

Collier County Public Schools

Beacon High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	23
V. Reading Achievement Initiative for Scholastic Excellence	23
VI. Title I Requirements	25
VII. Budget to Support Areas of Focus	28

Beacon High School

3710 ESTEY AVE, Naples, FL 34104

<https://www.collierschools.com/alt>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 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, classroom instruction, instructional 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, classroom instruction, teacher development, and facility maintenance at the Immokalee campus. He also compiles and analyzes data to improve student achievement, oversees safety and security, 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 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 the implementation of the PBIS plan, oversees the 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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team works to involve stakeholders and seek their input throughout the year. Stakeholders include: teachers, school staff, parents, students, and community members. Stakeholder input is garnered at School Advisory Council meetings, school events, and through surveys. All stakeholders are invited to participate in these meetings, events, and on the surveys. The school leadership team relied on the SAC meeting minutes and Title 1 surveys from the Spring when developing the School Improvement Plan. Due to inconsistent parent involvement at SAC meetings, the team relied on the parent surveys and informal parental feedback at school events when creating the School Improvement Plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school leadership team will continuously monitor student data from state exams (FSA Retakes & FAST), SAT & ACT administrations, and academic Edgenuity course progress to ensure effective implementation and impact on increasing student achievement. Administrators and teachers will meet in bi-weekly PLC meetings to discuss student progress and achievement to determine if adjustments are necessary to meet the continuous improvement goals. Parents and students will be involved to ensure partnerships stay strong and responsibility is shared in each student's quest to graduate from high school. These partnerships will also help the school leadership team determine if plan revisions are necessary to meet the continuous improvement goals.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	84%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD)* English Language Learners (ELL)* Hispanic Students (HSP)*

(subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: COMMENDABLE 2018-19: MAINTAINING 2017-18: COMMENDABLE 2016-17: COMMENDABLE
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	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 that have two or more early warning indicators:

Indicator	Grade Level								Total
	K	1	2	3	4	5	6	7	
Students with two or more indicators	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level								Total
	K	1	2	3	4	5	6	7	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	185
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	153
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	138
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	153

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	137

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	157
Students retained two or more times	0	0	0	0	0	0	0	0	0	43

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		53	50		54	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	7	54	38	2	35	38	8		
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*	8	71	64	12	51	40			
Social Studies Achievement*	21	68	66	7	47	48	22		
Middle School Acceleration					47	44			
Graduation Rate		93	89		67	61			
College and Career Acceleration		68	65		68	67			
ELP Progress	17	38	45	20					

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	13
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	53
Total Components for the Federal Index	4
Percent Tested	65
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	10
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	41
Total Components for the Federal Index	4
Percent Tested	59
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	0	Yes	4	4
ELL	17	Yes	4	4
AMI				
ASN				
BLK				
HSP	9	Yes	4	4
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT				
FRL	15	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	12	Yes	3	3
ELL	20	Yes	3	3
AMI				
ASN				
BLK				
HSP	14	Yes	3	3
MUL				
PAC				
WHT				
FRL	12	Yes	3	3

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students				7			8	21				17
SWD				0				0			2	
ELL											1	17
AMI												
ASN												
BLK												
HSP				9				8			3	10

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT												
FRL				4				25			3	17

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students				2			12	7				20
SWD				10			10	15				
ELL												20
AMI												
ASN												
BLK												
HSP				6			10	15				24
MUL												
PAC												
WHT												
FRL				0			17	13				16

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students				8				22				
SWD												
ELL												
AMI												
ASN												
BLK												
HSP				7				23				
MUL												
PAC												
WHT												

