to come and build our teachers' capacity.

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 8th 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 Instructional Coaching

Area of Focus Description and Rationale:	Post-COVID, we have a variety of teacher vacancies that were filled with new teaches. These teachers will need coaching and support if they're to lead students to improvement.
Measurable Outcome:	Learning gains in ELA and Mathematics
Monitoring:	Coach will be supervised by our Assistant Principal
Person responsible for monitoring outcome:	Patrick Evans (pevans@dadeschools.net)
Evidence-based Strategy:	Explicit coaching, and real-time coaching close the feedback loop for teachers, and help them retain strategies faster.
Rationale for Evidence-based Strategy:	Post-COVID, we have a variety of teacher vacancies that were filled with new teaches. These teachers will need coaching and support if they're to lead students to improvement.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Our math teachers for the 2021.22 school year are very new. They'll receive coaching, but students will also need intervention to plug gaps. The interventionist will work with students in tier 2 and 3 settings to provide support to the lowest 25%
Measurable Outcome:	L25% learning gains in mathematics
Monitoring:	Assistant Principal will supervise the position
Person responsible for monitoring outcome:	Patrick Evans (pevans@dadeschools.net)
Evidence-based Strategy:	Targeted small group instruction, particularly in mathematics, has shown to be more effective than whole group instruction
Rationale for Evidence-based Strategy:	Our students are low-performing in mathematics as a result of the pandemic and closures. Math losses were projected to be even more significant than ELA losses. We want to provide targeted academic support to our math students

Action Steps to Implement

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	We're implementing a new curriculum in ELA. The old curriculum we used proved to be less efficacious than required. The new curriculum is high interest, and accompanies lots of support from the curriculum provider in the way of professional development.
Measurable Outcome:	ELA Learning Gains and ELA learning gains L25%
Monitoring:	The assistant principal will oversee ELA instruction
Person responsible for monitoring outcome:	Patrick Evans (pevans@dadeschools.net)
Evidence-based Strategy:	Balanced literacy curriculum complete with opportunities for students to practice phonics, fluency, vocabulary and comprehension is proven to be the most effective means of helping students read better. The curricular resource will provide our kids with that opportunity to have a more balanced literacy block.
Rationale for Evidence-based Strategy:	We're implementing a new curriculum in ELA. The old curriculum we used proved to be less efficacious than required. The new curriculum is high interest, and accompanies lots of support from the curriculum provider in the way of professional development.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the 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 school's discipline data is lower than other schools.

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.

The Principal, Assistant Principal, Director of Operations, Content - leads, and the Dean of Students are primarily responsible for setting and fostering a positive culture and environment.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching				$55,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	6034 - Beacon College PREP K 8	UniSIG	1.0	$55,000.00
			Notes: Salaries - Academic coach - Full-time academic coach to target Math teachers, as well as teachers who are new to the profession. This position's role will be 100% coaching and supporting teachers to strengthen the academc outcomes in the classroom			
2	III.A.	Areas of Focus: Instructional Practice: Math				$47,841.25
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	6034 - Beacon College PREP K 8	UniSIG	1.0	$42,132.95
			Notes: Salaries - Interventionist - Full-time interventionist salary. This position will spend 100% of their time working with students in tier 2 or tier 3 settings to support their efforts in mathematics, and strengthen their academic outcomes in the classroom.			
	5100	510-Supplies	6034 - Beacon College PREP K 8	UniSIG	0.0	$3,500.00
			Notes: Classroom Supplies - Each teacher will be provided with an annual budget of $250 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 14 teachers in the elementary school, this amounts to 3,500 for the year. Teachers will select supplies from an approved list to include - but not be limited to - paper, folders, notebooks, pencils, crayons, etc.			
	5100	510-Supplies	6034 - Beacon College PREP K 8	UniSIG	0.0	$2,208.30
			Notes: Office Supplies - Consumable supplies for teacher, student and classroom use throughout the school year. Supplies will include, but not be limited to, consumable items like pencils, pens, staples, paper, folders, etc			
3	III.A.	Areas of Focus: Instructional Practice: ELA				$11,325.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	310-Professional and Technical Services	6034 - Beacon College PREP K 8	UniSIG	0.0	$9,000.00
			Notes: Contracted Services - Professional Development for Middle School ELA teachers for the implementation of a new curricular resource. Three 1-day PD sessions facilitated by trained facilitators from the curriculum provider. Each session is $3,000.			
	5100	310-Professional and Technical Services	6034 - Beacon College PREP K 8	UniSIG	0.0	$2,325.00
			Notes: Contracted Services - Professional Development for Middle School ELA teachers for the implementation of a new curricular resource. Designated curriculum coach trained to work with our 6th, 7th and 8th grade ELA teacher for implementation of curriculum to include differentiation by ability level and rigor. Coach will work with each teacher twice a month for two months.			
					Total:	$114,166.25