Beacon High School

2022-23 Ungraded 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: 7/1/2022

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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 Improvement Rating History	2021-22: Commendable 2020-21: No Rating 2018-19: Maintaining 2017-18: Commendable 2016-17: Commendable
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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, community involvement, and global responsibilities.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Beacon High School primarily serves students in 11th and 12th grade who have not been successful in the traditional school setting. These students are at-risk of not graduating due to a lack of credits, high absenteeism, difficulty attaining a passing score on the Algebra 1 EOC and/or the 10th grade FSA ELA Assessment, and low GPAs. Students come from diverse backgrounds and often require a myriad of academic, behavior, and emotional supports to help them find success in high school. Program specific supports include a small school population, sheltered classroom environment that does not require switching classes throughout the school day, self-paced curriculum supported with one-on-one and small group teacher instruction, frequent parent communication, and targeted instruction to help students pass the state ELA or math assessments or to earn concordant scores on the ACT or SAT assessments.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Klein, Brent	Principal	Mr. Klein monitors the Assistant Principals, handles all staff hiring for Beacon High School, delegates leadership duties to the Assistant Principals and Lead Teachers, conducts staff evaluations and manages the finances. He reports to the district and ensures Beacon High School meets all state and district compliance requirements. Mr. Klein leads weekly meetings with the Assistant Principals, as well as bi-weekly meetings with the Leadership Team, which includes staff from all CCPS Alternative Schools sites.
Crawford, Catherine	Assistant Principal	Catherine Crawford serves as the on-site Assistant Principal for Beacon High School in Naples. She completes instructional and non-instructional evaluations, conducts professional development, and monitors program-specific data. She oversees curriculum implementation, teacher instruction, and development, textbook and instructional supply acquisition, and facility maintenance at the Naples campus. She also compiles data, completes the School Improvement Plan, and supervises all state and district testing in Naples.
Ruby, Paul	Assistant Principal	Paul Ruby serves as the on-site Assistant Principal for Beacon High School in Immokalee. 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 Immokalee campus. He also compiles and analyzes data to improve student achievement, and supervises all state and district testing in Immokalee.
Carrington, Renee	Teacher, K-12	Renee Carrington serves as the Lead Teacher at the Naples campus. She leads weekly PLC meetings, assists with implementation of the PBIS plan, oversees daily operation of the Beacon Naples program, and works with teachers to address student academic concerns at the classroom level. She also acts as the test coordinator for all district and state assessments, as well as the coordinator of all School Day SAT and ACT administrations for all Alternative School programs.
Saldivar, Megan	Teacher, K-12	Megan Saldivar serves as the Lead Teacher at the Immokalee campus. She leads weekly PLC meetings, assists with implementation of the PBIS plan, oversees daily operation of the Beacon Immokalee program, and works with teachers to address student academic concerns at the classroom level. She also acts as the test coordinator for all district and state assessments at Beacon Immokalee.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Not Applicable.

Demographic Information

Principal start date
Friday 7/1/2022, Brent Klein

Total number of students enrolled at the school.
245

Total number of teacher positions allocated to the school.
19

Number of teachers with professional teaching certificates?
19

Number of teachers with temporary teaching certificates?
0

Number of teachers with ESE certification?
7

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
3

Demographic Data

Early Warning Systems

2022-23

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	2	162	81	245
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	2	121	62	185
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	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	2	102	49	153
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	87	51	138
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	2	102	49	153

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	2	87	48	137

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	130	27	157
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	34	9	43

Date this data was collected or last updated

Sunday 8/28/2022

2021-22 - 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	0	192	105	298
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	0	150	84	235
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	13	16	30
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	67	54	121
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	58	29	87
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	1	0	99	28	128
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	74	20	94

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	0	115	69	185

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	79	31	111
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	53	16	70

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		54%	51%					59%	56%
ELA Learning Gains								52%	51%
ELA Lowest 25th Percentile								41%	42%
Math Achievement		35%	38%					58%	51%
Math Learning Gains								44%	48%
Math Lowest 25th Percentile								46%	45%
Science Achievement		51%	40%					72%	68%
Social Studies Achievement		47%	48%					76%	73%

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

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
2022					
2019	15%	68%	-53%	67%	-52%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	29%	72%	-43%	70%	-41%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	67%	-67%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	14%	59%	-45%	57%	-43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD				10			10	15			
ELL											
HSP				6			10	15			
FRL							17	13			
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			

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	10
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	20
Total Points Earned for the Federal Index	41
Total Components for the Federal Index	4
Percent Tested	59%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	20
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	3
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	14
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	3

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	12
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

