

Miami-Dade County Public Schools

Beacon College PREP K 8



2022-23 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: 8/18/2014

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
2021-22 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	2021-22: A (62%) 2018-19: D (40%) 2017-18: 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	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

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 PREP K 8

13400 NW 28TH AVE, Opa Locka, FL 33054

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	75%
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	2021-22	2020-21	2019-20	2018-19
Grade	A		D	D

School Board Approval

N/A

SIP Authority

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<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.

We believe that a holistic educational experience that balances the academic attainment of students, the development of their social skills, and the incorporation of activities that they enjoy both inside and outside of the curriculum will develop empowered, well-rounded, and highly invested students. This is chiefly important because our students are among the most vulnerable and “at-risk” to a variety of external factors.

Our schools exist to provide quality educational services to students and families in Opa Locka and surrounding communities. Miami-Dade suffers from chronic racial and economic segregation, so at any given moment, one’s physical location can inform the degree to which they feel safe, have access to quality resources, or feel socially isolated. Kids do not have a choice on where they grow up, and oftentimes – through no fault of their own – their home zip code can determine the type of school they attend, which has a significant impact on a host of eventual life outcomes.

With racial and economic segregation so deeply entrenched in our community, our students grow up in zip codes where they are less likely to earn a college degree, less likely to own a home, more likely to be saddled with debt, more likely to be incarcerated, and more likely to be the victim of a violent crime. We can speak at length of what data tells us about students who grow up in hyper-segregated communities. If schools in communities like ours were equal with more affluent schools as far as quality and abundance of resources, this wouldn’t be an issue. But it is common knowledge that schools in Opa Locka are not as well-funded, staffed or resourced as schools on Fisher Island, and to accept that reality without attempting to do something about it is to accept that economic inequality and political disenfranchisement along racial lines will continue in this country indefinitely.

So, our schools exist as an alternative for families who typically do not have quality charter options near their home. As of July 2022, our campus is home to Opa Locka’s only “A” school, and we’re beginning to establish ourselves as the aspirational “beacon” for our community. Choice leads to agency, which is a precursor to empowerment, so by standing tall in Opa Locka as a viable and quality alternative for families in lower-income communities, we’re positioned to enable more widespread empowerment throughout our community.

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 year after year. It is ambitious, yet realistic. It lives only if those who execute it daily believe in it. We strive to be a school that sparks the brains of those who will one day change the world. 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 the 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” for greener pastures. Our theory of change involves students and their families 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 that community 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Gibson, Kevin	Dean	
Puryear, Marissa	Other	
Torretta, Heather	Assistant Principal	

Demographic Information

Principal start date

Monday 8/18/2014, Sergio Bonilla

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

7

Total number of teacher positions allocated to the school

10

Total number of students enrolled at the school

224

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

4

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

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	95	65	64	0	0	0	0	224
Attendance below 90 percent	0	0	0	0	0	0	0	10	10	10	0	0	0	0	30
One or more suspensions	0	0	0	0	0	0	0	5	5	5	0	0	0	0	15
Course failure in ELA	0	0	0	0	0	0	0	28	17	20	0	0	0	0	65
Course failure in Math	0	0	0	0	0	0	0	28	17	20	0	0	0	0	65
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	28	17	20	0	0	0	0	65
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	40	25	20	0	0	0	0	85
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	28	17	20	0	0	0	0	65
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	15	15	15	0	0	0	0	45

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0		
Students retained two or more times	0	0	0	0	0	0	1	1	1	0	0	0	0	3	

Date this data was collected or last updated

Monday 9/19/2022

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	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	

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	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	

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	42%	62%	55%				31%	63%	61%
ELA Learning Gains	56%						42%	61%	59%
ELA Lowest 25th Percentile	57%						37%	57%	54%
Math Achievement	52%	51%	42%				37%	67%	62%
Math Learning Gains	84%						44%	63%	59%
Math Lowest 25th Percentile	79%						54%	56%	52%
Science Achievement	38%	60%	54%				15%	56%	56%
Social Studies Achievement	78%	68%	59%				58%	80%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	42%	58%	-16%	54%	-12%
Cohort Comparison		0%				
07	2022					
	2019	22%	56%	-34%	52%	-30%
Cohort Comparison		-42%				
08	2022					
	2019	26%	60%	-34%	56%	-30%
Cohort Comparison		-22%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	40%	58%	-18%	55%	-15%
Cohort Comparison		0%				
07	2022					
	2019	18%	53%	-35%	54%	-36%
Cohort Comparison		-40%				
08	2022					
	2019	33%	40%	-7%	46%	-13%
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	15%	43%	-28%	48%	-33%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	73%	-16%	71%	-14%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	63%	-63%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	57%	-57%