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL				10				23				

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	*	52%	*	50%	*
09	2023 - Spring	*	50%	*	48%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	8%	59%	-51%	50%	-42%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	2%	61%	-59%	48%	-46%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	8%	69%	-61%	63%	-55%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	15%	66%	-51%	63%	-48%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA Achievement and corresponding learning gains remain the greatest need for improvement. Beacon High School students typically struggle to pass the state ELA assessment (formerly the 10th grade FSA ELA and subsequent retakes, now the FAST), as well as to earn concordant scores on the ACT and SAT. The student population at Beacon High School is comprised almost entirely of 11th and 12th grade students who are behind their cohort and at risk of dropping out of high school. As a result, the vast majority of the students enroll having already failed the 10th grade state ELA assessment at least once and often more than once. The data compiled by the state, and listed previously in the School Improvement Plan (SIP), only includes student achievement data on the state exams. Student achievement data from the SAT or ACT is not included despite this data being used for concordant score purposes. The omission of this data contributes immensely to the students' reported low performance. In a typical year, the state will include concordant scores as a measure of learning gains; however, the state chose not to factor in learning gains this year due to the release of a new state assessment. For the 2023-24 school year, these gains are expected to be included in the data, which should demonstrate the large number of students making ELA learning gains - and consequently earning an ELA concordant score - at Beacon High School.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There is little data available to determine the greatest decline or incline from the prior year. In a typical year, student learning gains in ELA (reading) and math serve as the data components analyzed. This year, that data is not available. Further, based on available data, all ESSA Subgroups performed the same as the prior year based on the percentage of the federal index score earned in the given area. In the absence of direct data, the school leadership team sees the greatest area of concern as ELA/ Reading for English Language Learners and Students with Disabilities. Both groups of students have demonstrated a propensity to struggle on the state ELA/Reading exam and on the SAT & ACT exams. In addition, the SAT EBRW concordant score is set to increase from 430 to 480 and the ACT concordant score will now be a composite of the English and Reading scores. The reading subtest scores for the SAT and ACT will also no longer count as concordant scores. Given these changes, the team feels this is an area that needs attention in the coming year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

There is little data available to determine the greatest gap when compared to the state average. In a typical year, student learning gains in ELA (reading) and math serve as the data components analyzed. This year, that data is not available. Further, based on available data, all ESSA Subgroups performed the same as the prior year based on the percentage of the federal index score earned in the given area. In the absence of more accurate direct data, the school leadership team looked at the ESSA subgroups with the greatest distance from exceeding the 41% threshold. The two subgroups with the greatest gap to the 41% threshold were Students with Disabilities and Economically Disadvantaged Students - both at 12% of the federal index. From a trend perspective, both subgroups achieved the same as the year prior.

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

There is little data available to determine the greatest gap when compared to the state average. In a typical year, student learning gains in ELA (reading) and math serve as the data components analyzed. This year, that data is not available. In order to avoid speculation, the team relied on the most recent learning gain data. During the 2021-22 school year, 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. The students at Beacon High School demonstrate gains by earning a concordant score on the ACT or SAT. A key instructional shift during the 2021-22 SY 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. This strategy was used again during the 2022-23 SY and, once again, students performed well by earning concordant scores on the ACT, SAT, and PERT math exams.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

There is no EWS data available within the CIMS system for the 2022-23 school year. Math achievement with the ESSA sub groups SWD and FRL, which are far below 41%.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Improve the Graduation Rate.
2. Improve Student Achievement on FAST ELA and Concordant ELA Assessments.
3. Improve Student Achievement on the Algebra 1 EOC, Geometry EOC, and Math Concordant Assessments.
4. Improve Student Attendance.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

Measurable Outcome:

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

Due to the absence of learning gain data for the 2022-2023 SY, this section utilizes the most recent ELA/Reading learning gain data from the 2021-2022 SY. 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, FSA ELA retakes, and FAST 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:

Brent Klein (kleinb@collierschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 enroll in self-paced, focused preparation courses on Khan Academy, NoRedInk, and Edgenuity. Third, an extra period of instruction and after school small group instruction will be available for students to receive additional support to help them gain the skills to pass the respective exams. Fourth, the addition of a tutor to the staff at Beacon High School to provide intensive support to students within each of the ESSA subgroups will also help improve this area of focus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Small group instruction utilizing the College Board and ACT preparation books has resulted in improved scores each year. This aligns with the Marzano evidence-based strategy of "Organizing Students to Interact with Content." The addition of the extra period of instruction and the after-school instruction will add more time on task for the students, which should help them improve their ability to make ELA/Reading gains.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The ELA Teachers at each Beacon High School site, the two Lead Teachers, and the Literacy Coach will work together to identify students that need to pass the 10th Grade ELA FAST or earn a concordant reading score. They will also identify the areas of weakness and content that needs to be taught.

Person Responsible: Renee Carrington (carrir1@collierschools.com)

By When: Data will be reviewed continuously due to the rolling enrollment at Beacon High School. This will occur through the end of the school year.

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: Renee Carrington (carrir1@collierschools.com)

By When: Data will be reviewed continuously due to the rolling enrollment at Beacon High School. This will occur through the end of the school year.

Each Beacon High School site will designate one teacher to coordinate student ACT and SAT registration at each Beacon High School site. The coordinator will work with the designated teachers to ensure students are registered.

Person Responsible: Renee Carrington (carrir1@collierschools.com)

By When: The coordinator will select designee teachers at the beginning of the year and this group will monitor student registrations by the due dates for each exam throughout the year.

Identify students and create schedule for the after-school intensive instruction program.

Person Responsible: Catherine Crawford (crawfc1@collierschools.com)

By When: This step should be finalized by the end of September.