The Areas of Focus for the '21-'22 SY were: 1) Student Attendance; 2) Graduation; and 3) Academic Achievement of ESSA Subgroups. Progress monitoring for Student Attendance consisted of weekly monitoring by classroom teachers, running weekly reports to identify students with consecutive absences, structured plan for communicating with parents, communicating with students' home zoned school, and monthly attendance meetings. Progress monitoring for Graduation included daily tracking of student course completion on a shared academic spreadsheet, monitoring student ACT and SAT scores, disaggregating sub-score data on the ACT and SAT assessments to target areas of weakness prior to the next assessment, and through monthly mentoring meetings with students to help make them reflect on their own progress towards graduation. The progress monitoring plan for the third area of focus - ESSA subgroups - included disaggregating the data from the aforementioned progress monitoring tools in ELA and Math.

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

Student learning gains in math were the greatest area of improvement with 81% of students demonstrating learning gains in math during the 2022 SY compared to 55% during the 2021 SY. For ungraded schools that receive a rating under Florida's accountability model, students can demonstrate learning gains by improving their "level" on state assessments or by earning a concordant score on the ACT or SAT. The majority of students at Beacon High School demonstrate gains by earning a concordant score on the ACT or SAT. A key instructional shift was the reintroduction of small group math pullouts that targeted areas of student weakness, as well as continued small group support in the classroom during regular class time.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

ELA Achievement and corresponding learning gains remain the greatest need of improvement. Beacon High School students typically struggle to pass the ELA state assessment (formerly the 10th grade FSA ELA and subsequent retakes), as well as to earn a concordant score on the ACT and SAT. The drastic increase in the SAT concordant score (430 to 480), as well as the removal of the SAT and ACT reading concordant scores, have made it much more challenging for students to earn the score needed to meet the state reading test requirement. This change has the greatest impact on ELL students (both LY and LF) who routinely struggle to earn a concordant EBRW score of 430 on the SAT and who now must earn an additional 50 points to "pass" for graduation purposes.

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

Students in Alternative Schools generally score well below the state and district averages in all tested areas for which there is available data. Beacon students are no exception and tend to underperform the state achievement averages by approximately 50%. This trend remains the same from graduation cohort to cohort and across all ESSA subgroups. New students enter Beacon High School each year at-risk of not graduating due to poor test scores, low GPAs, chronic absenteeism, and lack of high school credits. The overarching mission of Beacon High School is to help students graduate. To this end, Beacon High School relies heavily on student performance on the ACT and SAT to earn ELA & math concordant scores needed for graduation. ESSA subgroup data does not take into account student performance on the ACT and SAT; whereas, the state rating system does take into account student performance on the ACT and SAT. This is how Beacon High School can achieve 61% learning gains in ELA and 81% learning gains in math under the state rating system compared to 0% learning gains in ELA and 4% learning gains in math under the ESSA requirements.

What strategies 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 retake, SAT, ACT, and Algebra 1 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, NoRedInk, 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 to support teachers and leaders.

ELA and math teachers will receive ACT and SAT specific professional development to better familiarize them with test requirements and to expand their knowledge of available resources. The reading coach,

who has a documented history of improving student reading performance, will model exemplary reading instruction and support teachers with their own implementation. The reading coach will also assist teachers with tracking sub-score data and using it to target areas of student weakness. All teachers will receive PD on mentoring students, tracking student progress, and helping students track their own progress.

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Beacon High School typically begins each year with approximately 65% of the student population earning a Level 1 on the state ELA assessment during the year prior. The majority of these students are newly enrolled students from area high schools who are at-risk of not graduating with their cohort group. By enrolling at Beacon High School, these students hope to address their areas of weakness to get back on track for grade promotion and graduation. To graduate, all students must demonstrate ELA proficiency on the state assessment, the ACT, or the SAT, and the state recently increased the score needed to earn a concordant score on the SAT while removing 2 additional methods of earning a concordant. For this reason, ELA proficiency and learning gains must be an area of focus.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students demonstrating learning gains on the ELA state assessment will increase 14% from 61% to 75% as measured by comparing student scale scores on the state ELA assessment or by students earning concordant scores on the ACT or SAT.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Reading Coach in coordination with the Lead Teachers at each Beacon High School site will monitor student registration for the Saturday administrations of the ACT and SAT, as well as track student performance on these tests. The ELA/ Reading teachers will then analyze student performance data from the ACT, SAT, and FSA ELA to best target areas of group and individual weakness. The Assistant Principal will meet with the Literacy Team and the classroom teachers quarterly to discuss the data and determine whether adjustments are necessary to best meet the needs of the students.
Person responsible for monitoring outcome:	Misty Foster (fostem3@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Students must pass the ELA FSA or earn a passing concordant score on the ACT or SAT to earn their diploma and graduate from high school. 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, NoRedInk, and Edgenuity. Data from each administration of the respective exams, as well as informal data from class instruction, will be analyzed continuously to ensure instruction remains pertinent to each student's specific area of weakness.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	First, small group instruction utilizing the College Board and ACT preparation books has resulted in improved scores each year. Second, the renewed focus on writing instruction stems from the 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 the ELA FSA retake which includes a writing section. The third strategy has also shown promise over the years to improve test performance and it provides students that struggle with attendance a virtual study option.

