

2019 - 2020 School Improvement Plan

Belleville High School

Van Buren Public Schools

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Overview

Plan Name

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Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Provide a safe, supportive, and respectful learning environment that eliminates barriers to student learning and promotes college and career readiness.	Objectives: 1 Strategies: 4 Activities: 14	Academic	\$15000
2	All Belleville High School students will demonstrate proficiency or growth in the area of Social Studies.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
3	All students at Belleville High School will be proficient in Science.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$19000
4	All students will demonstrate proficiency in reading.	Objectives: 1 Strategies: 1 Activities: 10	Organizational	\$0
5	All students will demonstrate proficiency in writing.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$0
6	All students will improve their math proficiency.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$0

Goal 1: Provide a safe, supportive, and respectful learning environment that eliminates barriers to student learning and promotes college and career readiness.

Measurable Objective 1:

90% of All Students will demonstrate a behavior of consistently following behavior expectations, leading to an increased focus on student achievement in Practical Living by 06/12/2020 as measured by a decrease in student behavior problems and office referrals..

Strategy 1:

Positive Behavior Intervention and Support (PBIS) - A matrix of behavior and support systems has been developed by the school based on behavioral data. Interventions and rewards for targeted behaviors are documented.

Category: School Culture

Research Cited: Filter, K. J., McKenna, M. K., Benedict, E. A., Horner, R. H., Todd, A. W., & Watson, J. (2007). Check in/ check out: A post-hoc evaluation of an efficient, secondary-level targeted intervention for reducing problem behaviors in schools. *Education and Treatment of Children*, 30(1), 69-84.

McClure, L., Yonezawa, S., & Jones, M. (2010). Can school structures improve teacher student relationships? The relationship between advisory programs, personalization and students' academic achievement. *Education Policy Analysis Archives*, 18(17), 1–21.

Ross, S. W., & Sabey, C. V. (2015). Check-in Check-out + social skills: Enhancing the effect of check in, check out for students with social skill deficits. *Remedial and Special Education*, 36, 246-257.

Sprague, J. R., Walker, H., Golly, A., White, K., Myers, D. R., & Shannon, T. (2002). Translating research into effective practice: The effects of a universal staff and student intervention on key indicators of school safety and discipline. *Education and Treatment of Children*, 24(4), 495-511.

Walker, H.M., & Shinn, M.R. (2002). Structuring school-based interventions to achieve integrated primary, secondary, and tertiary prevention goals for safe and effective schools. In M.R. Shinn, G. Stoner, & H.M. Walker (Eds.), *Interventions for academic and behavior problems: Preventive and remedial approaches* (pp. 1-26). Silver Spring, MD: National Association of School Psychologists.

Tier: Tier 1

Activity - PBIS Rewards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentives will be used to promote a positive culture in the building. Students will earn rewards and be recognized for positive behaviors.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/12/2020	\$0	Other	PBIS Team, School Staff, Principals

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Activity - Student Responsibility Center (SRC)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire a Student Responsibility Center supervisor to provide a supportive environment for students to correct their behavior in collaboration with teachers and parents. Students will be given strategies and tools to improve academic and social behaviors.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/12/2020	\$0	Section 31a	PBIS Team, School Staff, Principals
Activity - Check-in, Check-out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of additional support will utilize a check-in, check-out system to reduce behavioral problems and develop systems to increase academic and behavior performance.	Behavioral Support Program, Academic Support Program, Communication	Tier 2	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	PBIS Team, School Staff, Principals
Activity - Freshmen Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming ninth grade students will attend a one-day freshmen orientation facilitated by students, staff, and community members to help prepare them for the challenges of high school. Ninth grade students will participate in workshops and team building exercises.	Behavioral Support Program, Academic Support Program, Communication, Policy and Process, Community Engagement	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Other	School Staff, Principals

Strategy 2:

Promote Parent and Community Engagement - An individual or variety of individuals will be responsible for assisting staff in the coordination of activities relating to parent engagement and support.

Category: School Culture

Research Cited: Wang, Mingte ; Sheikhh Khalil, Salam (2014). "Does Parental Involvement Matter for Student Achievement and Mental Health in High School?." Child Development (2): 610-625.

Tier: Tier 1

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Activity - BHS Connect/Thrillshare	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A monthly newsletter and weekly Thrillshare will be sent to parents informing them about academics and student activities.	Parent Involvement, Communication, Community Engagement	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	General Fund	Principals, Parent Coordinator, School Staff

Activity - BHS Tiger Parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BHS Tiger Parents will meet monthly to support students. Parents volunteer time at school events, provide resources to and from the community, and contribute to program initiatives to ensure student success.	Parent Involvement, Community Engagement	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	Other	Parent Coordinator, School Staff, Principals

Activity - Parent Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ninth grade parents will attend a one-day Parent Orientation facilitated by students and staff to help them prepare their student for the challenges of high school. Ninth grade parents participate in workshops and informational sessions.	Parent Involvement	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Other	Parent Coordinator, Principals, School Staff

Strategy 3:

Promote positive school climate - School staff will participate in Restorative Justice training to improve communication, school climate, and increase student learning.