Hire and train the Alternative Education Assistant to provide targeted, intensive instructional support.

Person Responsible: Catherine Crawford (crawfc1@collierschools.com)

By When: Hire and train by the end of September.

Plan and implement Saturday program for 6 Saturdays for up to 4 hours of instruction each Saturday. All students needing to recover credits will be able to participate in the program.

Person Responsible: Catherine Crawford (crawfc1@collierschools.com)

By When: Planning to be complete by February and program to start in March.

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

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

Measurable Outcome:

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

All ESSA subgroup performance data will increase to 42% for the 2023-2024 school year.

Monitoring:

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

PLC teams will disaggregate progress monitoring data throughout the year and use the disaggregated data to drive instruction. Student progress monitoring data will include performance on state FAST and FSA assessments, ACT scores, SAT scores, EOC scores, GPA and credit information, and data relating to a student's progress towards meeting graduation requirements.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PLC teams will disaggregate progress monitoring data to identify and target areas of weakness school-wide, within each ESSA subgroup, and for each student. The teams will then make curricular and instructional adjustments, based on the data, to increase student achievement. This strategy aligns with the Marzano instructional element of "Planning to Close the Achievement Gap Using Data".

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Implement data-driven PLC Teams.

Person Responsible: Catherine Crawford (crawfc1@collierschools.com)

By When: At the start of the school year.

PLC Teams will disaggregate progress monitoring data to analyze academic performance of ESSA subgroups.

Person Responsible: Catherine Crawford (crawfc1@collierschools.com)

By When: Data will be looked at monthly starting in September.

Use analysis in PLC meetings to make instructional and curricular adjustments and increase academic supports.

Person Responsible: Catherine Crawford (crawfc1@collierschools.com)

By When: Adjustments will occur after the monthly data analysis.

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The school culture and environment must be positive to maximize student learning. A positive school culture and environment leads to improved attendance, which leads to greater instructional time for the students. The positive culture and environment focus, therefore, will be to improve student attendance.

Measurable Outcome:

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

Over the last two school years, attendance at Beacon High School has been below 70%. During the 2022-23 SY, student attendance was 66.9%. During the 2021-22 SY, student attendance was 66.12%. The goal for the 2023-24 SY will be to raise attendance by 8% to 75%.

Monitoring:

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

Teachers will monitor attendance by homeroom and contact parents by the 3rd consecutive absence. Teachers will record their parent contacts, or attempted contacts, on a parent contact log. These contacts will then get added to the district's student data management system to ensure all school staff working with the student has access to that information. 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. PLC teams at each site will analyze attendance data monthly to identify areas of improvement and discuss possible adjustments.

Person responsible for monitoring outcome:

Catherine Crawford (crawfc1@collierschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The school administrator will do an attendance shout-outs for perfect attendance - no days absent or tardies. Students will get treat coupons to local restaurants and their names will be put in a raffle for cool prizes like movie theater tickets and gift cards. Positive student data and overall classroom attendance data will be posted on the attendance bulletin board in the main hallway. The student attendance plan and positive support will be shared with students in their homeroom, shared with parents in the school newsletter, and will be posted on the attendance bulletin board.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A structured positive behavior support system focused on attendance is a targeted, evidence-based method to improve student attendance while simultaneously improving the culture of the school.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Administrative staff will run weekly and monthly reports to identify students of concern to discuss in PLC meetings and to schedule parent attendance conferences.

Person Responsible: Catherine Crawford (crawfc1@collierschools.com)

By When: Starting in September and occurring each month through May.

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.

Person Responsible: Catherine Crawford (crawfc1@collierschools.com)

By When: Monitoring will occur at the beginning of the school year and take place continuously throughout the year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The school team reviewed and analyzed student data from previous years to identify the areas of greatest need. The team then reviewed parent and student input provided during meetings, on surveys, and through informal conversations to ensure the areas of greatest need aligned to their concerns. The team then identified resources and instructional models that would help improve those areas of need to best help the students succeed academically and grow positively as citizens. Various school district departments - purchasing, allocations, federal & state grants, teaching & learning, school leadership - then reviewed the plan and provided feedback. Once the initial draft is complete, the draft plan will be posted for stakeholders to provide feedback prior to being finalized and approved by the School Advisory Council and School Board.

Reading Achievement Initiative for Scholastic Excellence (RAISE)**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

This section is not applicable to Beacon High School.

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

This section is not applicable to Beacon High School.

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 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 Measurable Outcomes

This section is not applicable to Beacon High School.

Grades 3-5 Measurable Outcomes

This section is not applicable to Beacon High School.