used for selecting
this strategy.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1) The ELA Teachers at each Beacon High School site, the two Lead Teachers, and the Reading Coach will work together to identify students that need to pass the FSA ELA or earn a concordant reading score for graduation.

| **Person Responsible** | Misty Foster (fostem3@collierschools.com) |

2) The Lead Teachers will work with the ELA/Reading teachers, and the school counselors to put small groups together and schedule instructional pull-outs.

| **Person Responsible** | Misty Foster (fostem3@collierschools.com) |

3) ELA/Reading teachers will work with the Lead Teachers and Reading Coach to plan individual lessons and to chart out a syllabus for each Intensive Reading course.

| **Person Responsible** | Misty Foster (fostem3@collierschools.com) |

4) Each Beacon High School site will designate one teacher to coordinate student ACT, SAT, and Khan Academy registration. The coordinator will assist students with registering for the respective exams and they will maintain student registration data for future use.

| **Person Responsible** | Misty Foster (fostem3@collierschools.com) |

5) Assistant Principals will monitor student performance and progress on the FSA ELA, ACT, and SAT, as well as all of the aforementioned action steps to ensure each is completed with fidelity all year.

| **Person Responsible** | Brent Klein (kleinb@collierschools.com) |

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Student data from all of the aforementioned progress monitoring tools will be disaggregated by ESSA subgroup - SWD, ELL, Hispanic students, Economically Disadvantaged - to monitor the ELA/Reading performance of students in each group. The ESE inclusion teacher that works with students with disabilities at each Beacon site will work with each classroom teacher to aid in the progress monitoring of students on their caseload. Lead Teachers at each site will also monitor student ACT and SAT registration to ensure all ELL students and SWD students receive appropriate accommodations on the respective exams. The ELL Tutor and Beacon non-instructional assistants will also assist in the progress monitoring process.

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Beacon High School typically begins each year with approximately 55% of the student population earning a Level 1 on the state math assessment in the year prior. The majority of these students are newly enrolled students from area high schools who are at-risk of not graduating with their cohort group. By enrolling at Beacon High School, these students hope to address their areas of weakness to get back on track for grade promotion and graduation. To graduate, all students must demonstrate math proficiency on the state assessment, the ACT, or the SAT. For this reason, math proficiency and math learning gains must be an area of focus.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students demonstrating learning gains on the state math assessment will increase 4% from 81% to 85%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student achievement will be monitored on a daily basis through their Edgenuity coursework, on a bi-weekly basis through student performance during small group instruction, and on a monthly basis through student performance on ACT and SAT tests. Performance will also be monitored for all students through standards-aligned class assessments created to receive immediate feedback on student comprehension of taught standards.
Person responsible for monitoring outcome:	Brent Klein (kleinb@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will use explicit, systematic instruction tied to state standards during their small group math lessons. To meet the needs of individual learners and to improve areas of student weakness, teachers will use data gleaned from Edgenuity, from classroom assessments, and from past ACT and SAT administrations to provide corrective feedback and to differentiate instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Explicit, systematic instruction contributes to each student's ability to clearly understand new content and to make connections to previously taught content while helping students continuously acquire knowledge that grows with complexity. Differentiated instruction with corrective feedback helps raise student awareness of errors to aid in self-correction and self-regulation while simultaneously helping the learning to improve fluency in specific areas of weakness through individual instruction.

Action Steps to Implement: List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1) The math teachers at each Beacon High School site, the two Lead Teachers, and the school counselors will work together to identify students that need to pass the Algebra 1 EOC, the Geometry EOC, or earn a concordant math score on the ACT or SAT.

Person Responsible	Brent Klein (kleinb@collierschools.com)

2) The Lead Teachers will work with the math teachers and school counselors to put small groups together and to schedule instructional pull-outs.

Person Responsible   Brent Klein (kleinb@collierschools.com)

3) Each Beacon High School site will designate one teacher to coordinate student ACT and SAT registration. The coordinator will assist students with registering for the respective exams and they will maintain student registration data for future use.

Person Responsible   Misty Foster (fostem3@collierschools.com)

4) Assistant Principals will monitor student performance and progress on the Algebra 1 EOC, Geometry EOC, ACT, and SAT, as well as all of the aforementioned action steps to ensure each is completed with fidelity all year.