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	18	73		19	69						
ELL	58	63		63	100						
BLK	40	57	61	51	82	77	35	80	64		
HSP	56	56		59	94						
FRL	42	57	56	52	85	82	38	76	70		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	557
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	71
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

6034 improved in all reporting categories. The average improvement was 33% per category from 2021 to 2022, and 28% per category from 2019 to 2022. The most significant improvement was MathL25, which showed a 68% jump from the previous year. The least significant improvement was ELA achievement, which showed an 14% jump from the prior year,

In proficiency metrics (ELA, Math, Science, Civics and EOC) our average score was 56%, whereas in growth metrics (ELA and Math) our average score was 69%

6034 outperformed the State averages in 6 of the 9 reporting categories, and outperformed our district in 4 out of the 9 reporting categories.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA and Science demonstrate the greatest need for improvement. While we improved from years prior, we still lag behind the State and District in these categories, and it is our mission to become a school of excellence, so we need to improve.

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

Curricular alignment was the biggest contributing factor in both Science and ELA. This year, we will more closely follow MDCPS pacing and curricular resources to improve.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math growth and ELA growth showed the greatest improvement from 2021 to 2022. Math L25 and ELA L25 grew 55% and 25%, respectively. Math and ELA grains for all students improved 68% and 22%, respectively. Additionally, math proficiency jumped from 15% in 2021 to 52% in 2022 - demonstrating solid instruction and learning across the board.

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

Retention of strong teachers, curricular shift towards MDCPS pacing, utilization of MDCPS Topic Assessments and Performance Matters, additional math only tutoring after school and on Saturdays.

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

Our students will benefit from more differentiated instruction in the core classes, as well as additional remediation outside of core classes. We've adjusted the daily schedule to reflect 8 blocks instead of six, allowing us to provide all students with more targeted academic instruction.

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.

Curriculum specific PD will be offered to teachers on PD days, and each teacher will engage in 1 full coaching cycle per month.

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

By providing coaching cycles each month for each teacher, we're helping them improve their practice and experience more success, which should help us retain their services next year and beyond. We're investing in capacity building so that it helps us this year and beyond.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#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.

ELA continues to be our most challenging reporting category. Students demonstrated improvement from 2021 to 2022, but are still only at 42% proficient, which is below the District and State average.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At least 55% of students in grades 6-8 will demonstrate grade level proficiency by the end of the 2022-23 school year on the FAST or iReady assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

FAST data, topic assessments, and iReady interim assessments.

Person responsible for monitoring outcome:

Heather Torretta (htorretta@beaconpride.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Guided reading in reading foundations courses, as well as 30 minutes of daily DI in core courses.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Guided reading and differentiated instruction are about meeting students where they are, and bridging the gap to where they need to be. By making dedicated time for these activities - especially with those students in the Reading Foundations course - we'll be helping them grow towards proficiency.

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.

Identify and purchase new ELA and Reading curriculum

Person Responsible

Heather Torretta (htorretta@beaconpride.org)

Train teachers on new ELA and Reading materials

Person Responsible

Heather Torretta (htorretta@beaconpride.org)

Develop walk-through and coaching cycle schedule for teachers with an emphasis on ELA and Reading materials

Person Responsible

Kevin Gibson (kgibson@beaconpride.org)

Perform monthly coaching cycles with all ELA and reading teachers

Person Responsible

Kevin Gibson (kgibson@beaconpride.org)

Administer topic assessments and interim assessments

Person Responsible

Heather Torretta (htorretta@beaconpride.org)

Review data from topic and interim assessments with teachers

Person Responsible Kevin Gibson (kgibson@beaconpride.org)

Develop interventions above and beyond DI and GR for students who are still struggling

Person Responsible Kevin Gibson (kgibson@beaconpride.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

BCP Middle School (6034) is a 6-8, and does not have students K-5

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

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Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

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Grades 3-5: Measureable Outcome(s)

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Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

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Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evans, Patrick, pevans@dadeschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

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Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

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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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

BCP is proactive about building positive school culture and environment. We start each day with an intentional morning meeting or homeroom, where we emphasize our core values (gratitude, self control, grit, curiosity and zest) and celebrate academic improvements. We also utilize class dojo for all of our behavior management and incentives. Students can redeem points they earn on dojo for prizes at the beacon store, or they can save their points and attend a quarterly field trip.

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

Principal - vision and accountability

Dean of students - execution of incentives and discipline

AP - infuse academic incentives and correspond with parents

Teachers - learn expectations and reinforce with consistency

Parents and students - treat others with respect, embody core values, and give maximum effort