Monitoring

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 impact student achievement outcomes.

This section is not applicable to Beacon High School.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

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. §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?

This section is not applicable to Beacon High School.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

This section is not applicable to Beacon High School.

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
-------------	-----------------------------------

This section is not applicable to Beacon High School.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP, UniSIG budget, and all Title 1 documents - Use of Funds, Comprehensive Needs Assessment, School Parental & Family Involvement Policy, School Parent Compact - are disseminated for review at School Advisory Council (SAC) meetings. They are also presented at parent meetings at the beginning of each semester and posted on the school website. Schoolwide progress towards the school goals is shared at SAC meetings and at the parent meetings. Individual student progress is shared with parents regularly throughout the year via phone calls, emails, and parent conferences. Translators are available at all school meetings and parent contact is always made in a language the parents or guardians can understand to the extent possible based on available translators who speak the needed language. The Beacon High School website can be found at: <https://www.collierschools.com/domain/191>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Individual orientation meetings with parents and students are held upon enrollment. Phone calls are made to parents by lead teachers, counselors, and mentor teachers regarding each student's progress. Parents are also invited to an Open House Parent Night each semester that also discusses the school curriculum, forms of assessment, and student achievement levels. The Beacon High School website can be found at: <https://www.collierschools.com/domain/191>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Improve the integrity in the use of Edgenuity Program. Students will have to take all unit tests on paper to ensure academic honesty, teachers will monitor student progress and provide academic support as needed, and students who are struggling (level 1 &2) will receive small-group instruction. An extra period of instruction, after school remediation, and Saturday school is being added to address reading, math, and academic credit deficiencies. Beacon High School is also adding a full-time Alternative Education Assistant to help provide targeted instructional support during the day. Finally, several teachers will be writing curriculum for two courses designed to help the students with critical thinking and career readiness.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Collier County Schools provide a systematic and strategic approach to providing services through the District Strategic Plan and the K-12 Comprehensive Reading Plan. Goals and objectives of each program and department are aligned with these overarching district plans. Title I Parts A, C, D, SIG 1003g, UniSIG, Title II, Part A and Title IV are managed out of the same department. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently coordinated. Informal communications and monthly administrative meetings are

held to discuss program needs, issues and coordinate efforts.

Leadership staff of the Title I Parts A, C, D, Title II, Title III, Title IV, Head Start/VPK and Title IX programs meet monthly to coordinate efforts and receive joint staff development for improving their services.

Curriculum and Instruction (C&I) department meetings include program coordinators, including IDEA, Perkins, Head Start, and Career and Technical Education.

Title IX, LEA, and Title I Parts A and C coordinate services to identify and assist homeless children, assist with registration and provide support services. Title I and District jointly fund the Homeless Liaison to support homeless students in all schools.

Title I Parts A and C and Title III funds are coordinated to provide at-risk students with supplemental instructional support and resources.

Title I and C&I coordinators collaborate in providing workshops to build the capacity of parents and foster strong home/school connections.

Title I, Parts A and C and Title II, Part A funds are coordinated to provide customized staff development that ensures students receive high-quality, differentiated instruction.

Title I, Part A funds are used in collaboration with Title II Part A and Reading Categorical to fund Reading Coaches to support lowest performing schools.

Title II, Part A, and IDEA fund exam reimbursements to ensure staff meet certification requirements.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

There is a tiered protocol in place provide the student with support as needed that is consistent schoolwide. For example, student is first referred to the school counselor. Second the LMHP and if needed, the school psychologist. There are also monthly non-threat assessment meetings to identify students who may need more support or closer monitoring. There is also mentoring provided to seniors by all staff members to provide guidance and additional support to ensure students are on the road to promotion and graduation.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Field trips to Lorenzo Walker Technical College, FSW, First Responders Career Fair, Construction and Welding Career Fair, College signing Days, Military Branches Presentation, encouraged to take the ASVAB and other employment and internship connections.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

There is a tiered protocol in place provide the student with support as needed that is consistent schoolwide. For example, student is first referred to the school counselor. Second the LMHP and if needed, the school psychologist. There are also monthly non-threat assessment meetings to identify students who may need more support or closer monitoring. There is also mentoring provided to seniors by all staff members to provide guidance and additional support to ensure students are on the road to promotion and graduation.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

There are designated professional development days throughout the school year. Some PDs are district ran and others are ran at the school level based on the teacher's need from data from the teacher evaluation program (FTEM).

