

# Beacon College Preparatory



2014-15 School Improvement Plan

## Beacon College Preparatory

13400 NW 28TH AVE, Opa Locka, FL 33054

www.beconpride.org

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

%

### School Grades History

Year

Grade

### School Board Approval

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

### SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

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

##### Provide the school's vision statement

We believe that preparation for college must begin in kindergarten because access to a college education is arguably more important today than at any point in history. By 2020, an estimated 123 million American jobs will require a college education, but only 50 million Americans are projected to have college degrees. Conversely, the projected 150 million Americans without college degrees will be competing for the only 44 million American jobs that are classified as "low-skill." \*

Couple this gloomy foreshadowing with the fact that only 8%\* of students from low-income communities currently graduate from college by the time they are 24, and our urgency to deliver a high-quality elementary education for our students is emphatically punctuated.

We believe that it takes a lot more than just proficiency on standardized assessments to be prepared for college: It takes solid academic foundations rooted in critical thinking and literacy, strong character attributes, and enthusiastic participation in extracurricular activities. When students enter college, they must be well rounded, independent, and intrinsically motivated enough to successfully complete their degree. Beacon College Prep is dedicated to instilling these attributes in our students starting as early as kindergarten so that they can become successful, happy and productive citizens.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

- Frequent contact with parents (greeting parents for arrival and dismissal, monthly parent meetings, larger parent events, parent volunteer opportunities, etc)
- Book studies as a staff regarding race and class
- Culturally responsive teaching professional developments
- Student mentoring

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Respect is one of our core values. We teach it explicitly to our students, and reward them with positive incentives (privileges, Beacon Bucks, etc) when they demonstrate respect to reinforce our expectations. We reinforce the expectation of respect by teaching our students manners and holding them accountable to saying "please, thank you and you're welcome." We also practice showing respect to everybody on staff, and go out of our way to show manners.

We also have no tolerance for intolerance, and ensure that we are all over bullying when we see it surface. We've invested in the Second Step socio-emotional curriculum for K-2 students as a proactive measure to help our students communicate and act on their emotions more productively, manage their impulses and make good choices.



**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Just as important as reinforcing positive behavior is redirecting and deterring negative behavior. As a team, we need to be intentional about what behaviors we redirect and how we go about redirecting them. We also need to have a common understanding and way of responding to students because when our school-wide culture is consistent, students have no option but to become a part of that culture.

Below is a list of tiered behaviors and recommended responses to those behaviors. While this list is not exhaustive, it does provide perspective as to what to look for when redirecting students:

#### TIER I BEHAVIORS

Tier I behaviors are what you would expect from elementary students. Our youngest students will not know how to behave properly until we teach them and reinforce our expectations. These behaviors are often a result of poor habits or a lack of impulse control, which will develop in time. Our response to these behaviors should take that knowledge into account, and be delivered in an encouraging manner.

##### Tier I Behaviors

losing focus tapping pen  
distracting other students minor nonverbal disrespect  
not following directions excessive giggling  
calling out getting out of seat or moving around  
head down on desk

##### Responding to Tier I Behavior

Responses to tier I behaviors should be delivered in the least invasive and least public form possible. Nonverbal redirects (proximity, teacher look), self-interrupt, or a positively framed reminder will go a long way into redirecting the behavior while keeping the rest of the class on track. At times (i.e. the beginning of the school year), a color change will be warranted to ensure compliance and internalization of the expectation.

#### TIER II BEHAVIORS

Tier II behaviors are still what you would expect from an elementary school student, however the behavior is less a result of low impulse control/poor habit, and more a result of a lack of respect (for self, others, property, etc) or intentional manipulation of rules (e.g. abuse of bathroom privilege because the child is bored, blurting out because the child knows it is frustrating the teacher, etc) - kids test boundaries in developmentally appropriate ways, but we must be able to tell the difference between boundary testing and disrespect or manipulation. Below is a list of possible tier II behaviors:

##### Tier II Behaviors

Repeated tier 1 behaviors sulking minor disrespect  
Incorrect materials pouting sucking teeth  
Uniform deductions eye roll No Homework  
gum/candy Stomping feet Inappropriate touching  
not prepared for school Insulting others Talking back  
Grunting, groaning or whining

##### Responding to Tier II Behaviors

Responses to tier II behaviors should be public 75% of the time because the rest of the class needs to know that such behaviors are not acceptable. Stern/firm redirects, color change, or loss of privilege are all acceptable responses to these types of behaviors.

#### TIER III BEHAVIORS

These behaviors are a more serious breach of our school's PREPARE values namely because they endanger the safety and welfare of others in the class and/or violate the integrity of our college-prep learning environment. Teachers should use a very stern redirect to immediately stop student misbehavior, send student to the office, and contact parents that day to explain the situation or if necessary set up an in person meeting within the next 2-3 days. Tier 3 behaviors should be logged in

Kickboard, and followed up on with parents.

Tier III Behaviors

Repeated tier 2 behaviors stealing

Throwing things/tantrums major verbal disrespect

profanity verbal defiance

lying non-verbal defiance

cheating Putting down other students

Responding to tier III Behaviors

Very stern redirect, color change, time-out corner or reflection, lunch detention (1-5 days), recess detention (1-5 days), or ISS. A member of the leadership team will help the teacher facilitate the ISS process and determine whether or not ISS is warranted.

TIER IV BEHAVIORS

These are the most egregious student offenses and could result in student suspension (in-school or out) or expulsion. These behaviors pose an immediate threat to school safety and may even break the law. Teachers should immediately text the school leader to get an escort for the student. As a follow up, teacher should log detailed account of incident in kickboard and consult with SL for additional next steps.

Tier IV Behaviors

Repeated tier 3 behaviors Bringing drugs to school

Fighting Anything suspendable according to Florida Ed Code.

Bringing weapon to school Destruction of property/Vandalism

Responding to tier IV behaviors

Tier IV behaviors are to be dealt with by a member of the school leadership team. ISS, after school detention, parent conference, required parent observation, suspension, or expulsion are the possible redirects for tier IV behaviors, and the punishment is always on a case by case basis.

MANAGING BEHAVIOR IN THE CLASSROOM

As we mentioned earlier, it is important to achieve a level of consistency with regards to classroom expectations and the ways in which we manage student behavior. When students are immersed in a culture where there is a consistent way of doing things, they adopt to those ways – especially when they are younger and more impressionable. Our goal as a school is to create a culture that clearly defines and rewards our core values while redirecting and deterring behaviors that fail to align to our core values. What follows in this section is a description of our classroom management expectations at Beacon College Prep.

COLOR STICK OR COLOR CHART

Consistent and simple reminders - tied to precise explanations of behavioral breaches - help K-2 students internalize what it means to be well behaved. Connecting something as complex as behavior to something as simple as colors will help make the process of managing classroom behavior more efficient for teachers, and more digestible for students.

In Kindergarten and First Grade classes, our teachers will use a color-stick and clothes pins with student names to manage behavior throughout the day.

Color sticks can be carried by the teacher throughout the class as students transition from carpet to desk to computer and back for a highly visible solution to classroom management. At Beacon College Prep, we have 5 colors: Purple, Blue, Green, Yellow and Red. Each day, every student starts out on green (directly in the middle for neutral) and it is the teacher's responsibility to either catch them behaving well (color change to blue or purple or redirect them (color change to yellow or red.) Color changes should be issued for tier II and tier III behaviors primarily, though in the beginning of the year, tier I behaviors will warrant a color change to establish our rules and expectations.

At the end of each day, teachers should log the student's color in kickboard (along with any descriptive behavior that warranted color changes) so that parents can see a report at the end of the week on how their child behaved

Second grade classes will use the same color system, but instead of a color stick, they will have color charts. The chart should be placed somewhere visible in the classroom, and students should have to change their own colors. These small tweaks are an attempt to adapt the system for a more mature

group of students. As our school matures through 5th grade, our systems for classroom management systems will mature with them.

As mentioned earlier, teachers are encouraged to tie their incentive system to this color system. For instance, a teacher can choose to reward students in the class with positive phone calls home or “character wall of fame” photos based on the number of times they reach Blue on the color chart. Small rewards in the classroom like this will help us create the positive culture that we want, and further invest parents in the process.

#### INCENTIVES AND POSITIVE BEHAVIOR REINFORCEMENT

To the greatest extent possible, in-class incentives for positive behavior reinforcement should involve parent notification, public recognition, and rewards that align to our mission of preparing our students for college (a tee-shirt from FIU or spirit towel from UMD.) Teachers must decide what the best incentives for students are based on their knowledge of their class and the extent to which they most seamlessly tie into the rest of the class.

Regardless of the incentive system that is chosen, teachers should only reward behavior with their incentives that truly embodies our core values and/or goes above and beyond our expectations. There is danger in rewarding behavior that merely meets expectations, so we must constantly check the bar of excellence against which we are holding students to ensure that it is truly high enough and worthy of praise.