Category: School Culture

Research Cited: Mirsky, L. (2011). Restorative Practices: Giving Everyone a Voice to Create Safer Saner School Communities. The Prevention Researcher. Retrieved from <https://rspofmaine.files.wordpress.com/2012/03/preventionresearcher-rsp-article-only.pdf>.

Tier: Tier 1

Activity - Restorative Practices and Circles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train staff in Restorative Practices and Circles in order to positively impact school climate and culture by building communication and relationships among stakeholders.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title II Part A	School Staff, Principals

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Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a book study on Restorative Practices and Restorative Circles.	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	08/27/2019	06/12/2020	\$0	Title II Part A	Teachers, Principals

Strategy 4:

College and Career Readiness - Students may apply for Van Buren Early Middle College during the 10th grade. Early Colleges provide students with exposure to, and support in college while they are in high school. Van Buren Public Schools has partnered with Wayne County Community College District, Western Campus to offer students an opportunity to earn an Associate's degree or up to 2 years of college credits toward a Bachelor's degree during high school at no or low cost to the students.

Category: Career and College Ready

Research Cited: U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2014, March). WWC review of the report: Early college, early success: Early College High School Initiative impact study. Retrieved from <http://whatworks.ed.gov>

Tier: Tier 2

Activity - Van Buren Early Middle College	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Early college programs are a bold approach, based on the principle that academic rigor, combined with the opportunity to same time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges. Early college programs blend high school and college in a rigorous yet supportive program, compressing the time it takes to complete a high school diploma and the first two years of college.	Career Preparation /Orientation	Tier 2	Implement	07/01/2019	06/30/2020	\$0	General Fund	Principals, Counselors, Program Facilitator, On-site Mentor

Activity - Program Facilitator - Van Buren Early Middle College	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire a Program Facilitator to act as a mentor for Van Buren Early Middle College participants.	Career Preparation /Orientation	Tier 2	Implement	07/01/2019	06/30/2020	\$0	General Fund	Principals

Activity - Early College Alliance (ECA)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Select sophomores and juniors will have the opportunity to participate in Early College Alliance through Eastern Michigan University.	Career Preparation /Orientation	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$0	General Fund	Principals, Counselors, Program Facilitator
Activity - Belleville Online Secondary School (BOSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Belleville Online Secondary School exists to provide virtual or online learning to students to promote completion of the Michigan Merit Curriculum, graduation, and college/career readiness.	Getting Ready	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$0	General Fund	Principals, Mentor
Activity - Navy National Defense Cadet Corps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The United States Navy established a Navy National Defense Cadet Corps (NNDCC) program that is similar to its NJROTC. The NNDCC Program: Promotes Patriotism, Develops informed and responsible citizens, Develops respect for constructed authority, Develops a high degree of personal honor, self-reliance, individual discipline and leadership, Promotes an understanding of the basic elements and need for national security, Provides information on the military services as a possible career, Promotes community service, Develops leadership potential, Provides an alternative to gangs, Promotes high school completion, Provides incentive to live healthy and drug free.	Direct Instruction, Career Preparation /Orientation	Tier 2		09/03/2019	06/12/2020	\$15000	General Fund	Principals Navy Instructor

Goal 2: All Belleville High School students will demonstrate proficiency or growth in the area of Social Studies.

Measurable Objective 1:

70% of All Students will increase student growth in historical thinking in Social Studies by 06/12/2020 as measured by common classroom assessments.

Strategy 1:

Social Studies Curriculum - Teachers will collaborate to create lessons that will use content in a skills-based curriculum.

Category: Social Studies

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Social Studies teachers will attend training on the Michigan C3 Network standards. Funding will be provided to cover fees, substitutes, and any necessary materials.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Title II Part A	Director of Instruction, Principals, Social Studies Teachers
Activity - Social Studies Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will determine the support materials that will be purchased and/or provided to ensure authentic, applicable, and engaging lessons	Materials	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Title II Part A	Director of Instruction, Principals, Social Studies Teachers

Strategy 2:

Student Engagement - Increase student engagement through a variety of challenging learning experiences

Category: Social Studies

Tier: Tier 1

Activity - Multimedia Sources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate more resources through utilization of various multimedia sources hosted on Google Classroom and implemented in class. The goal will be to create a sustainable collection of resources for all teachers to use.	Direct Instruction, Technology, Professional Learning	Tier 1	Getting Ready	07/01/2019	06/01/2020	\$0	Title II Part A	Social Studies Teachers, Technology Coaches, Director of Instruction, Principals

Goal 3: All students at Belleville High School will be proficient in Science.

Measurable Objective 1:

increase student growth by 5% for economically disadvantaged students, ELL students, and students with disabilities in the proficiency and understanding of science content and processes by 6/13/2020 as measured by PSAT, SAT, and Illuminate assessments. by 06/12/2020 as measured by PSAT, SAT, Illuminate assessments.

Strategy 1:

Curriculum Development - Science teachers will align curriculum with the Next Generation Science Standards and the Vision for Teaching Excellence in Science Practices.

Category: Science

Research Cited: Dr. Robert Marzano: "Classroom Instruction That Works" (2013); M. Schmoker. Focus: Elevating the Essentials to Radically Improve Student Learning (2011) ASCD;

The Next Generation Science Standards (NGSS) use a three dimensional learning model to incorporate science and engineering practices, disciplinary core ideas, and crosscutting concepts to help students build a cohesive understanding of science overtime.

Tier: Tier 1

Activity - Professional Learning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet regularly to share best practices and utilize District Data Protocol to review assessment data.	Professional Learning	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	Title II Part A	Science Teachers, Building Principals

Activity - Curriculum Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will review achievement data to ensure that science curriculum and instruction is aligned and focused on areas of challenge. They will discuss and review the new Michigan Science Standards and the Eight Science and Engineering Practices.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/27/2019	06/30/2020	\$0	General Fund	Science Teachers, Building Principals

Strategy 2:

Engagement-Based Learning - Teachers will use research-based classroom activities that emphasize the engagement of all students in the curriculum. Classroom activities will be incorporated within daily/weekly lesson plans.

Category: Science

Research Cited: Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Student Engagement strategies focus on student centered approaches to learning in order to establish schedules and strategies that provide increased learning time for all students.

Tier: Tier 1

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Activity - Curriculum Development and Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of science content.	Direct Instruction, Technology, Curriculum Development	Tier 1	Implement	08/27/2019	06/30/2020	\$0	Title II Part A	Science teachers, Director of Instruction
Activity - Daily/Regularly Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will incorporate regularly scheduled formative assessments focused on the specific learning target. These assessments may include warm-ups, exit tickets, and practice quizzes.	Direct Instruction, Technology	Tier 1	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	Science Teachers
Activity - STEAM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate STEAM strategies in the Science classroom to enhance instruction. With the changes in the Science curriculum, the focus is more on process and application rather than rote memorization and the STEAM approach supports this process.	Direct Instruction, Teacher Collaboration, Technology, Curriculum Development	Tier 1	Implement	09/03/2019	06/12/2020	\$4000	General Fund, Title II Part A	Science Teachers, Principals
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative assessment data to differentiate their instruction and provide support to ELL students demonstrating a lower performance level by using supplemental materials and differentiated tasks/assignments.	Direct Instruction	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	No Funding Required	Science Teachers

Strategy 3:

Text Features - Teachers will use informational text to teach students text features in order to help them analyze and deduce important information. This will be incorporated into lesson plans. Additional resources needed: informational text supports and professional development on teaching students strategies for informational text.

Category: Science

Research Cited: Goudvis, A. and Harvey, S. and Goudvis, A. (2000). Strategies that work: Teaching comprehension for understanding and engagement. Stenhouse Publishers.

Literacy development is not only the English/Language Arts teacher’s responsibility. Students learn through reading domain-specific texts in history/social studies, science and technical subjects and by writing informative/explanatory and argumentative pieces.

Tier: Tier 1

Activity - Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize information text on a regular basis with their students.	Direct Instruction	Tier 1	Implement	09/03/2019	06/12/2020	\$0	Title II Part A	Science Teachers
Activity - Group Discussion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in regular group discussions regarding text features in informational text.	Direct Instruction	Tier 1	Implement	09/03/2019	06/12/2020	\$0	Title II Part A	Science Teachers
Activity - Laboratory Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize lab work on a regular basis with their students to develop a deeper understanding of activity purpose and analysis of data in lab reports.	Materials, Implementation, Direct Instruction, Evaluation	Tier 1	Implement	09/03/2019	06/12/2020	\$15000	General Fund	Science Teachers

Goal 4: All students will demonstrate proficiency in reading.

Measurable Objective 1:

collaborate to Increase by 5% the scores of the African-American subgroup and bottom tier (30%) subgroup by 06/30/2020 as measured by PSAT and SAT.

Strategy 1:

Common Core Reading - Students will practice inferencing skills, analytical skills, vocabulary skills, and problem solving/critical thinking skills.

Category: English/Language Arts

Research Cited: “While it feels like it’s not enough time, especially for our least skilled students, just ten minutes of daily reading can have a significant impact” (Beers & Probst, 2017, p.29).

“Clearly, the use of literature circles to engage ELL students in sharing their own stories, opinions, and insights in their new language in a small & non-threatening environment has the potential of providing fertile ground for fostering stronger literacy skills and cognitive development” (Carrison & Ernst-Slavit, 2005, p. 98).

“Readers’ comprehension was greater when reading the story they identified as being more culturally relevant” (Ebe, 2011, p. 193).

“Choice of reading material, with extensive reading makes possible, contributes greatly to motivation and engagement” (Schoenbach, Greenleaf, & Murphy, 2012, p 137).

“According to research studies conducted on the reading strategy “chunking,” students who struggle with reading comprehension improve significantly when reading material is chunked into smaller units” (Wise, 2016).

“Work to comprehend academic texts with collaboration of peers and with teacher support for modeling and metacognitive conversation helps students build text-based problem-solving skills and dispositions for engaged subject area learning. Sharing reading through book talks, presentations, text-based group discussions, and other public experiences builds excitement and interest among a community of readers” (Schoenbach, Greenleaf, & Murphy, 2012, p 137).

“The unit[s] should be built so that [they] move from analyzing relatively simple texts to more and more complex texts: from short scenarios capturing basic aspects to short stories and poems to plays and novels or other longer works. At the beginning, the work will be guided by the teacher in whole group discussion; then it should move quickly to small groups in which students assist one another in arriving at interpretations; finally, to independent work in which students make inferences and interpretations on their own” (Hillocks, 2011, p 182).

“Readers don’t just translate the text, don’t merely decode the printed words into spoken words, and then suddenly have the meaning. Instead, readers transact with the text, constructing meaning from information that the author provides in the text and the information they bring to the text. This transactional nature of reading often escapes dependent readers who expect the text to provide everything” (Beers, 2003, p. 69).

The Frayer model is an instructional strategy teachers would use for helping students learn new concepts through the use of attributes and non attributes. This model has several steps where the teacher is helping students learn a concept by giving examples and nonexamples of the concepts” (Allen, 2007, p. 43)

“In creating a real-world connection, you are embedding multimedia in a rich context in which students will learn and practice skills, gather and present information, and solve problems. Indeed, the real-world connection is a strong distinguishing element of this learning approach that makes it so motivating for students and therefore student engagement is guaranteed” (Simkins, Cole, Travalin, & Means, 2002).

“...adding even one ancillary text to the core text coverage of a topic means more access to the topic” (Schoenbach, Greenleaf, & Murphy, 2012, p 150).

“Using this active learning structure in any classroom has the advantage of providing students with opportunities to think and note their initial understanding...it also is a collaborative learning structure with many advantages such as providing think time prior to discussions, independent and collaborative learning, allows equal

participation, enforces engagement, and invites students to share their understanding in kinesthetic and visual models” (Allen, 2007, p106).

ELL students have a stronger chance of improving literacy skills when they are in a more comfortable and student-centered environment. Additionally, teachers should consider students’ literacy levels and classroom community when developing literature circles in their respective classes. More exposure to words and reading as a skill (and a means of enjoyment) can lead to students seeing themselves as readers. When they do, their reading stamina and analysis abilities vastly increase. Since at-risk students have had less exposure to words at those critical younger years, they need a way to make gains. Reading stories they choose and connect to can help them make those leaps and bounds.

Incorporating up to ten minutes of daily reading provides students with an opportunity to read for enjoyment, which ultimately leads to further engagement and desire to continue reading. Choice is the key factor in the sense that students will be more likely to continue reading when they have identified their own connection(s) to a specific text.

Tier: Tier 1

Activity - Inferencing Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will practice inferencing skills: *Chunking difficult tasks *individual, small group, whole class discussion *varying complexities of texts	Direct Instruction	Tier 1	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	English Teachers

Activity - Analytical Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will practice analytical skills: *Modeling *Use of evidence to support claims *Identifying main ideas and supporting details *Author's intent *Rhetorical devices	Direct Instruction	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	No Funding Required	English Teachers

Activity - Vocabulary Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will practice vocabulary skills: *Academic use *SAT vocabulary *Context clues *Frayer Model	Direct Instruction	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	No Funding Required	English Teachers

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Activity - Problem Solving-Critical Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will practice problem solving/critical thinking: *Real world connections *Think-pair-share *Because/reasons *Debates	Direct Instruction	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	No Funding Required	English Teachers
Activity - 31A English Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teacher will push into English classes to support struggling students, the certified teacher may also pull groups of students for intensive instruction.	Academic Support Program	Tier 2	Getting Ready	09/03/2019	06/12/2020	\$0	Section 31a	Principal, Director of Instruction
Activity - Reading Proficiency Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are not proficient in formative assessments will be required to attend a teacher/student led workshop to provide support they need to become proficient.	Direct Instruction, Academic Support Program	Tier 2	Getting Ready	09/03/2019	06/12/2020	\$0	No Funding Required	English Teachers
Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will choose texts based on school demographics and interests and align with essential questions to provide motivation and engagement.	Curriculum Development	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	General Fund	English Teachers, Principals, Director of Instruction
Activity - ELL Support Systems	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students have access to translated copies of the classroom texts. Teachers will utilize digital and physical resources and learning strategies (literature circles, word walls, etc.) to strengthen identified students' knowledge of tier 1&2 vocabulary.	Academic Support Program	Tier 3	Getting Ready	09/03/2019	06/12/2020	\$0	General Fund	English Teachers & ELL/ESL Support Staff
Activity - Independent Reading/Book Clubs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will benefit from the implementation of independent reading time and/or book clubs to promote engagement inside and outside of the classroom.	Curriculum Development	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	No Funding Required	English Teachers, Media Lab Specialists
Activity - Before, During, After School Tutoring, or Extended School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will have the opportunity to work with English teachers before, during or after school in order to build skills and receive more individualized instruction. Students may also enroll in Extended School to recover credit. Hire an Extended School Supervisor.	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$0	Section 31a	English teachers, Counselors, Extended School Supervisor, and Principals.

Goal 5: All students will demonstrate proficiency in writing.

Measurable Objective 1:

100% of Black or African-American and Bottom 30% students will increase student growth by 5% in English Language Arts by 06/30/2020 as measured by PSAT and SAT.

Strategy 1:

English Curriculum - English teachers will implement the district English curriculum. Students will write a minimum of six papers each semester.

Category: English/Language Arts

Research Cited: "Feedback that is clear, timely, and relevant to the writer is central to writing development" (McGee, 2017, p. 7).

"Grammar, style, structure, all needed to be taught in the midst of real writing" (McGee, 2017, p. 8).

The Institute of Education Sciences (IES) publishes practice guides to provide educators with the best available evidence and expertise on current challenges in education. The What Works Clearinghouse (WWC) develops practice guides in conjunction with an expert panel, combining the panel's expertise with the findings of existing rigorous research to produce specific recommendations for addressing these challenges.

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_secondary_writing_110116.pdf

"All of the studies found positive effects on at least one writing outcome: positive outcomes were found in the overall writing quality, genre elements, organization, word choice, writing output, and writing process domains." (U.S. Department of Education-Institution of Education Sciences, 2017, p.6-7)

"A Model-Practice-Reflect approach allows students to observe the thinking and actions of a strong writer, attempt to emulate the features of effective writing, and then

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evaluate their writing according to those features. By learning from teachers, peer models, and their own written work, students can internalize the features of effective writing and develop effective writing strategies, skills, and knowledge.” (U.S. Department of Education-Institution of Education Sciences, 2017, p.19)

Tier: Tier 1

Activity - Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use evidence to support thesis, develop thesis statements and topic sentences, think creatively through a variety of writing genres, make real-world connections from texts, use academic vocabulary, use feedback to improve writing.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	English Teachers
Activity - Calibration of Grading Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will practice calibration of grading practices on writing assessments.	Professional Learning	Tier 1	Implement	08/27/2019	06/12/2020	\$0	Title II Part A	English Teachers
Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will vary text types and purposes to model the Common Core State Standards suggestions in writing.	Direct Instruction	Tier 1	Implement	09/03/2019	06/12/2020	\$0	General Fund	English Teachers, Principals, Director of Instruction
Activity - Writing Proficiency Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are not proficient in formative assessments will be required to attend a teacher/student led workshop to provide support they need to become proficient. Teachers will provide feedback through the writing process to help facilitate student writing development.	Academic Support Program	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	No Funding Required	English Teachers
Activity - Grade Level Writing Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will develop a genre focused writing curriculum that is vertically aligned: Q1: Informative, Q2: Narrative, Q3: Persuasive, Q4: Choice Grade level team members will determine the appropriate genre.	Direct Instruction, Curriculum Development	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	No Funding Required	English Teachers

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Activity - Before, During, After School Tutoring, or Extended School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will have the opportunity to work with English teachers before, during, or after school in order to build skills and receive more individualized instruction. Students may also enroll in Extended School to recover credit. Hire an Extended School Supervisor.	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$0	Section 31a	English teachers, Counselors, Extended School Supervisor, and Principals.

Goal 6: All students will improve their math proficiency.

Measurable Objective 1:

demonstrate a proficiency improvement on state assessments by 06/30/2020 as measured by M-STEP, PSAT, and SAT.

Strategy 1:

Student-centered Classrooms - Students

Category: Learning Support Systems

Tier: Tier 1

Activity - Student-centered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Shift toward student-centered classrooms utilizing the following math resources: Algebra Nation, Big Ideas Text and online supports, and 1-1 Chromebooks	Direct Instruction	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	General Fund	Math Teachers

Strategy 2:

Before/During/After School Tutoring - Students will receive tutoring from certified teachers before, during, and after school.

Category: Learning Support Systems

Tier: Tier 1

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend tutoring to support instruction and completion of homework/practice.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	Section 31a	Math Teachers, Principals

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Activity - Targeted Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive targeted prep for M-STEP, PSAT, and SAT.	Academic Support Program	Tier 1		09/03/2019	06/12/2020	\$0	No Funding Required	Math Teachers

Strategy 3:

Math Support - Incoming freshmen that have

Category: Mathematics

Tier: Tier 2

Activity - Algebra Prep Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming freshmen who do not have the foundational skills in math to be successful in Algebra I will be placed in an Algebra Prep course to give them the support they need and build the skills required for success in Algebra I.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/30/2020	\$0	Section 31a	Teachers, Principals

Activity - Before, During, After School Tutoring, Extended School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will have the opportunity to work with highly qualified math teachers to master basic skills, and have more individualized instruction. Hire an Extended School Supervisor.	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$0	Section 31a	Math Teachers, Principals, Counselors, Extended School Supervisor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Freshmen Orientation	Incoming ninth grade students will attend a one-day freshmen orientation facilitated by students, staff, and community members to help prepare them for the challenges of high school. Ninth grade students will participate in workshops and team building exercises.	Behavioral Support Program, Academic Support Program, Communication, Policy and Process, Community Engagement	Tier 1	Implement	07/01/2019	06/30/2020	\$0	School Staff, Principals
Parent Orientation	Ninth grade parents will attend a one-day Parent Orientation facilitated by students and staff to help them prepare their student for the challenges of high school. Ninth grade parents participate in workshops and informational sessions.	Parent Involvement	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Parent Coordinator, Principals, School Staff
PBIS Rewards	Incentives will be used to promote a positive culture in the building. Students will earn rewards and be recognized for positive behaviors.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/12/2020	\$0	PBIS Team, School Staff, Principals
BHS Tiger Parents	BHS Tiger Parents will meet monthly to support students. Parents volunteer time at school events, provide resources to and from the community, and contribute to program initiatives to ensure student success.	Parent Involvement, Community Engagement	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	Parent Coordinator, School Staff, Principals

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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STEAM	Teachers will incorporate STEAM strategies in the Science classroom to enhance instruction. With the changes in the Science curriculum, the focus is more on process and application rather than rote memorization and the STEAM approach supports this process.	Direct Instruction, Teacher Collaboration, Technology, Curriculum Development	Tier 1	Implement	09/03/2019	06/12/2020	\$4000	Science Teachers, Principals
Curriculum Review	Science teachers will review achievement data to ensure that science curriculum and instruction is aligned and focused on areas of challenge. They will discuss and review the new Michigan Science Standards and the Eight Science and Engineering Practices.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/27/2019	06/30/2020	\$0	Science Teachers, Building Principals
Early College Alliance (ECA)	Select sophomores and juniors will have the opportunity to participate in Early College Alliance through Eastern Michigan University.	Career Preparation /Orientation	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$0	Principals, Counselors, Program Facilitator
Program Facilitator - Van Buren Early Middle College	Hire a Program Facilitator to act as a mentor for Van Buren Early Middle College participants.	Career Preparation /Orientation	Tier 2	Implement	07/01/2019	06/30/2020	\$0	Principals
Navy National Defense Cadet Corps	The United States Navy established a Navy National Defense Cadet Corps (NNDCC) program that is similar to its NJROTC. The NNDCC Program: Promotes Patriotism, Develops informed and responsible citizens, Develops respect for constructed authority, Develops a high degree of personal honor, self-reliance, individual discipline and leadership, Promotes an understanding of the basic elements and need for national security, Provides information on the military services as a possible career, Promotes community service, Develops leadership potential, Provides an alternative to gangs, Promotes high school completion, Provides incentive to live healthy and drug free.	Direct Instruction, Career Preparation /Orientation	Tier 2		09/03/2019	06/12/2020	\$15000	Principals Navy Instructor
Van Buren Early Middle College	Early college programs are a bold approach, based on the principle that academic rigor, combined with the opportunity to same time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges. Early college programs blend high school and college in a rigorous yet supportive program, compressing the time it takes to complete a high school diploma and the first two years of college.	Career Preparation /Orientation	Tier 2	Implement	07/01/2019	06/30/2020	\$0	Principals, Counselors, Program Facilitator, On-site Mentor

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Laboratory Reports	Teachers will utilize lab work on a regular basis with their students to develop a deeper understanding of activity purpose and analysis of data in lab reports.	Materials, Implementation, Direct Instruction, Evaluation	Tier 1	Implement	09/03/2019	06/12/2020	\$15000	Science Teachers
Belleville Online Secondary School (BOSS)	Belleville Online Secondary School exists to provide virtual or online learning to students to promote completion of the Michigan Merit Curriculum, graduation, and college/career readiness.	Getting Ready	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$0	Principals, Mentor
Curriculum	Teachers will choose texts based on school demographics and interests and align with essential questions to provide motivation and engagement.	Curriculum Development	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	English Teachers, Principals, Director of Instruction
ELL Support Systems	Identified students have access to translated copies of the classroom texts. Teachers will utilize digital and physical resources and learning strategies (literature circles, word walls, etc.) to strengthen identified students' knowledge of tier 1&2 vocabulary.	Academic Support Program	Tier 3	Getting Ready	09/03/2019	06/12/2020	\$0	English Teachers & ELL/ESL Support Staff
Curriculum	Teachers will vary text types and purposes to model the Common Core State Standards suggestions in writing.	Direct Instruction	Tier 1	Implement	09/03/2019	06/12/2020	\$0	English Teachers, Principals, Director of Instruction
BHS Connect/Thrillshare	A monthly newsletter and weekly Thrillshare will be sent to parents informing them about academics and student activities.	Parent Involvement, Communication, Community Engagement	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	Principals, Parent Coordinator, School Staff
Student-centered Instruction	Shift toward student-centered classrooms utilizing the following math resources: Algebra Nation, Big Ideas Text and online supports, and 1-1 Chromebooks	Direct Instruction	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	Math Teachers

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Before, During, After School Tutoring, or Extended School	Identified students will have the opportunity to work with English teachers before, during or after school in order to build skills and receive more individualized instruction. Students may also enroll in Extended School to recover credit. Hire an Extended School Supervisor.	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$0	English teachers, Counselors, Extended School Supervisor, and Principals.
Before, During, After School Tutoring, or Extended School	Identified students will have the opportunity to work with English teachers before, during, or after school in order to build skills and receive more individualized instruction. Students may also enroll in Extended School to recover credit. Hire an Extended School Supervisor.	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$0	English teachers, Counselors, Extended School Supervisor, and Principals.
Tutoring	Students will attend tutoring to support instruction and completion of homework/practice.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	Math Teachers, Principals
Algebra Prep Course	Incoming freshmen who do not have the foundational skills in math to be successful in Algebra I will be placed in an Algebra Prep course to give them the support they need and build the skills required for success in Algebra I.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/30/2020	\$0	Teachers, Principals
31A English Interventionist	Certified teacher will push into English classes to support struggling students, the certified teacher may also pull groups of students for intensive instruction.	Academic Support Program	Tier 2	Getting Ready	09/03/2019	06/12/2020	\$0	Principal, Director of Instruction
Student Responsibility Center (SRC)	Hire a Student Responsibility Center supervisor to provide a supportive environment for students to correct their behavior in collaboration with teachers and parents. Students will be given strategies and tools to improve academic and social behaviors.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/12/2020	\$0	PBIS Team, School Staff, Principals
Before, During, After School Tutoring, Extended School	Identified students will have the opportunity to work with highly qualified math teachers to master basic skills, and have more individualized instruction. Hire an Extended School Supervisor.	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$0	Math Teachers, Principals, Counselors, Extended School Supervisor

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Grade Level Writing Alignment	English teachers will develop a genre focused writing curriculum that is vertically aligned: Q1: Informative, Q2: Narrative, Q3: Persuasive, Q4: Choice Grade level team members will determine the appropriate genre.	Direct Instruction, Curriculum Development	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	English Teachers
Analytical Skills	Students will practice analytical skills: *Modeling *Use of evidence to support claims *Identifying main ideas and supporting details *Author's intent *Rhetorical devices	Direct Instruction	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	English Teachers
Problem Solving-Critical Thinking	Students will practice problem solving/critical thinking: *Real world connections *Think-pair-share *Because/reasons *Debates	Direct Instruction	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	English Teachers
Independent Reading/Book Clubs	Students will benefit from the implementation of independent reading time and/or book clubs to promote engagement inside and outside of the classroom.	Curriculum Development	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	English Teachers, Media Lab Specialists
Differentiated Instruction	Teachers will use formative assessment data to differentiate their instruction and provide support to ELL students demonstrating a lower performance level by using supplemental materials and differentiated tasks/assignments.	Direct Instruction	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	Science Teachers
Reading Proficiency Workshops	Students who are not proficient in formative assessments will be required to attend a teacher/student led workshop to provide support they need to become proficient.	Direct Instruction, Academic Support Program	Tier 2	Getting Ready	09/03/2019	06/12/2020	\$0	English Teachers
Inferencing Skills	Students will practice inferencing skills: *Chunking difficult tasks *individual, small group, whole class discussion *varying complexities of texts	Direct Instruction	Tier 1	Implement	09/03/2019	06/12/2020	\$0	English Teachers
Writing Process	Students will use evidence to support thesis, develop thesis statements and topic sentences, think creatively through a variety of writing genres, make real-world connections from texts, use academic vocabulary, use feedback to improve writing.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/12/2020	\$0	English Teachers
Targeted Prep	Students will received targeted prep for M-STEP, PSAT, and SAT.	Academic Support Program	Tier 1		09/03/2019	06/12/2020	\$0	Math Teachers

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Vocabulary Skills	Students will practice vocabulary skills: *Academic use *SAT vocabulary *Context clues *Frayer Model	Direct Instruction	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	English Teachers
Daily/Regularly Formative Assessments	Science teachers will incorporate regularly scheduled formative assessments focused on the specific learning target. These assessments may include warm-ups, exit tickets, and practice quizzes.	Direct Instruction, Technology	Tier 1	Implement	09/03/2019	06/12/2020	\$0	Science Teachers
Check-in, Check-out	Students in need of additional support will utilize a check-in, check-out system to reduce behavioral problems and develop systems to increase academic and behavior performance.	Behavioral Support Program, Academic Support Program, Communication	Tier 2	Implement	09/03/2019	06/12/2020	\$0	PBIS Team, School Staff, Principals
Writing Proficiency Workshop	Students who are not proficient in formative assessments will be required to attend a teacher/student led workshop to provide support they need to become proficient. Teachers will provide feedback through the writing process to help facilitate student writing development.	Academic Support Program	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	English Teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Restorative Practices and Circles	Train staff in Restorative Practices and Circles in order to positively impact school climate and culture by building communication and relationships among stakeholders.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	School Staff, Principals
STEAM	Teachers will incorporate STEAM strategies in the Science classroom to enhance instruction. With the changes in the Science curriculum, the focus is more on process and application rather than rote memorization and the STEAM approach supports this process.	Direct Instruction, Teacher Collaboration, Technology, Curriculum Development	Tier 1	Implement	09/03/2019	06/12/2020	\$0	Science Teachers, Principals
Group Discussion	Teachers will engage students in regular group discussions regarding text features in informational text.	Direct Instruction	Tier 1	Implement	09/03/2019	06/12/2020	\$0	Science Teachers

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Multimedia Sources	Teachers will integrate more resources through utilization of various multimedia sources hosted on Google Classroom and implemented in class. The goal will be to create a sustainable collection of resources for all teachers to use.	Direct Instruction, Technology, Professional Learning	Tier 1	Getting Ready	07/01/2019	06/01/2020	\$0	Social Studies Teachers, Technology Coaches, Director of Instruction, Principals
Professional Learning Teams	Teachers will meet regularly to share best practices and utilize District Data Protocol to review assessment data.	Professional Learning	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	Science Teachers, Building Principals
Calibration of Grading Practices	Teachers will practice calibration of grading practices on writing assessments.	Professional Learning	Tier 1	Implement	08/27/2019	06/12/2020	\$0	English Teachers
Social Studies Materials	Social Studies teachers will determine the support materials that will be purchased and/or provided to ensure authentic, applicable, and engaging lessons	Materials	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Director of Instruction, Principals, Social Studies Teachers
Professional Learning	Social Studies teachers will attend training on the Michigan C3 Network standards. Funding will be provided to cover fees, substitutes, and any necessary materials.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Director of Instruction, Principals, Social Studies Teachers
Book Study	Teachers will participate in a book study on Restorative Practices and Restorative Circles.	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	08/27/2019	06/12/2020	\$0	Teachers, Principals
Curriculum Development and Alignment	Science teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of science content.	Direct Instruction, Technology, Curriculum Development	Tier 1	Implement	08/27/2019	06/30/2020	\$0	Science teachers, Director of Instruction
Informational Text	Teachers will utilize information text on a regular basis with their students.	Direct Instruction	Tier 1	Implement	09/03/2019	06/12/2020	\$0	Science Teachers