Person Responsible   Brent Klein (kleinb@collierschools.com)

| **Monitoring ESSA Impact:** If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index. | Student data from all of the aforementioned progress monitoring tools will be disaggregated by ESSA subgroup - SWD, ELL, Hispanic students, Economically Disadvantaged - to monitor the math performance of students in each group. The ESE inclusion teachers that work with students with disabilities at Beacon High School will work with each classroom teacher to aid in the progress monitoring of students on their caseload and they will provide one-on-one support to target individual areas of weakness. Lead Teachers at each site will also monitor student ACT and SAT registration to ensure all ELL students and SWD students receive appropriate accommodations on the respective exams. The ELL Tutor and Beacon non-instructional assistants will also assist in the progress monitoring process. |

#3. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	ELL students at Beacon High School demonstrated achievement and learning gains in ELA and Math below the 41% threshold required under ESSA. 20% of ELL students demonstrated academic achievement according to ESSA requirements that include achievement and learning gains in all subject areas.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	ELL student academic achievement, as defined by ESSA, will increase 22% from 20% in 2022 to 42% in 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The PLC Literacy team will disaggregate ACT and SAT data after each test administration. The team will then work with together to plan their lessons, to differentiate instruction, and to create individual self-paced study plans for students to complete outside of their ELA/Reading class.
Person responsible for monitoring outcome:	Misty Foster (fostem3@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	ELL students will receive targeted ELA/Reading instruction based on performance data from the ACT and SAT administrations and informal classroom data. ELL students will also receive in-class support from the ELL tutor and non-instructional support staff. ELL students will also participate in monthly data chats to chart their progress and to help them self-identify areas of to focus on for improvement each month.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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. Further, targeted instruction increases a student's exposure to the language and subject area material; thereby, increasing the likelihood they master it by the end of the school year.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1) PLC Team comprised of classroom teachers, ELL tutor, Administrators, Lead Teachers, Reading Coach, and support personnel at each site will disaggregate progress monitoring data to analyze academic performance of ELL students on the FSA ELA, ACT, and SAT assessments.

Person Responsible	Brent Klein (kleinb@collierschools.com)

2) Analysis will lead to instructional adjustments by the classroom teacher, including targeted and differentiated instruction during explicit instruction pull-outs, and the analysis will aid the ELL tutor in supporting the student to increase academic achievement.

Person Responsible	Brent Klein (kleinb@collierschools.com)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of	This Area of Focus is related to an ESSA subgroup; therefore, the monitoring plan is outlined above.

Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Teachers will monitor attendance by homeroom and make contact with parents by the 3rd consecutive absence. Teachers will record their parent contacts, or attempted contacts, in the MTSS section of FOCUS to ensure all attempts to improve a student's attendance are documented throughout the school year. Administrative staff at each site will also monitor student attendance and they will be tasked with making 5-day absence calls, mailing 7- and 10-day absence letters, and setting up attendance meetings with students and parents. All contacts and meetings will be documented on the MTSS panel of FOCUS. PLC teams at each site will analyze attendance data monthly to identify areas of improvement and to discuss possible adjustments.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Student attendance data will be communicated at the individual and classroom level by the homeroom teacher. For the program as a whole, positive student data and overall classroom attendance data will get posted on the attendance bulletin board in the main hallway. The student attendance plan and positive supports will be shared with students in their homeroom and will be posted on the attendance bulletin board. Student attendance will also be included on monthly staff and parent newsletters.

Describe how implementation will be progress monitored.

Classroom teachers will monitor their overall attendance and the individual attendance of their students. Administrative staff will run weekly and monthly reports to identify students of concern to discuss in PLC meetings and to schedule parent attendance conferences. The Assistant Principal will monitor for compliance of the Attendance Plan, including the completion of 5-day absence calls, the mailing of the 7- and 10-day absence letters, and the documentation of all student and parent contacts on the MTSS panel in FOCUS. Schoolwide goals will be monitored and available for all to see on the attendance bulletin board.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
Teachers monitor their classroom attendance.	Crawford, Catherine, crawfc1@collierschools.com
Teachers will contact parent on the 3rd consecutive absence.	Crawford, Catherine, crawfc1@collierschools.com
The team will meet in bi-weekly PLC meetings to determine interventions or action plans for students under the 75% attendance threshold.	Carrington, Renee, carrir1@collierschools.com
Positive Behavior Intervention and Support (PBIS) tied to attendance will be implemented and monitored by the teacher at the classroom level and by the Assistant Principal at the school level.	Crawford, Catherine, crawfc1@collierschools.com