#### INSTRUCTIONAL BEST PRACTICES THAT BUILD CULTURE

Various rubric rows from our Instructional Excellence Rubric are directly related to the culture of high behavioral expectations that we seek to create at Beacon College Prep. In the first 9 weeks of school, our instructional coaching will almost exclusively focus on the rubric rows that affect culture, because a strong culture is a foundation to high quality teaching and learning. Below is a list of the instructional techniques that create consistency, predictability, and high behavioral expectations for our students:

100%

There is one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation and motivation. When giving directions, always watch to ensure that students follow them with the effort and precision that you intended, and do not proceed until 100% of your students are in compliance with the stated directions. This Teach Like A Champion technique is important because it relates to the type of consistency that leads to an environment that is fair, predictable, and focused on learning.

To achieve 100% while maintaining a warm and positive environment, it is important to use the least invasive form of intervention or redirection. The order of strategies to use when a student is not meeting your 100% expectations is as follows:

1. Nonverbal interventions
2. positive group corrections
3. anonymous individual correction
4. private individual correct
5. lightning-quick public correction
6. public correction with consequence (color change)

Additionally, teachers should emphasize and promote compliance in ways that other students can see:

- Inventing ways to maximize visibility – find ways to make it easier for you to see who is following directions, and who is not.
- Being seen looking – When you ask for compliance, look for consistency and be seen looking because then students know you are following through, and that your words are important and require attention.
- Avoiding marginal compliance – It is not whether students do what you’ve asked them to do, but rather whether they’ve done it correctly.

#### Do it Again

When students fail to successfully complete a basic task that you’ve shown them how to do, doing it again, and doing it right, or better, or perfectly is often the best consequence. Do It Again is going to be critically important in the early weeks of school as many of the systems, transitions, routines and

procedures that we teach our students will be new to them. Striving for perfection with the most fundamental tasks will send the message to students that you care about details and accuracy, and it will pay off later in the year.

Do It Again is effective because it shortens the feedback loop, sets a standard of excellence, avoids intervention from school leadership, holds the entire group accountable, allows for ample practice, and ends with success. If done correctly, Do It Again will help students internalize the procedures, rituals and routines that create classroom and school-wide culture, which ultimately maximizes learning time and impacts the enthusiasm with which students do their work.

#### Sweat the Details

In a classroom, countless apparently minor details signal the expectations for conduct and behavior to students. Sweating the details means that to reach high behavior standards you must create the perception of an orderly, organized, and “no exceptions” environment.

Sweating the details is a balance between correcting students when they are not meeting expectations with precisely praising students when they are meeting them. If you balance the redirections with the praise, then this technique will not create a militant culture in your class, but instead a culture that strives for accuracy and excellence.

#### What To Do

Giving directions to students in a way that provides clear and useful guidance. To be effective, all directions should be specific, concrete, sequential and observable. Get into the habit of delivering directions in this manner by scripting them into your lesson plans and delivering them to students using economy of language.

#### Strong Voice

Strong Voice is a Teach Like A Champion technique that helps teachers establish authority and direction of their class. The technique has less to do with having a loud or powerful voice, and more to do with how directions/redirections are given from a teacher. Strong Voice contains five principles that are detailed below:

1. Economy of Language – fewer words are stronger than more. Choose the most specific and concrete words to convey your directions/redirections for students
2. Do not talk over – If what you’re saying is truly worth attention, then every student has the right and responsibility to hear it. Never give directions/redirections over the voices of other students because it will cause you to raise your voice and weaken your authority. Wait until you have the full attention of your entire class, and proceed.
3. Do not engage – Once you have set the topic of conversation, avoid engaging in other topics until you have satisfactorily resolved the topic you initiated. When redirecting a student and they respond with an unrelated excuse, do not entertain that conversation, and instead resolve the topic you initiated.
4. Square up/stand still – Your nonverbal body language says just as much about what you’re saying as your words do. When giving directions/redirections, remember to square up your posture, stand still, make eye contact, and deliver your instructions with body language that commands attention.
5. Modulate your tone – When teachers get loud or talk fast with their students, it is often a sign that they are losing control. This weakens the power of their voice because students get used to hearing the teacher without listening. Instead of raising your voice, lower it and speak more slowly and quietly, making students to strain to listen. Exude poise and calm and demand that students know the importance of what you’re communicating by conveying it with your tone.

#### Positive Framing

Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it. Using Positive Framing means making interventions to correct student behavior in a positive and constructive way. It does not mean avoid interventions so you can talk instead about the positive behavior you see. Positive Framing should follow the 6 principles below:

1. Live in the Now – Avoid harping on what students can no longer fix, and instead provide intervention/feedback on what students can correct now that will impact their engagement going forward.

2. Assume the Best – Don't attribute to ill intention what could be the result of distraction, lack of practice, genuine misunderstanding, or developmentally appropriate manifestations of low-impulse control. Assume the best in our students, and ensure that your tone reflects that assumption.
3. Allow plausible anonymity – Allow students the opportunity to strive to reach your expectations in plausible anonymity as long as they are making a good faith effort. Saying things like “check yourself to make sure you've done exactly what I've asked” will yield better results than jumping right into a public correction like “Tyrell, you're not following directions”
4. Build momentum, and narrate the positive – When waiting for directions to be followed by students, you have a better chance of getting full compliance by narrating the positive than you do with narrating the students who are not following directions.
5. Challenge! – Kids love to be challenged to prove they can do things, to compete, and to win. So challenge them often: exhort them to prove what they can do by building competition into the day regularly. By integrating challenge into the most basic tasks (turning in papers, best posture, transitioning to carpet, etc) we can make some of these mundane procedures interesting, and create efficiency by building student motivation.
6. Talk expectations and aspirations – Talk about who your students are becoming and where you're going. Phrase your praise in this manner. When your class looks great, tell them that they look like “college scholars” and that you feel like you're in a room of future presidents, doctors, artists, and teachers.

#### Precise Praise

Positive reinforcement is one of the most powerful tools in every classroom, and should be used three times as much as corrections (i.e. highlight the bright spots for your students again and again so that they are invested in making the corrections you're looking for.) When you praise your students, be sure to follow these rules of thumb:

1. Differentiate acknowledgement and praise – Acknowledgement should be for students who meet expectations, and praise should be for those who exceed them.
2. Acknowledge and Praise LOUDLY; Correct soft – Students love to see their teachers get animated and excited. If you reserve those moments for when you're proud of your students, they will work hard to make you proud. If you are loud and animated when you are frustrated or trying to redirect them, they will operate more out of fear. Praise your students with enthusiasm and make a big deal out of it when they really exceed your expectations, and correct students using the least invasive form of intervention always.
3. Acknowledge and Praise behavior, not people – Use “Terry, I can tell you've been working hard to master your times tables. Great work!” more often than “Terry, you're brilliant!.” Notice “more often than” because we should tell our students that they are brilliant, smart, amazing, charismatic, etc. But we should strive to praise them for why they are those things (e.g. Terry working hard to be smart as opposed to being innately smart) because this communication says something to the rest of the class (If I work hard like Terry, I too can be smart)
4. Acknowledgement and Praise that is specific, concrete and observable – praise goes a long way when students know exactly what they did that you liked. When acknowledging or praising students or your class, narrate exactly what it was that was good.
5. Acknowledgement and Praise that is genuine – Mean what you say to students, because they trust and honor you.

#### Warm/Strict Balance

Children need adults in their lives who can be both warm and strict. Emotionally, they need to feel and know that we care about them and love them unconditionally. Developmentally, they need guidance and at times, firm and direct guidance. The best teachers balance these two extremes. Students need to know that you're going to be “hard on them” because they also know that you love them, and are acting in their best interest.

To strike this balance, always be sure to:

- explain to students why you're doing what you're doing – “Angela, we don't do that in this classroom because it keeps us from making the most of our learning time. I'm going to try to help you remember that”

- distinguish between behavior and people – “your behavior is inconsiderate” vs. “you are inconsiderate”
- demonstrate that consequences are temporary – Show students that when they make a mistake and are given a consequence, the mistake is immediately in the past. Each day is a blank slate, and the onus is on us to ensure that we reset our emotional barometer with our students so that they feel safe.
- use warm nonverbal behavior

#### The J-Factor

Classrooms at Beacon College Prep should be warm and joyful places where children feel excited to be. Intentionally build joy into your class by playing competitive games, using humor, suspense and surprise, singing and dancing to take brain breaks, and smiling. Just because we have high behavioral expectations and are working to achieve ambitious goals doesn't mean that our students shouldn't have fun doing it. It is the responsibility of all individuals on staff to make sure that our school is a fun and vibrant community of hard working students.

#### Teachable Character Moments

Teaching is as much an art as it is a science. The science to teaching is those best practices that are research-based and proven to produce positive outcomes for students. The art to it is the instinct to act in the best interest of all children in unfamiliar situations. Being able to identify and act in teachable moments is critical to our students' academic success, as well as their emotional maturity. There will be moments in all of our classes where we need to diverge from the plan to teach our students a more important lesson about life: that is ok and expected. Always take advantage of teachable moments because they are undoubtedly the moments that students remember decades after your class, and that have the power to fundamentally change their life perspective on important topics.

### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

We have a Dean of Students who has a portfolio of students who have been identified as needing additional support through the first few weeks of school. She is proactive in meeting with them to provide mentoring from another adult, and reactive in helping diffuse issues and mediate conflict. She meets with each student in her portfolio at least once per week, either sitting with them during lunch, pulling them out of a specials class, or pushing into one of their core academic blocks. She also helps teachers develop in-class individualized behavior management systems for each student (e.g. sticker charts) to help the teacher work with these students. She leads staff development with our Second Step curriculum, and manages relationships with parents of students who exhibit social-emotional needs.

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

### **Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Our early warning indicators include the following:

- Attendance below 90%
- One or more suspension
- Failure to meet expectations in ELA or mathematics
- Lowest 25% of students in STEP and/or FAIR reading data
- Students who are below grade-level in reading

We keep track of this data and maintain a list of students who exhibit early warning signs. Once we have determined a student to have early warning signs, we immediately reach out to parents to discuss the issue (be it behavior or academics). If it is behavior related, we request an in person

meeting with the parents to formally request that we initiate the Rtl process and document their behaviors using the FAB templates. If it is academic related, we advise the parents that we will try new strategies to intervene and see if we can make progress. We track progress, and proceed from there. We have not had to get any children evaluated as of yet, but are approaching the time where we will for both behavior and academics.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level		Total
	1	2	
Attendance below 90 percent	1	0	1
One or more suspensions	4	1	5
Course failure in ELA or Math	0	0	
Level 1 on statewide assessment	0	0	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

- Pull out instruction
- Behavior tracking charts
- parent check-ins two times a day
- Class responsibilities
- In class parent observations
- additional tutoring

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

Beacon College Prep executes a variety of strategies that help build positive relationships with families to increase involvement:

Monthly parent meetings - We conduct monthly parent meetings to share information (student data, new procedures, etc), hear parent concerns, and facilitate sessions that build parent skill in translating the things we do at school to the home life. These sessions focus primarily on helping

parents structure practice for literacy and mathematics, as well as how to implement an incentive system at home for behavior.

Events for families - We also try to hold events for parents to get together in a less formal setting so they can network and form a more personal bond with staff. These events range from a fall festival to social outings.

Volunteer opportunities for parents - We offer many volunteer opportunities for our parents, including bus aide, breakfast helper, lunch helper, snack helper, classroom management support, and office support. Parents are eager to assist us in the realization of our mission. By structuring opportunities for them to assist, we gain a tangible benefit of their work products, as well as the intangible benefit of them being role models in the school for all of our students.

Weekly communication logs with parents - We have developed a weekly communication log that is sent home each Friday where teachers communicate student behavior, academic performance, homework completion and uniform compliance. We have received positive feedback from parents about the log, as it helps them stay informed about what occurs while their child is in school.

Arrival and Dismissal - The school leadership team is present at every morning arrival and afternoon dismissal to greet students and parents. Our leadership team is highly visible and accessible for all families and as a result, they are accountable to being highly responsive to concerns or needs of our families. Over the first few months of school, our leadership team and teachers have made great progress in getting to know our families and using that knowledge to support their students.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Beacon College Prep builds and sustains partnerships with the local community by identifying those agencies and organizations that provide services to our students (after school activities, organized sports, after care, health care, etc) and connecting our parents with them so that they can provide for our students.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Evans, Pat	Principal
Mills, LaTonya	Assistant Principal
Carbonell, Dana	Instructional Coach

**Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

The leadership team is composed of the Principal, the Assistant Principal, and the Dean of Instruction.

The principal oversees every facet of the school, including operations, culture and instruction, and directly manages the AP and Dean of Instruction. The AP oversees school-wide operations, including transportation, food services, purchasing, front office management, and logistics.

The Dean of Instruction serves as our instructional coach for our 6 classroom teachers. She develops



professional development, and has weekly observation/debrief cycles with each teacher. Additionally, she provides a variety of coaching supports (co-planning, modeling, real-time coaching, etc) to teachers.

The leadership team meets every morning at 7am to discuss events that are important for the day's operations (priority classrooms, priority students, absent teachers, assessments, etc). Additionally, we meet formally every Friday to debrief the week, measure progress against our goals, and prioritize for the coming week.

Different roles execute different functional areas. The principal responsible for culture. The AP is primarily responsible for operations, and the dean of instruction is primarily responsible for instruction and curriculum. The leadership team holds weekly meetings where we report out for our different areas the strengths and areas for development that we need to prioritize, and then come together as a team to make decisions on how to improve.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The leadership team sets goals and benchmarks for instruction, culture and operations at the beginning of each year. After setting goals, the team devises a rubric against which to measure those goals. When teachers and students arrive, the team identifies barriers to reaching those goals, and poses solutions to overcoming said barriers using existing financial resources and human capital. At leadership team meetings, strategies are discussed and action plans are developed that assist in helping the school meet instructional, cultural and operational goals. At the end of each school year, the leadership team discusses the school's instructional, cultural and operational strengths and areas for development, and problem solves how to leverage strengths while developing weaknesses for the next year.

## School Advisory Council (SAC)

### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Neil Hanson	Parent
Natasha McMillan	Parent
Patrick Evans	Principal
LaTonya Mills	Education Support Employee
Kendra Williams	Parent
Donna Refuse	Parent
Andrika Thompkins	Parent
Dana Carbonell	Education Support Employee
Elizabeth Miller	Teacher
Victoria Woodard	Parent
Chantel Milcette	Parent
Tamia Ingham	Parent
Nashava Calhoun Kent	Parent
Marena Delgado	Parent
Janielle Woods	Parent
Deshawon Fernandez	Parent
Darlene Thompkins	Parent
Alan Blackshere	Parent
Dorthy Holt	Parent
Lecretia Lee	Parent

**Duties**

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

N/A - This is our school's first year of operation

*Development of this school improvement plan*

EESAC determined that the improvement plan was sufficient and accepted the responsibility of executing it for the 2014-15 school year

*Preparation of the school's annual budget and plan*

N/A

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

N/A

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

#### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Evans, Pat	Principal
Carbonell, Dana	Instructional Coach
DiManno, Kat	Teacher, K-12
Hall, Melanie	Teacher, K-12
Williams, Kendra	Teacher, K-12
Miller, Elizabeth	Teacher, K-12

#### Duties

##### ***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team (LLT) oversees the implementation of our schools K-12 Comprehensive Research-Based Reading Plan (CRRP). The LLT monitors the use of instructional materials related to reading instruction, data analysis, professional development and technology. Best Practices to achieve our goals in Literacy

- Implementation of mini-lessons that contain a connection, explicit teaching, active involvement, a link, and follow-up
- Read Alouds to help children talk and think about texts
- Classroom libraries that have at least 20 books per student at various reading levels and genres
- Frequent assessments in word-recognition, vocabulary acquisition, fluency and comprehension
- Use of Running Records, Informal Reading Inventories, and Miscue Analysis to assess students' reading abilities at different developmental levels
- Differentiated instruction – informed by recent and reliable data – which meets the learning needs of all of our students
- At least 30-40 minutes of independent reading for every student with a book of their choice at their “just right” reading-level, everyday
- Incorporation of adaptive internet-based phonics programs to blend traditional instruction with technology, differentiate learning, and individualize the educational experience for students
- Utilization of reader’s and writer’s workshop models to explicitly teach skills, instill independence, and foster a love for literacy and self-discovery/expression

Additionally, the LLT STEP tests all of our children, and uses the STEP levels to drive our goals for developing independent and critical readers.

#### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

##### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

We have four classrooms, three of which are co-taught. All grade-levels have common planning, and we have early release every Wednesday for team professional development and continued common planning.

We also have instructional and cultural rubrics that are aligned to Teach Like A Champion techniques

that we use school-wide. These are the things that we provide feedback and coaching around, so it helps us build an environment where all individuals operate on one accord.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

At Beacon College Prep, we will prioritize employing and retaining the best and most qualified teachers, and invest heavily in their ongoing leadership development. This imperative starts with the recruitment process. We will begin by clearly defining the attributes, qualifications, skill-sets and mindsets of the individuals that we intend to employ as teachers in our school. The basic criteria for teachers that will be fleshed out in more detail is below:

- Teachers at Beacon College Prep must subscribe to and deeply believe in our mission and vision for students in Liberty City
- Teachers at Beacon College Prep must have instructional expertise and a passion for leading their students to such expertise in their subject areas
- Teachers at Beacon College Prep must have a demonstrated capacity in setting, driving towards, and achieving ambitious goals, or persevering in the face of adversity.
- Teachers at Beacon College Prep must have experience teaching in low-income urban areas like Liberty City, and have a demonstrated record of success
- Teachers at Beacon College Prep must be hungry for feedback and actively pursue opportunities to develop
- Teachers at Beacon College Prep must display a commitment to and belief in the privilege of teaching Miami's underserved students who are living in poverty.

We will recruit individuals who fit this profile from strong networks like Teach For America, University of Miami School of Education, Florida International University School of Education, Beacon Miami and the national Beacon Collaborative of programs, etc. Our Founding Principal is an alumni of Teach For America, and has access to several staff members and alumnae who are eager to continue working with students from low-income communities. These contacts reside in Miami, and across the country. We have full intention of searching in Miami and across the country through such networks for teachers that have a commitment to the vision of closing the achievement gap, and a desire to do it in Miami.

We will utilize info sessions with the abovementioned networks, as well as Internet-based sites for job postings (like career builder, idealist.org, linkedin, teachers-teachers.com, etc) for online job postings. We will create a school website and begin an aggressive marketing campaign to spark interest and encourage applications.

Our teacher application will be rigorous, and our selection process will be intensely aligned to our mission, and to what it will take to be apart of the team that is going to achieve that mission. Through the application process, we seek to understand what brings the candidate to the field of education, what attributes and competencies they possess, and what skillsets and mindsets they will be able to contribute to Beacon College Prep. The process will include:

- Resume, Cover Letter, and an application that is aligned to our mission, and the non-negotiable traits of the types of teachers we are looking for.
- One-way Webcam interview (using a program like InterviewStream) and submission of a video of the candidate teaching. (the one-way webcam interview will replace the phone interview so we can get a sense of the applicant's demeanor, presence, and critical thinking)
- In school interview with the Principal, including role-plays, sample teaching lessons, and practice receiving feedback
- Reference and credential checks
- Criminal Background Checks
- Offer letter

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Every teacher is mentored by a member of the school's leadership team, and engages in one-on-one check-ins with that leadership member. Because our staff is so small, we have decided not to formally pair teachers with mentoring relationships, but instead match them with somebody from the instructional leadership team. Our instructional coach engages in weekly coaching cycles with each teacher, and models good instruction for them. Common planning time for each grade-level team fosters an environment of support and collaboration, and Wednesday professional developments serves as a time for the entire team to bond.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Beacon College Prep's educational program is designed to provide the most effective classroom instructional methodologies and effective curriculum resources and programs with proven success with our student population. The curriculum is driven by the LAFS and MAFS, in that we will ensure that all students meet specific school, state and national standards required before matriculating into higher grades. We embrace standards because we believe that they provide a clear and useful framework by which to measure real student progress and hold teachers and school leadership accountable for student performance. The LAFS and MAFS serve as the foundation for academic content for Beacon College Prep.

Beacon College Prep's coursework will provide for appropriate instruction based upon the state's curriculum frameworks, course descriptions, Florida Standards prescribed by the Florida State Department of Education and Florida's System of School Improvement and Accountability goals and standards.

Students with disabilities are provided instruction in the general education curriculum to the extent they are able to participate and progress. Accommodations will be provided as specified in the student's Individual Education Plan (IEP) but course performance standards will not be changed. The accommodations specify changes in instructional strategies that are required as a result of a student's disability.

Our philosophy is paramount in the curriculum decision-making process. We believe in the value of high quality teachers. Therefore, the mastery of standards drives the curricular decisions, not the textbooks. While teachers are given research-based proven effective tools, these items are considered tools in the hands of the specialist, the classroom teacher. The teacher at Beacon College Prep has the freedom to decide how best to guide their students into mastery of the content. Specific textbooks and materials may be listed in the core content areas; however, these resources are subject to change based on program evaluation of effectiveness with our students.

Beacon College Prep students will receive instruction in language arts, reading, mathematics, science, and social studies, as well as instruction in health, physical education and special interest electives including art, music, dance, and pre-vocational classes. These course offerings will be in accordance with state statutes and Miami-Dade County Public Schools promotion standards.

Instruction will be focused on ensuring that all students demonstrate mastery of the Florida Standards (F.S. 1003.41).

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

By employing a strategy known as “Data-Driven Instruction” we will ensure that our curriculum is truly rigorous and reflective of what students are expected to do, as well as support our mission of closing the achievement gap and preparing our students for success in college and life.

Data-driven instruction is the philosophy that schools should constantly focus on one simple question: are students learning? (Bambrick-Santoyo, 2010). At the leadership level, it is shifting from analyzing “what teachers taught” for the sake of analyzing “what students learned” and using this information to adjust course, adapt pedagogy, or reprioritize content to ensure that students are successful. The four key principles of data-driven instruction, as outlined by Bambrick-Santoyo’s “Driven by Data,” are listed below:

1. Assessment: Creation and utilization of rigorous interim assessments that provide valid, meaningful and reliable data.
2. Analysis: examination of the results of assessments to identify the causes of both progress and gaps towards academic goals
3. Action: prioritize and teach effectively what the data suggests students need to learn
4. Culture: Create an environment in which data-driven instruction can thrive for staff and students. (Bambrick-Santoyo, 2010)

Beacon College Prep’s curriculum for all students will be informed by and built on Florida Standards, and rigorous interim assessments aligned to those standards. The purpose of these assessments will be to provide students, teachers and school-based leadership with meaningful information regarding the progress and gaps to our academic goals. Our assessment calendar will keep us on track to collect data from students every 6-8 weeks to maintain an accurate measure of their progress. It is critical that our assessments are common across grade-level teams and frequent enough to adjust course as soon as possible. Our assessments will also be aligned to our instructional scope and sequence so that students are being assessed on what is taught. Lastly, we will be sure to reassess students on standards throughout the year to keep the information relevant and to develop a more accurate gauge on their comprehension and retention.

Once we have assessed students with Florida Standards aligned interim assessments, we will analyze the data so that students, teachers and leadership are empowered to improve, given their comprehensive understanding of our progress and gaps to our goals. We will create user-friendly data reports using Kickboard and Excel-based tools that include question-level, standard-level, and overall results, and debrief these reports with teachers immediately after they are gathered. We will also promote teacher-owned analysis of the data by facilitating conversations with teachers that prompt reflection, model effective data-analysis and hold them accountable to our mission. And lastly, we will always marry the analysis of data from assessment with analysis of the assessment itself and the instruction that lead to that data. By breaking down student gaps at the question and standards-level and by dissecting videos of lessons from teachers, we can move the analysis from “what” students got wrong to “why” they got it wrong (Bambrick-Santoyo, 2010)

We will then take action from our analysis by instituting structures that are designed to improve instruction and cultivate a data-driven culture school-wide. Teachers will work collaboratively in grade-level teams to debrief data and design lessons that are informed by their reflection on their instructional practices. Teachers will record their lessons and watch them in planning groups to learn from and coach one another on best practices and improving instruction. We will ensure that all stakeholders are aware of the current state of student learning by lining our walls with graphs that illustrate our progress towards our end of year goals, using data as a starting point for our professional development Wednesdays, and systematically sharing data with students and parents. Paul Bambrick-Santoyo, the author of “Driven by Data” and a managing director of Uncommon Schools in NYC and New Jersey, has trained over 2,000 school leaders nationwide and is the Data-Driven Instruction faculty member for New Leaders for New Schools. In “Driven by Data”, he highlights several case-studies of low-income, low-performing schools transforming the results and reality for their students by implementing his well-executed data-driven program. In just two years, Fort Worthington (Maryland) went from 47% to 89% proficient in literacy, and from 44% to 87% proficient in mathematics (Bambrick-Santoyo, 2010). 3rd Graders at Morrell Park (Maryland) jumped from 41% to 100% proficient in math in only three years. Bambrick-Santoyo outlines 18 case-studies

with results as striking as these throughout the book, and provides a roadmap for classroom teachers and school leaders to implement his highly-effective practical guide to improving student learning using data.

By implementing this program of data-driven instruction school-wide, we intend to lead students to superior academic achievement and build a strong primary foundation in all core academic subjects. We have every intention of leading our students to results dramatic enough to be highlighted in the next edition of "Driven by Data" because we believe that 100% of our students must leave us proficient in mathematics and reading at or above grade-level.

Data-Driven Instruction will also help us identify students who need further support, differentiation and individualization. To ensure these needs are reflected in our curriculum, we will invest in technology to help us blend traditional classroom instruction with online and skill-adaptive software, as well as structure appropriate interventions to provide all students with the supports that they need to be successful.

We believe that differentiation and individualization should be a core component of all schools. We will leverage our technology, small group instruction and after school differentiated intervention/enrichment in core academic subjects, as well as a fully integrated Multi-Tiered System of to meet these aims.

Each student will have their educational experience individualized and differentiated by engaging in online-adaptive technology in literacy and math each day. Each student will have an account to iReady for literacy, and ST Math for math where they work through lessons that are aligned to standards and grade-level expectations at their own pace. The benefit of these programs are numerous: they facilitate efficiency, remediate student deficiencies, and instill a level of independence in students from an early age. They also produce valuable data with regards to how much time students are spending on each topic, and how well students are performing on certain standards, providing yet another data point for teachers and administration to use to drive our instructional program.

We are modeling our blended learning concept off of other elementary schools that have successfully leveraged technology to produce dramatic results for their students. KIPP LA Empower Academy (California) increased their students literacy scores from 9% proficient or advanced to 78% halfway through the year by effectively blending the direct classroom instruction with student-driven technology-based learning (Innosight Institute, 2011). Similarly, Rocketship Education (California) produced results that defied odds for their students when their first school, Mateo Sheedy, attained the #1 ranking in Santa Clara County and the #5 ranking in the state of California for all schools with more than 70% FRL in literacy and mathematics (Innosight Institute, 2011). By making strategic investments in high-quality computer programs in math and literacy, and structuring our school day to afford students the opportunity to drive their own education using these programs, we intend to produce results that match or surpass those of our peers in California who have embraced the blended learning concept.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Our school day spans from 8:15am to 4:30pm. This is a long day for Kindergarten through second grade students, but we offer additional enrichment as well as additional core academic instruction to make it manageable for our students.

**Strategy Rationale**

Our rationale is that the more students are engaged and on task with academic work that is aligned to rigorous standards, the more students will learn. Kindergarteners across the district get out of school at 1:50pm while our Kindergartners stay until 4:30pm - this will help us accelerate learning for our students and prepare them to be above grade-level by 1st grade, closing any achievement gap that existed previously and preparing them for their future.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Evans, Pat, pevans@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

FAIR scores, STEP levels, and SAT 10 scores

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

The primary transition that we deal with is pre-school to kindergarten. We acclimate our kindergartners to the new environment and new expectations by using the first week of school as "culture week" where we explicitly teach them aspects of our culture (routines, chants, procedures, rituals, etc) and practice them over and over until they become internalized. This week is truly an investment in the rest of the year because it lays the foundation for strong instruction and learning. Although we are a K-2 school this year, we will eventually grow to a K-5 and be charged with the responsibility of ensuring that our students are prepared for the next school level. To begin the preparation early, we hold students to rigorous academic expectations, expose them to higher school levels via field trips, and adjust the our management system each year to instill more independence and responsibility. One highlight of our program is that we bring every grade level on a college field trip each year to instill the mindset that they are going to college one day. The field trips help them set ambitious goals for themselves, and give them something to work for both in the short term and in the long term.

**College and Career Readiness**



**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

N/A

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

N/A

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

N/A

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** CORE INSTRUCTION: Our primary goal is to improve core instruction at Beacon College Prep by integrating literacy across all four core subject areas (reading, mathematics, science and social studies).
- G2.** EWS: 75% of all students identified as at-risk due to behavior, attendance or baseline performance will improve attendance, decrease referrals, and improve in reading as measured by the STEP assessment.
- G3.** STEM: Beacon College Prep will enhance our Science and Math curriculum by utilizing technology, facilitating hands-on discovery-based learning, and exposing students to real-world applications of math and science through field trips.
- G4.** PARENT INVOLVEMENT: To increase parental engagement with home learning activities.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. CORE INSTRUCTION:** Our primary goal is to improve core instruction at Beacon College Prep by integrating literacy across all four core subject areas (reading, mathematics, science and social studies).

1a

G052552

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	80.0
Math Gains	80.0
AMO Reading - African American	
Highly Effective Teachers (Performance Rating)	80.0
AMO Reading - Hispanic	
AMO Math - African American	
AMO Math - Hispanic	
AMO Reading - ED	
AMO Math - ED	

**Resources Available to Support the Goal** 2

- Academic Goals -2 teachers per classroom -Additional personnel (Dean of Students, Dean of Instruction) to support teacher development -PD Wednesdays -PD trip to NYC for Staff (September to norm on vision of excellence and visit high functioning schools) -Technology for students (chromebooks, iPads, ST Math, iReady) to blend learning and differentiate instruction -STEP Assessment (research-based reading assessment from University of Chicago) -Wonders Reading Curriculum -Reading AZ -RAZ Kids -iReady for blended reading -50 iPads -42 Chromebooks -Dean of Students -Parent Volunteers -Daily communication log for families - Robust daily schedule (40 minutes of Art and 40 minutes of PE everyday) -District Managed office (we are a district managed charter school and can lean on the District Management Team)

**Targeted Barriers to Achieving the Goal** 3

- Students lack access to high-quality literacy instruction in the four core content areas that develops comprehension skills

**Plan to Monitor Progress Toward G1.** 8

% of classrooms that are exemplary on the rubric rows defined within our instructional rubric in core academic subjects

% of students who are on or above grade-level in reading as defined by the STEP Assessment

% of teachers who believe the Professional Development Wednesdays were helpful in improving instruction and increasing literacy in core academic areas

**Person Responsible**

Pat Evans

**Schedule**

On 6/5/2015

**Evidence of Completion**

Our leadership team will conduct weekly walkthroughs of every classroom for the explicit purpose of assessing where the class is relating to our cultural rubric, our instructional rubric, and the students' STEP Level.

**G2.** EWS: 75% of all students identified as at-risk due to behavior, attendance or baseline performance will improve attendance, decrease referrals, and improve in reading as measured by the STEP assessment.

1a

G052553

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	75.0
2+ Behavior Referrals	10.0
Attendance rate	96.0

**Resources Available to Support the Goal** 2

- Small school setting (less than 120 students)
- Second Step Social-Emotional Curriculum for K-5
- Dean of Curriculum and Instruction for Academic Support
- Professional Development Wednesdays
- Extended School Day

**Targeted Barriers to Achieving the Goal** 3

- Lack of clear systems to address attendance, behavior and performance

**Plan to Monitor Progress Toward G2.** 8

STEP literacy levels will be monitored closely for students in our lowest 25%. Our goal is for 75% of them to achieve at least 3 STEP levels (one year's worth of learning), and we will compare their baseline STEP data to their STEP levels throughout the year.

**Person Responsible**

Dana Carbonell

**Schedule**

On 6/5/2015

**Evidence of Completion**

STEP levels. At least 75% of the students in our lowest 25% should have grown 3 STEP levels throughout the year. Grade level equivalents for each grade is listed below: Kindergarten: STEP 3  
 First Grade: STEP 6 Second Grade: STEP 9

**G3. STEM:** Beacon College Prep will enhance our Science and Math curriculum by utilizing technology, facilitating hands-on discovery-based learning, and exposing students to real-world applications of math and science through field trips. 1a

G052554

**Targets Supported** 1b

Indicator	Annual Target
	80.0

**Resources Available to Support the Goal** 2

- Relationship with Breakthrough Miami Summer Program Relationships with supporters of Breakthrough Miami Summer Program Relationship with Teach For America Alumni Singapore Math Curriculum ST Math technology program

**Targeted Barriers to Achieving the Goal** 3

- Access to discovery-based curriculum

**Plan to Monitor Progress Toward G3.** 8

Each teacher should facilitate at least 5 discovery/inquiry based lessons

**Person Responsible**

**Schedule**

Monthly, from 1/12/2015 to 6/5/2015

**Evidence of Completion**

Lesson plans from each grade level of an inquiry based lesson

**G4. PARENT INVOLVEMENT: To increase parental engagement with home learning activities.** 1a

G052555

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Robust Curriculum
- LAFS and MAFS
- Dean of Curriculum and Instruction

**Targeted Barriers to Achieving the Goal** 3

- Organizational Systems to Measure Goal

**Plan to Monitor Progress Toward G4.** 8

Homework Completion Percentages

**Person Responsible**

LaTonya Mills

**Schedule**

Monthly, from 10/13/2014 to 6/5/2015

**Evidence of Completion**

Homework completion rates per student, classroom and school

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** CORE INSTRUCTION: Our primary goal is to improve core instruction at Beacon College Prep by integrating literacy across all four core subject areas (reading, mathematics, science and social studies). **1**

 G052552

**G1.B1** Students lack access to high-quality literacy instruction in the four core content areas that develops comprehension skills **2**

 B132468

**G1.B1.S1** Students actively engage regularly with comprehension strategies during their core academic classes through different phases of the lesson. Teachers are coached to regularly integrate comprehension strategies that actively engage students through different phases of the lesson in each of the four core content areas. **4**

 S144440

### Strategy Rationale

Active engagement is critical to comprehension. Developing comprehension skills for our k-2 students is critical to ensuring their success in grades 3 and beyond, therefore, we will focus on developing their comprehension starting in kindergarten.

We will also focus on developing phonemic awareness, phonics, fluency and vocabulary, but the sooner we get students to engage for the purpose of comprehending, the easier their maturation as readers who learn from what they read will be.

### Action Step 1 **5**

Students begin lessons in mathematics, science, English language arts and social studies where teacher first activates prior knowledge

#### Person Responsible

Dana Carbonell

#### Schedule

Daily, from 10/27/2014 to 6/5/2015

#### Evidence of Completion

Lesson plans with hooks that explicitly tie the attention grabber to a piece of prior knowledge

### Action Step 2 5

Students will complete KWL (Know, Want to know, Learned) charts or engage in KWL discussions prior to and after each lesson in the four core content areas to prompt metacognition and assist students in comprehending the lesson as it relates to them.

**Person Responsible**

Dana Carbonell

**Schedule**

Weekly, from 10/27/2014 to 6/5/2015

**Evidence of Completion**

KWL charts in student folders from each month, in class observations of KWL discussions for Kinder and first grade.

### Action Step 3 5

Students will use graphic organizers in the core content areas and reference teacher-created anchor charts that contain graphic organizers to help them comprehend more complex topics

**Person Responsible**

Dana Carbonell

**Schedule**

Weekly, from 10/27/2014 to 6/5/2015

**Evidence of Completion**

Anchor charts in classrooms

### Action Step 4 5

Students will engage in Think Pair Share and Stop and Jot activities to actively engage in the whole-group phase of the lesson and deepen comprehension and retention of information

**Person Responsible**

Dana Carbonell

**Schedule**

Daily, from 10/27/2014 to 6/5/2015

**Evidence of Completion**

Think Pair Shares and Stop Jots are clearly planned for and explicitly in lesson plans



**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Leadership team will schedule checks for evidence from the action plan

**Person Responsible**

Pat Evans

**Schedule**

Monthly, from 10/27/2014 to 6/5/2015

***Evidence of Completion***

Evidence will be collected by the leadership team each month, and a discussion will be documented on our weekly leadership team meetings. Evidence will be captured in the agenda of the leadership team meetings.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Coaching cycles

**Person Responsible**

Dana Carbonell

**Schedule**

On 6/5/2015

***Evidence of Completion***

Coaching logs. Instructional coach will conduct coaching cycles and document efforts in coaching logs

**G2.** EWS: 75% of all students identified as at-risk due to behavior, attendance or baseline performance will improve attendance, decrease referrals, and improve in reading as measured by the STEP assessment. 1

G052553

**G2.B3** Lack of clear systems to address attendance, behavior and performance 2

B132471

**G2.B3.S1** Students at-risk for performance engage in interventions with volunteers from surrounding community organizations in literacy and mathematics. 4

S144441

### **Strategy Rationale**

To save money on our limited budget, we can create an intervention plan (after school, Saturday school) for students identified through EWS (attendance, behavior or performance) using volunteers. We can engage current TFA corps members or Alumni, or City Year corps members in volunteering this year, and at the same time hook them into our school so that they apply to join us next year as we grow.

### **Action Step 1** 5

Students engage in high quality research-based literacy interventions with qualified adults to facilitate the interventions.

#### **Person Responsible**

Elizabeth Miller

#### **Schedule**

On 10/17/2014

#### **Evidence of Completion**

Teacher will vet at least 3 more research-based intervention programs for literacy, and grade them on a rubric for us to purchase, and then create a schedule for students identified through EWS for academic performance in literacy.

### Action Step 2 5

Students engage in high quality research-based mathematics interventions with qualified adults to facilitate the interventions.

#### **Person Responsible**

Dana Carbonell

#### **Schedule**

On 10/17/2014

#### **Evidence of Completion**

Teacher will vet at least 3 more research-based intervention programs for mathematics, and grade them on a rubric for us to purchase, and then create a schedule for students identified through EWS for academic performance in mathematics.

### Action Step 3 5

Students will take literacy and mathematics assessments every six weeks to assess the efficacy of our intervention program.

#### **Person Responsible**

Pat Evans

#### **Schedule**

Every 6 Weeks, from 10/20/2014 to 10/27/2014

#### **Evidence of Completion**

Principal will develop an assessment schedule for our entire school, and all student progress - particularly those who display EWS for academic performance.

### Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Time Sheet Reconciliation

#### **Person Responsible**

Pat Evans

#### **Schedule**

Weekly, from 11/10/2014 to 6/5/2015

#### **Evidence of Completion**

Each week, leadership team will check to ensure that each student received at least 2 hours of intervention/supplementary instruction in literacy by reviewing the time sheets

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Quarterly Efficacy Review

**Person Responsible**

Pat Evans


**Schedule**

Weekly, from 11/10/2014 to 6/5/2015

**Evidence of Completion**

At least 4 times through the duration of our intervention program, the leadership team will assess the effectiveness of said interventions by analyzing student data, and formally observing interventions of volunteers with small student groups.

**G2.B3.S2** Students at-risk because of behavior engage in a structured mentoring program with different members of our staff, and track their own behaviors through out the day via a check-in check-out system. 4

 S144442

**Strategy Rationale**

Students with mentors are more likely to stay in school and excel in school. They are also more likely to conduct themselves in a productive manner because they value their mentor and have a reason to behave.

**Action Step 1** 5

Students identified as at-risk due to behavior are paired with staff members and engage in daily check-in/check-out system

**Person Responsible**

Pat Evans

**Schedule**

Daily, from 10/13/2014 to 11/24/2014

**Evidence of Completion**

List of students and staff mentor pairings along with a schedule for check ins.

### Action Step 2 5

Students identified as at-risk due to behavior are paired with staff members and engage in weekly pull-out meetings, where the staff mentor counsels student, debriefs daily check-in/out system, and debriefs teacher anecdotal notes.

**Person Responsible**

Pat Evans

**Schedule**

Weekly, from 10/27/2014 to 11/24/2014

**Evidence of Completion**

Calendar for each staff member of weekly pull-out

### Action Step 3 5

Students identified as at-risk due to behavior are given classroom jobs to empower them and focus their inattention towards something productive for the environment.

**Person Responsible**

Dana Carbonell

**Schedule**

Weekly, from 10/27/2014 to 6/5/2015

**Evidence of Completion**

Student Job wall in each classroom

### Action Step 4 5

Students identified as at-risk due to behavior will participate in at least three group mentoring field trips with their staff mentor

**Person Responsible**

Pat Evans

**Schedule**

Quarterly, from 10/27/2014 to 6/5/2015

**Evidence of Completion**

Each staff member schedules and plans 1 event for the entire mentoring group outside of school (basketball game, bowling, etc) to incentivize good behavior for each child in the mentoring group.

**Plan to Monitor Fidelity of Implementation of G2.B3.S2** 6

Assistant Principal maintains a binder of documentation

**Person Responsible**

LaTonya Mills

**Schedule**

Every 6 Weeks, from 10/27/2014 to 6/5/2015

**Evidence of Completion**

Documentation of evidence that students in mentoring program have less behavioral citations

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2** 7

Assistant Principal maintains a binder of documentation

**Person Responsible**

Pat Evans

**Schedule**

Every 2 Months, from 10/27/2014 to 6/5/2015

**Evidence of Completion**

Documentation that provides data on the reduced number of behavioral incidents as a result of mentoring.

**G2.B3.S3** Students at-risk because of earn attendance earn incentives for coming to school regularly and on time **4**

 S144443

### Strategy Rationale

Giving students a reason to come to school will increase their attendance

### Action Step 1 **5**

Students earn weekly paychecks at the end of each week that reflect payment (in Beacon Bucks) for perfect attendance

#### **Person Responsible**

Pat Evans

#### **Schedule**

On 11/28/2014

#### **Evidence of Completion**

Weekly paychecks for students at risk for attendance that reflect an incentive has been given for perfect weekly attendance

### Action Step 2 **5**

Students who have perfect quarterly attendance will engage in a pizza and Ice Cream party at the commencement of each 9 weeks.

#### **Person Responsible**

Pat Evans

#### **Schedule**

On 10/31/2014

#### **Evidence of Completion**

Pizza and Ice Cream party on the last day of each 9-weeks.

### Action Step 3 5

Students engage in a field trip to boomers, a Heat Game, Bowling etc. for students who have 95% attendance through April.

#### **Person Responsible**

Pat Evans

#### **Schedule**

On 6/5/2015

#### **Evidence of Completion**

Field-trip documentation from May that we have taken students with 95% or better attendance on a celebratory field trip.

### Action Step 4 5

Student names and pictures are tracked visually in school's common space to acknowledge and celebrate students with above 95% average daily attendance

#### **Person Responsible**

LaTonya Mills

#### **Schedule**

Weekly, from 11/3/2014 to 1/5/2015

#### **Evidence of Completion**

Visual attendance tracker on our bulletin board or in our main office that highlights students with good attendance in two month intervals

### Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

AP will oversee office manager's calendar to ensure that she is making calls each day as soon as students are determined to be absent or tardy

#### **Person Responsible**

LaTonya Mills

#### **Schedule**

Daily, from 10/27/2014 to 6/5/2015

#### **Evidence of Completion**

AP will send a quarterly report to Principal that highlights office manager's fidelity to making calls



**Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7**

Develop a tracking system for our students who have a history of poor attendance

**Person Responsible**

Pat Evans

**Schedule**

Every 6 Weeks, from 10/27/2014 to 6/5/2015

**Evidence of Completion**

Each six weeks, we will roll up the average attendance data for students who have a history of being absent from school and reward them for improving their attendance.


**G3. STEM:** Beacon College Prep will enhance our Science and Math curriculum by utilizing technology, facilitating hands-on discovery-based learning, and exposing students to real-world applications of math and science through field trips. 1

 G052554

**G3.B4** Access to discovery-based curriculum 2

 B132479

**G3.B4.S1** Students will engage in monthly discovery-based anchor projects for each grade-level in science 4

 S144444

**Strategy Rationale**

We lack many resources (science materials, discovery-based curriculum, classroom lab space, etc) so to achieve our goal of enhancing our STEM component, we can develop our own inquiry/discovery based curriculum that is anchored by inquiry projects in science.

**Action Step 1 5**

Students will engage in direct-instruction prior to discovery-based lessons to build necessary prior knowledge and context

**Person Responsible**

Dana Carbonell

**Schedule**

Monthly, from 11/5/2014 to 11/5/2014

**Evidence of Completion**

Lesson plans of teachers

### Action Step 2 5

Students will engage in exploration using the scientific method prior to discovery-based lessons

**Person Responsible**

Dana Carbonell

**Schedule**

Monthly, from 11/5/2014 to 11/5/2014

***Evidence of Completion***

Lesson plans of teachers

### Action Step 3 5

Students will develop science-fair projects where they employ the scientific method as the capstone project for their final discovery-based project

**Person Responsible**

Dana Carbonell

**Schedule**

On 5/20/2015

***Evidence of Completion***

Lesson plans of teachers, rubric for measuring quality of science fair projects.

### Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

We will maintain a binder with evidence that we are making progress towards our STEM goal

**Person Responsible**

Pat Evans

**Schedule**

On 6/5/2015

***Evidence of Completion***

Meeting minutes, Action Plans and Division of Labor for fundraising, Lesson Study and Lesson Plans from teachers

**Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7**

We will facilitate Lesson Studies to assess effectiveness. We will provide substitute coverage for teachers to peer-observe a lesson that they collaboratively planned, and hold those teachers accountable to making adjustments so that our discovery/inquiry based lessons improve

**Person Responsible**

**Schedule**

On 6/5/2015

**Evidence of Completion**

Lesson Study Documentation

**G4. PARENT INVOLVEMENT: To increase parental engagement with home learning activities. 1**

 G052555

**G4.B1 Organizational Systems to Measure Goal 2**

 B132480

**G4.B1.S1 Develop a system to measure homework completion for the entire school 4**

 S144445

**Strategy Rationale**

If we can measure homework completion, we can work towards our school-wide goal of 95% daily.

**Action Step 1 5**

Create weekly homework packets for each grade level

**Person Responsible**

Dana Carbonell

**Schedule**

On 6/5/2015

**Evidence of Completion**

Binder for each grade level (K-2) with weekly homework packets that are aligned to the Scope and Sequence for Language Arts and Mathematics, and engaging for students and families

**Action Step 2** 5

Purchase hard cover binders for each student

**Person Responsible**

LaTonya Mills

**Schedule**

On 10/13/2014

**Evidence of Completion**

Receipt of 110 hard cover homework binders that have dividers and keep our students organized.

**Action Step 3** 5

Assign operations staff for grading homework for completion

**Person Responsible**

LaTonya Mills

**Schedule**

On 6/5/2015

**Evidence of Completion**

Division of Labor table for our school-wide homework grading system

**Action Step 4** 5

Develop a tracking system (excel-based and school-facing) to measure homework completion per classroom per day

**Person Responsible**

LaTonya Mills

**Schedule**

On 10/17/2014

**Evidence of Completion**

Tracking system that is highly visible for all staff members, and efficient for operations staff who use it

**Plan to Monitor Fidelity of Implementation of G4.B1.S1 6**

Each day, our operations staff will collect homework binders from classrooms. They will grade homework from the scheduled day, add it into our tracker, and share out homework completion percentages prior to 11am. Teachers whose classrooms fail to reach 80% completion on any given day will be followed up with, and parents of individual students who fail to complete homework will be notified of a homework violation

**Person Responsible**

LaTonya Mills

**Schedule**

On 6/5/2015

**Evidence of Completion**

Tracking tool (Microsoft Excel Based) will reflect homework completion for each student for each day of the year. It will roll up each students' average homework completion for the year, as well as the entire school average.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Assess change in HW completion quarterly after we begin measuring it

**Person Responsible**

LaTonya Mills

**Schedule**

Quarterly, from 10/13/2014 to 6/5/2015

**Evidence of Completion**

We will set target dates after we compile baseline HW completion numbers to assess whether or not our completion eclipses 95%

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Students begin lessons in mathematics, science, English language arts and social studies where teacher first activates prior knowledge	Carbonell, Dana	10/27/2014	Lesson plans with hooks that explicitly tie the attention grabber to a piece of prior knowledge	6/5/2015 daily
G2.B3.S1.A1	Students engage in high quality research-based literacy interventions with qualified adults to facilitate the interventions.	Miller, Elizabeth	10/13/2014	Teacher will vet at least 3 more research-based intervention programs for literacy, and grade them on a rubric for us to purchase, and then create a	10/17/2014 one-time

**Dade - 4002 - Beacon College Preparatory - 2014-15 SIP**  
Beacon College Preparatory

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				schedule for students identified through EWS for academic performance in literacy.	
G2.B3.S2.A1	Students identified as at-risk due to behavior are paired with staff members and engage in daily check-in/check-out system	Evans, Pat	10/13/2014	List of students and staff mentor pairings along with a schedule for check ins.	11/24/2014 daily
G2.B3.S3.A1	Students earn weekly paychecks at the end of each week that reflect payment (in Beacon Bucks) for perfect attendance	Evans, Pat	10/27/2014	Weekly paychecks for students at risk for attendance that reflect an incentive has been given for perfect weekly attendance	11/28/2014 one-time
G3.B4.S1.A1	Students will engage in direct-instruction prior to discovery-based lessons to build necessary prior knowledge and context	Carbonell, Dana	11/5/2014	Lesson plans of teachers	11/5/2014 monthly
G4.B1.S1.A1	Create weekly homework packets for each grade level	Carbonell, Dana	10/13/2014	Binder for each grade level (K-2) with weekly homework packets that are aligned to the Scope and Sequence for Language Arts and Mathematics, and engaging for students and families	6/5/2015 one-time
G1.B1.S1.A2	Students will complete KWL (Know, Want to know, Learned) charts or engage in KWL discussions prior to and after each lesson in the four core content areas to prompt metacognition and assist students in comprehending the lesson as it relates to them.	Carbonell, Dana	10/27/2014	KWL charts in student folders from each month, in class observations of KWL discussions for Kinder and first grade.	6/5/2015 weekly
G2.B3.S1.A2	Students engage in high quality research-based mathematics interventions with qualified adults to facilitate the interventions.	Carbonell, Dana	10/13/2014	Teacher will vet at least 3 more research-based intervention programs for mathematics, and grade them on a rubric for us to purchase, and then create a schedule for students identified through EWS for academic performance in mathematics.	10/17/2014 one-time
G2.B3.S2.A2	Students identified as at-risk due to behavior are paired with staff members and engage in weekly pull-out meetings, where the staff mentor counsels student, debriefs daily check-in/out system, and debriefs teacher anecdotal notes.	Evans, Pat	10/27/2014	Calendar for each staff member of weekly pull-out	11/24/2014 weekly
G2.B3.S3.A2	Students who have perfect quarterly attendance will engage in a pizza and Ice Cream party at the commencement of each 9 weeks.	Evans, Pat	10/27/2014	Pizza and Ice Cream party on the last day of each 9-weeks.	10/31/2014 one-time
G3.B4.S1.A2	Students will engage in exploration using the scientific method prior to discovery-based lessons	Carbonell, Dana	11/5/2014	Lesson plans of teachers	11/5/2014 monthly
G4.B1.S1.A2	Purchase hard cover binders for each student	Mills, LaTonya	10/13/2014	Receipt of 110 hard cover homework binders that have dividers and keep our students organized.	10/13/2014 one-time
G1.B1.S1.A3	Students will use graphic organizers in the core content areas and reference teacher-created anchor charts that contain graphic organizers to help them comprehend more complex topics	Carbonell, Dana	10/27/2014	Anchor charts in classrooms	6/5/2015 weekly
G2.B3.S1.A3	Students will take literacy and mathematics assessments every six weeks to assess the efficacy of our intervention program.	Evans, Pat	10/20/2014	Principal will develop an assessment schedule for our entire school, and all student progress - particularly those who display EWS for academic performance.	10/27/2014 every-6-weeks

**Dade - 4002 - Beacon College Preparatory - 2014-15 SIP**  
Beacon College Preparatory

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S2.A3	Students identified as at-risk due to behavior are given classroom jobs to empower them and focus their inattention towards something productive for the environment.	Carbonell, Dana	10/27/2014	Student Job wall in each classroom	6/5/2015 weekly
G2.B3.S3.A3	Students engage in a field trip to boomers, a Heat Game, Bowling etc. for students who have 95% attendance through April.	Evans, Pat	10/27/2014	Field-trip documentation from May that we have taken students with 95% or better attendance on a celebratory field trip.	6/5/2015 one-time
G3.B4.S1.A3	Students will develop science-fair projects where they employ the scientific method as the capstone project for their final discovery-based project	Carbonell, Dana	11/12/2014	Lesson plans of teachers, rubric for measuring quality of science fair projects.	5/20/2015 one-time
G4.B1.S1.A3	Assign operations staff for grading homework for completion	Mills, LaTonya	10/13/2014	Division of Labor table for our school-wide homework grading system	6/5/2015 one-time
G1.B1.S1.A4	Students will engage in Think Pair Share and Stop and Jot activities to actively engage in the whole-group phase of the lesson and deepen comprehension and retention of information	Carbonell, Dana	10/27/2014	Think Pair Shares and Stop Jots are clearly planned for and explicitly in lesson plans	6/5/2015 daily
G2.B3.S2.A4	Students identified as at-risk due to behavior will participate in at least three group mentoring field trips with their staff mentor	Evans, Pat	10/27/2014	Each staff member schedules and plans 1 event for the entire mentoring group outside of school (basketball game, bowling, etc) to incentivize good behavior for each child in the mentoring group.	6/5/2015 quarterly
G2.B3.S3.A4	Student names and pictures are tracked visually in school's common space to acknowledge and celebrate students with above 95% average daily attendance	Mills, LaTonya	11/3/2014	Visual attendance tracker on our bulletin board or in our main office that highlights students with good attendance in two month intervals	1/5/2015 weekly
G4.B1.S1.A4	Develop a tracking system (excel-based and school-facing) to measure homework completion per classroom per day	Mills, LaTonya	10/13/2014	Tracking system that is highly visible for all staff members, and efficient for operations staff who use it	10/17/2014 one-time
G1.MA1	% of classrooms that are exemplary on the rubric rows defined within our instructional rubric in core academic subjects % of students who are on or above grade-level in reading as defined by the STEP Assessment % of teachers who believe the Professional Development Wednesdays were helpful in improving instruction and increasing literacy in core academic areas	Evans, Pat	10/27/2014	Our leadership team will conduct weekly walkthroughs of every classroom for the explicit purpose of assessing where the class is relating to our cultural rubric, our instructional rubric, and the students' STEP Level.	6/5/2015 one-time
G1.B1.S1.MA1	Coaching cycles	Carbonell, Dana	10/27/2014	Coaching logs. Instructional coach will conduct coaching cycles and document efforts in coaching logs	6/5/2015 one-time
G1.B1.S1.MA1	Leadership team will schedule checks for evidence from the action plan	Evans, Pat	10/27/2014	Evidence will be collected by the leadership team each month, and a discussion will be documented on our weekly leadership team meetings. Evidence will be captured in the agenda of the leadership team meetings.	6/5/2015 monthly
G2.MA1	STEP literacy levels will be monitored closely for students in our lowest 25%. Our goal is for 75% of them to achieve at least 3 STEP levels (one year's worth of learning), and we will	Carbonell, Dana	11/10/2014	STEP levels. At least 75% of the students in our lowest 25% should have grown 3 STEP levels throughout the year. Grade level equivalents for each grade is listed below:	6/5/2015 one-time

**Dade - 4002 - Beacon College Preparatory - 2014-15 SIP**  
Beacon College Preparatory

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	compare their baseline STEP data to their STEP levels throughout the year.			Kindergarten: STEP 3 First Grade: STEP 6 Second Grade: STEP 9	
G2.B3.S1.MA1	Quarterly Efficacy Review	Evans, Pat	11/10/2014	At least 4 times through the duration of our intervention program, the leadership team will assess the effectiveness of said interventions by analyzing student data, and formally observing interventions of volunteers with small student groups.	6/5/2015 weekly
G2.B3.S1.MA1	Time Sheet Reconciliation	Evans, Pat	11/10/2014	Each week, leadership team will check to ensure that each student received at least 2 hours of intervention/ supplementary instruction in literacy by reviewing the time sheets	6/5/2015 weekly
G2.B3.S2.MA1	Assistant Principal maintains a binder of documentation	Evans, Pat	10/27/2014	Documentation that provides data on the reduced number of behavioral incidents as a result of mentoring.	6/5/2015 every-2-months
G2.B3.S2.MA1	Assistant Principal maintains a binder of documentation	Mills, LaTonya	10/27/2014	Documentation of evidence that students in mentoring program have less behavioral citations	6/5/2015 every-6-weeks
G2.B3.S3.MA1	Develop a tracking system for our students who have a history of poor attendance	Evans, Pat	10/27/2014	Each six weeks, we will roll up the average attendance data for students who have a history of being absent from school and reward them for improving their attendance.	6/5/2015 every-6-weeks
G2.B3.S3.MA1	AP will oversee office manager's calendar to ensure that she is making calls each day as soon as students are determined to be absent or tardy	Mills, LaTonya	10/27/2014	AP will send a quarterly report to Principal that highlights office manager's fidelity to making calls	6/5/2015 daily
G3.MA1	Each teacher should facilitate at least 5 discovery/inquiry based lessons		1/12/2015	Lesson plans from each grade level of an inquiry based lesson	6/5/2015 monthly
G3.B4.S1.MA1	We will facilitate Lesson Studies to assess effectiveness. We will provide substitute coverage for teachers to peer-observe a lesson that they collaboratively planned, and hold those teachers accountable to making adjustments so that our discovery/ inquiry based lessons improve		1/12/2015	Lesson Study Documentation	6/5/2015 one-time
G3.B4.S1.MA1	We will maintain a binder with evidence that we are making progress towards our STEM goal	Evans, Pat	11/5/2014	Meeting minutes, Action Plans and Division of Labor for fundraising, Lesson Study and Lesson Plans from teachers	6/5/2015 one-time
G4.MA1	Homework Completion Percentages	Mills, LaTonya	10/13/2014	Homework completion rates per student, classroom and school	6/5/2015 monthly
G4.B1.S1.MA1	Assess change in HW completion quarterly after we begin measuring it	Mills, LaTonya	10/13/2014	We will set target dates after we compile baseline HW completion numbers to assess whether or not our completion eclipses 95%	6/5/2015 quarterly
G4.B1.S1.MA1	Each day, our operations staff will collect homework binders from classrooms. They will grade homework from the scheduled day, add it into our tracker, and share out homework completion percentages prior to 11am. Teachers whose classrooms fail to reach 80% completion on any given day will be followed up with, and parents of individual students who fail to complete homework will be notified of a homework violation	Mills, LaTonya	10/13/2014	Tracking tool (Microsoft Excel Based) will reflect homework completion for each student for each day of the year. It will roll up each students' average homework completion for the year, as well as the entire school average.	6/5/2015 one-time



## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1. CORE INSTRUCTION:** Our primary goal is to improve core instruction at Beacon College Prep by integrating literacy across all four core subject areas (reading, mathematics, science and social studies).

**G1.B1** Students lack access to high-quality literacy instruction in the four core content areas that develops comprehension skills

**G1.B1.S1** Students actively engage regularly with comprehension strategies during their core academic classes through different phases of the lesson. Teachers are coached to regularly integrate comprehension strategies that actively engage students through different phases of the lesson in each of the four core content areas.

### PD Opportunity 1

Students begin lessons in mathematics, science, English language arts and social studies where teacher first activates prior knowledge

#### Facilitator

Dana Carbonell

#### Participants

All Teachers. Focus is on lesson planning and finding interesting hooks that activate students' prior knowledge so that they can build their comprehension from an existing schema.

#### Schedule

Daily, from 10/27/2014 to 6/5/2015

### PD Opportunity 2

Students will complete KWL (Know, Want to know, Learned) charts or engage in KWL discussions prior to and after each lesson in the four core content areas to prompt metacognition and assist students in comprehending the lesson as it relates to them.

#### Facilitator

Dana Carbonell

#### Participants

All Teachers. Focus is on integrating KWL charts or discussions with students prior to and after each lesson in math, science, social studies and English Language Arts to prompt metacognition and assist students in comprehending the lesson as it relates to them.

#### Schedule

Weekly, from 10/27/2014 to 6/5/2015

### **PD Opportunity 3**

Students will use graphic organizers in the core content areas and reference teacher-created anchor charts that contain graphic organizers to help them comprehend more complex topics

#### **Facilitator**

Dana Carbonell

#### **Participants**

All Teachers. Focus is on identifying appropriate anchor charts and graphic organizers to help students comprehend whole group lessons in science, math, social studies and English Language Arts

#### **Schedule**

Weekly, from 10/27/2014 to 6/5/2015

### **PD Opportunity 4**

Students will engage in Think Pair Share and Stop and Jot activities to actively engage in the whole-group phase of the lesson and deepen comprehension and retention of information

#### **Facilitator**

Dana Carbonell

#### **Participants**

All Teachers. The focus is to demonstrate the strategy for teachers.

#### **Schedule**

Daily, from 10/27/2014 to 6/5/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
<b>Goal 2: EWS: 75% of all students identified as at-risk due to behavior, attendance or baseline performance will improve attendance, decrease referrals, and improve in reading as measured by the STEP assessment.</b>	1,500
<b>Goal 4: PARENT INVOLVEMENT: To increase parental engagement with home learning activities.</b>	1,040
<b>Grand Total</b>	<b>2,540</b>

**Goal 2: EWS: 75% of all students identified as at-risk due to behavior, attendance or baseline performance will improve attendance, decrease referrals, and improve in reading as measured by the STEP assessment.**

Description	Source	Total
<b>B3.S1.A1</b>	SIG 1003(a)	1,500
<b>Total Goal 2</b>		<b>1,500</b>

**Goal 4: PARENT INVOLVEMENT: To increase parental engagement with home learning activities.**

Description	Source	Total
<b>B1.S1.A1</b> - HW Packets equate to around 700 pages of paper per week. We will continue this program for 25 weeks of school, totaling 35 reams of paper. We would like to purchase 4 boxes of paper specifically for homework packets	SIG 1003(a)	160
<b>B1.S1.A2</b> - The binders that we will purchase from Staples are \$8 per binder. With 110 students, we will spend \$880 on the systems for keeping our students organized	SIG 1003(a)	880
<b>Total Goal 4</b>		<b>1,040</b>