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Beacon High School has not yet enrolled any preschool children.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA				\$97,005.33
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	9027 - Beacon High School	UniSIG	0.26	\$18,336.50
			<i>Notes: 0.26 Resource Teachers will be compensated to work during their planning period to provide small group interventions for students in need</i>			
	5100	210	9027 - Beacon High School	UniSIG		\$2,488.26
			<i>Notes: Resource Teachers - Retirement 13.57%</i>			
	5100	220	9027 - Beacon High School	UniSIG		\$1,402.74
			<i>Notes: Resource Teachers - Federal Insurance Contributions 7.65%</i>			
	5100	240	9027 - Beacon High School	UniSIG		\$91.68
			<i>Notes: Resource Teachers - Workers Comp .50%</i>			
	5900	130	9027 - Beacon High School	UniSIG	0.04	\$3,060.00
			<i>Notes: Spring Saturday Program; 2 Teachers –6 Saturdays 3.5 hours of instruction + .50 Hours of Planning = 4.0 hours. The program will be offered to all students needing to recovered credits</i>			
	5900	210	9027 - Beacon High School	UniSIG		\$415.24
			<i>Notes: Saturday Program - Retirement 13.57%</i>			
	5900	220	9027 - Beacon High School	UniSIG		\$234.09
			<i>Notes: Saturday Program- Federal Insurance Contributions 7.65%</i>			
	5900	240	9027 - Beacon High School	UniSIG		\$15.30
			<i>Notes: Saturday Program - Workers Comp .50%</i>			
	6300	130	9027 - Beacon High School	UniSIG	0.03	\$4,291.20
			<i>Notes: Curriculum Writing - Planning: 2 teachers will work up to 45 hours each to develop new curriculum for afterschool program, Saturday programs and small group intervention instruction. Teachers will be compensated at their hourly rate.</i>			

	6300	210	9027 - Beacon High School	UniSIG		\$582.32
<i>Notes: Curriculum Writing - Retirement 13.57%</i>						
	6300	220	9027 - Beacon High School	UniSIG		\$328.28
<i>Notes: Curriculum Writing - Federal Insurance Contributions 7.65%</i>						
	6300	240	9027 - Beacon High School	UniSIG		\$21.46
<i>Notes: Curriculum Writing - Workers Comp .50%</i>						
	5900	519	9027 - Beacon High School	UniSIG		\$3,000.09
<i>Notes: Earbuds for individual student use. 300 earbuds @ \$10ea</i>						
	5100	151	9027 - Beacon High School	UniSIG	1.0	\$19,126.94
<i>Notes: A 1.0 Alt Ed Assistant will be funded to provide classroom support</i>						
	5100	210	9027 - Beacon High School	UniSIG		\$2,595.53
<i>Notes: Alt Ed Assistant - Retirement 13.57%</i>						
	5100	220	9027 - Beacon High School	UniSIG		\$1,463.21
<i>Notes: Alt Ed Assistant - Federal Insurance Contributions 7.65%</i>						
	5100	231	9027 - Beacon High School	UniSIG		\$10,404.00
<i>Notes: Alt Ed Assistant - Group Insurance (10,404.00)</i>						
	5100	232	9027 - Beacon High School	UniSIG		\$70.00
<i>Notes: Alt Ed Assistant - Life Insurance (70)</i>						
	5100	240	9027 - Beacon High School	UniSIG		\$95.53
<i>Notes: Alt Ed Assistants - Workers Comp .50%</i>						
	5100	131	9027 - Beacon High School	Title, I Part A	0.15	\$10,947.90
<i>Notes: Resource Teacher</i>						
	5100	210	9027 - Beacon High School	Title, I Part A		\$1,489.29
<i>Notes: Alt Ed Assistant - Retirement 13.57%</i>						
	5100	220	9027 - Beacon High School	Title, I Part A		\$839.58
<i>Notes: Alt Ed Assistant - Federal Insurance Contributions 7.65%</i>						
	5100	230	9027 - Beacon High School	Title, I Part A		\$1,571.10
<i>Notes: Alt Ed Assistant - Group Insurance (10,404.00) + Alt Ed Assistant - Life Insurance (70)</i>						
	5100	151	9027 - Beacon High School	Title, I Part A	0.4	\$11,626.86
<i>Notes: Alt Ed Assistant - Naples</i>						
	5100	510	9027 - Beacon High School	Title, I Part A		\$1,042.95
<i>Notes: Miscellaneous instructional Supplies to support instruction</i>						
	5100	519	9027 - Beacon High School	Title, I Part A		\$1,145.09
<i>Notes: Miscellaneous Technology Supplies to support instruction. Mice and headphones will be purchase for students</i>						
	6150	510	9027 - Beacon High School	Title, I Part A		\$320.19
<i>Notes: Parent Involvement Supplies</i>						

2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$97,005.33

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes