

Beaverton Jr/Sr High School: 2019- 2020 School Improvement Plan

Beaverton Junior/Senior High School
Beaverton Rural 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	All students at Beaverton Jr./Sr. High School will become proficient in mathematics.	Objectives: 3 Strategies: 6 Activities: 16	Academic	\$106718
2	All students at Beaverton Jr./Sr. High School will become proficient readers and writers.	Objectives: 3 Strategies: 6 Activities: 16	Academic	\$112516
3	All students at Beaverton Jr./Sr. High School will be proficient in social studies.	Objectives: 3 Strategies: 6 Activities: 18	Academic	\$45038
4	All students at Beaverton Jr./Sr. High School will become proficient in science.	Objectives: 3 Strategies: 6 Activities: 18	Academic	\$45772
5	All students will increase their engagement in school through positive relationships and social-emotional intervention and support.	Objectives: 1 Strategies: 3 Activities: 16	Organizational	\$40981

Goal 1: All students at Beaverton Jr./Sr. High School will become proficient in mathematics.

Measurable Objective 1:

37% of Seventh, Eighth, Ninth, Tenth and Eleventh grade students will demonstrate a proficiency of standards in Mathematics by 06/30/2024 as measured by state assessments..

Strategy 1:

Instructional Infrastructure: Effective Math Instruction for All Students {TIER 1} - All seventh through eleventh grade mathematics teachers will provide one class period of effective tier 1 instruction utilizing best practices in mathematics daily to all students.

The district expectation for K-12 mathematics instruction includes:

- o Instruction based on the MI-EXCEL Blueprint Vision of High Quality Mathematics Instruction document.
- o Curriculum and assessment based on the Balanced Mathematics framework
- o On-going instructional improvement

Category: Mathematics

Research Cited: Research Cited: Accessible Mathematics: 10 Instructional Shifts That Raise Student Achievement by Steven Leinwand.

On March 13, 2008, the National Mathematics Advisory Panel presented Foundations for Success: The Final Report of the National Mathematics Advisory Panel to the President of the United States and the Secretary of Education. In response to a Panel recommendation, the U.S. Department of Education, in partnership with the Conference Board of Mathematical Sciences, hosted the first National Math Panel Forum on October 6-7, 2008. The Forum brought together various organizations and other interested parties to use the Panel's findings and recommendations as a platform for action.

Tier: Tier 1

Tier: Tier 1

Activity - High Quality: Mathematics Instruction: GRR Instructional Model - Balanced Mathematics Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Ambitious teachers of mathematics at Beaverton Rural Schools will implement, with fidelity, the gradual release model of instruction. Within this "I do, We do, You do together, and You do" model, explicit instruction is provided which includes on-going targeted support and data-driven differentiation, and scaffolds high occurrences of academic engagement for all students.</p> <ul style="list-style-type: none"> • Balanced mathematics framework <ul style="list-style-type: none"> o Mental math o Daily math review o Conceptual lessons o Problem solving o Fact fluency 	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Evaluate	08/20/2019	06/04/2020	\$0	No Funding Required	7-12 Mathematics Instructors, District & Building Leadership

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Activity - Principals Leverage District Systems	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 principals will: - Utilize all District Drivers and District Systems: o Communications o Problem Solving o Performance Management - Connect District Drivers and District Systems directly to student needs o HQ instruction walk through - Utilize District Drivers and District Systems to improve student learning	Other - Instructional Leadership	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	No Funding Required	Building Leadership
Activity - Teacher Collaborative Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 mathematics teachers will utilize reflective teaching practices to continuously improve and develop their curriculum and instructional practices. - Professional Learning Communities o Instructional Design and Delivery as outlined in the Instructional Design and Delivery protocol o Deepening Knowledge of Student Learning as outlined in the Deepening Knowledge of Student Learning protocol o Teacher collegial reflective practice	Teacher Collaboration	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	No Funding Required	7-12 Teaching Staff, District & Building Leadership
Activity - Instructional Leadership Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 leadership will guide and lead instructional improvement with the ongoing mission of increasing student, teacher, and leader. - Leadership Network will use the following Blueprint protocols: o Installation of Building Level Processes protocol o Coaching protocol o Monitoring protocol	Other - Instructional Leadership	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	No Funding Required	District & Building Leadership
Activity - Cross-Curricular Integration of Literacy and Career Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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7-12 instruction will include: - Nancy Boyle's and Cris Tovani's comprehension strategies - close reading techniques - Reading Apprenticeship strategies - Extended response tasks - Content specific literacy in all subject areas (non-fiction leveled books, MathStart books, etc.) - Career Development instruction as outlined in the Career Development Model document: o Career Exploration: Grades 7 & 8 o Career Preparation: Grades 9 -12	Other - Cross-Curricular Integration of Literacy and Career Development	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	No Funding Required	7-12 Mathematics Instructors, District & Building Leadership
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Strategy 2:

Incorporate Technology in Instructional Programming - 7-12 teachers will use both standard and mobile computer labs, tablets (if available), document cameras, mobile devices (if available), and other emerging technology to provide effective mathematics instruction and assess student progress.

Category: Technology

Research Cited: June 2005. Roblyer, Margaret. Integrating educational technology into teaching (4th ed). Integrating Educational Technology into Teaching, 6e presents a comprehensive technology integration framework built on both research and proven classroom practices. The Technology Integration Planning Model (TIP Model) shows teachers how to create an environment in which technology can effectively enhance learning.

Tier: Tier 1

Activity - Integration of Technology in Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7-12 teaching staff will utilize technology in mathematics instruction by including online resources (e.g. TenMarks, MSTEP practice items, SAT/PSAT-like items, Ipad and Iphone apps, video, virtual manipulatives) and by including use of technological tools in applicable lessons (e.g. TI-84 scientific calculators in secondary mathematics classes, TI-84 peripherals in secondary mathematics classes, TI-108 calculators in elementary mathematics classes). In 2019-2020, 3-5 teachers will work to provide common assessments through the Illuminate platform. • TI-84 & Other Calculators • Geogebra • Illuminate • Chromebooks	Technology	Tier 1	Monitor	08/20/2019	06/04/2020	\$6850	Title V Part A-C	7-12 Mathematics Instructors, District & Building Leadership

Strategy 3:

Instructional Infrastructure: Professional Learning - 7-12 mathematics teachers will participate in on-going, systemic professional development.

Category: Mathematics

Research Cited: 1994. Guskey, Thomas R. Professional Development in Education: In Search of the Optimal Mix. All proposals for education reform include professional development as a significant element in promoting change. Questions have been raised about the effectiveness of professional development and its role in

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educational reform. Consequently, evaluation of professional development programs is increasing and expanding to include student achievement. Professional developers also are looking more closely at research on professional development. Research on professional development has focused mostly on its shortcomings and, in some cases, proposed solutions. Because of the variability between different educators' situations, it is difficult to know exactly what makes an effective professional development program. However, there are some guidelines. Change is both an individual and an organizational process. In planning and implementation, it is important to work for incremental change. Working in teams maintains support for change. It is necessary to include procedures for feedback on results. Continued followup, support, and pressure are necessary in professional development. Innovations presented in professional development must be integrated into existing educational frameworks. While professional development can be complex and difficult to measure in student achievement, it is possible to tailor programs to specific contexts.

Tier: Tier 1

Activity - Guided School Improvement Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Team leadership and building principals will attend Guided School Improvement professional learning offered by the Clare-Gladwin Regional Education Service District during the 2019-2020 school year. Upon return to the district, this leadership team will share information with staff to improve instructional programs. Information will be shared in staff meetings, PLC meetings, building network and district network meetings, etc. Dates are: December 17, January 21, February 18, April 28, May 19	Professional Learning	Tier 1	Monitor	08/20/2019	06/04/2020	\$50	Title II Part A	Building Network Leadership

Activity - Professional Learning Academies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> • 4 "curriculum" ½ days • 1 ½ hour learning pieces • Teacher selects based upon professional goals and data <ul style="list-style-type: none"> o Conscious Discipline o Number Talks o Reading Apprenticeship o Leadership Skills o Special Education 101 o Google Classroom o Strategies for Students with ASD o Onward (Teacher SEL) o HQ Instruction o Daily Five o Orton-Gillingham • Integration of the learning into curricular subject areas 	Professional Learning	Tier 1	Implement	08/20/2019	06/04/2020	\$64	Title I Part A	7-12 Mathematics Instructors, Building & District Leadership

Activity - 1-Hour Monthly Staff Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<ul style="list-style-type: none"> • Extension of Elements of Explicit Instruction • 7-12 • Done by instructional coaches with building administrator • On-going throughout year (at staff meetings) • Content summaries are included in Focus & Outcomes documents for each building 	Professional Learning	Tier 1	Implement	08/20/2019	06/04/2020	\$0	No Funding Required	7-12 Mathematics Instructors, District & Building Leadership
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Activity - Elements of Explicit Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7-12 staff will engage in a 1/2 day session led by Mandy McLaughlin, Anita Archer trained facilitator. BJSHS staff will focus on Elements of Explicit Instruction, Eliciting Responses and Providing Frequent Opportunities to Respond & Critical Lesson Delivery Skills. Outcomes include: <ul style="list-style-type: none"> • Foundations and principles comprising explicit instruction • Self-assessment tool for teachers to self-reflect and set a goal for their instruction • Strategies that pair with each of the 16 elements of explicit instruction • Why active participation? • Active participation procedures (verbal, written, action) • Eliciting Frequent Opportunities to Respond • Think Time • Common but less desirable practices • Monitor student responses • Provide feedback (to group, to individuals, to individual in small group) • Correction Procedures 	Professional Learning	Tier 1	Implement	08/20/2019	06/04/2020	\$176	Title II Part A	7-12 Mathematics Instructors, District & Building Leadership

Measurable Objective 2:

A 20% increase of Bottom 30% students will demonstrate a proficiency from Fall to Spring on composite score in Mathematics by 06/04/2020 as measured by local measures (Acadience, easyCBM, MAP, PSAT/SAT).

Strategy 1:

Instructional Infrastructure: Mathematics Instruction for Struggling Students - District staff will identify students not meeting the core academic expectation through At-Risk Eligibility Worksheets and analysis of national, state, and local assessment data. Building staff will identify specific academic strengths and weaknesses and will provide additional supportive methods of instruction, programs, and interventions for these students. Specific identification of the bottom 30% of students within each building, grade level, and classroom will be analyzed a minimum of two times per year (Fall and Winter) and ongoing formative data will be utilized to constantly assure assistance in provided to students based on current needs through both the Educational Support Team process and the MTSS.

Category: Mathematics

Research Cited: NCTM Research Brief (2007). "Effective Strategies for Teaching Students with Difficulties in Mathematics."

Tier: Tier 2

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Activity - Mathematics Intervention Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7-9 students not proficient at grade-level mathematics expectations and identified most at-risk for failure in mathematics on 31A eligibility worksheets will receive a minimum of 30 minutes per day of intervention in mathematics. Direct instruction will be provided by the math intervention teacher in small group or one-on-one instruction. Research based programs will be utilized.	Academic Support Program	Tier 2	Monitor	08/20/2019	06/04/2020	\$250	Section 31a	Mathematics Intervention Instructor, Building & District Leadership
Activity - Academic Support Services 31A Certified Intervention Instructors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide a full-time 31A (At Risk) Certified Intervention Teacher for grades 7-9. Continuously analyze assessment data and provide research based Tier II and/or Tier III interventions within the master schedule as course assignment for students that are currently below grade level based on analysis of M-STEP, PSAT, SAT, and other assessment instruments. Duties include: <ul style="list-style-type: none"> • Identify students eligible for academic interventions. • Coordinate and provide strategic academic instruction to meet the individual needs of students – especially in reading and math. • Assist educational support team in analyzing and determining the academic needs of specific students. • Assist teachers in the use of assessment data to guide and differentiate instruction. • Maintain and update student achievement data using various screenings. • Prepare lesson plans for interventions. • Provide communication to teachers regarding students' academic progress. • Other duties as assigned by the building principal 	Academic Support Program	Tier 2	Monitor	08/20/2019	06/04/2020	\$70928	Section 31a	31A (At Risk) Certified Intervention Instructor

Strategy 2:

Instructional Infrastructure: Collaborative Problem Solving - When data indicates that a student needs support beyond that which can be provided or sustained through universal instruction {Tier 1}, collaborative problem-solving will be used to determine whether additional supports are needed for the student to make appropriate progress, and to monitor that progress.

Category: Learning Support Systems

Research Cited: Mutli-Tiered System of Supports: State of Vermont Agency of Education

Tier: Tier 2

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Activity - Educational Support Teams (EST)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educational Support Teams (EST) will be used as a mechanism for collaborative problem solving and serve as an important role in the district's Multi-Tiered System of Supports (MTSS). Referrals to the EST will be completed by instructional staff when data indicates that a student needs support beyond that which can be provided or sustained through universal instruction {Tier 1}. Meetings will have an effective process for documenting and communicating discussion and all decisions made in the meetings (including action planning). EST meetings may include the building administrators, teachers, school psychologist, parents/guardians (if appropriate), social worker, outside agencies, and other support persons (as needed).	Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 2	Monitor	08/20/2019	06/04/2020	\$1197	General Fund	7-12 Staff, Itinerant Staff, Building and District Leadership
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will utilize 1.0 FTE instructional coach to increase student achievement by supporting the growth and professional learning of BJSHS and its stakeholders by: <ul style="list-style-type: none"> • modeling and facilitating best practices to achieve desired outcomes while providing feedback. • possessing specialized knowledge and skills that build the capacity of BJSHS. • developing rapport. • objectively analyzing systems, infrastructure, and individuals to sustain continuous improvement. Duties will include: <ul style="list-style-type: none"> • Facilitate professional development for teachers. • Demonstrate researched-based instructional practices that result in increased student performance. • Support teachers in using data to improve instruction. • Assist teachers with planning and pacing curriculum. • Assist teachers in creating materials that are in alignment with curriculum. • Informally observe lessons and provide feedback for a teacher's professional growth. • Works collaboratively and communicates effectively with administrators, teachers, and other school staff to strengthen all aspects of the instructional program. • Contribute to the development of systems and structures to improve student achievement. <ul style="list-style-type: none"> o Participate in educational support team meetings o Inform MI-Excel Blueprint systems • Develop capacity in instructional coaching through continuous learning. 	Other - Instructional Coach	Tier 1	Implement	08/20/2019	06/04/2020	\$25210	Section 31a	7-12 Instructional Coach, District & Building Leadership

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Measurable Objective 3:

A 50% increase of Bottom 30% students will collaborate to successfully complete credit requirements in Mathematics by 06/04/2020 as measured by credits recovered.

Strategy 1:

Instructional Infrastructure: Mathematics Instruction for Students At Risk of Failure - Opportunities for additional individualized or small group academic supports beyond Tiers 1 and 2 will be offered through various mechanisms to students at risk of failure in Mathematics.

Category: Mathematics

Research Cited: <http://www.edmentum.com/solutions/credit-recovery>

Tier: Tier 3

Activity - Academic After School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Jr/Sr High School will provide an academic after school program for students at risk of school failure. This program will include the use of 1 certified teacher for 1 hour per day, 3 days per week for 32 weeks. Reteaching, review, and other best practice instructional strategies will be utilized to increase proficiency in skills and standards not mastered in Tier 1 and/or Tier 2 instruction. The plato platform will be used as one mechanism for reteaching.	Academic Support Program, Materials	Tier 3	Implement	08/20/2019	06/04/2020	\$1242	Section 31a	7-12 Instructional Staff, District & Building Leadership
Activity - Tier 3 Tutoring and Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beaverton Jr/Sr High School will offer 1-hour per day for intense remediation of mathematics including credit recovery.	Academic Support Program	Tier 3	Implement	08/20/2019	06/04/2020	\$751	Section 31a	10-12 Interventions Instructor, District & Building Leadership

Goal 2: All students at Beaverton Jr./Sr. High School will become proficient readers and writers.

Measurable Objective 1:

49% of All Students will demonstrate a proficiency of standards in English Language Arts by 06/04/2020 as measured by the state level assessments (TIER 1)..

Strategy 1:

Instructional Infrastructure: Effective Language Arts Instruction for ALL Students (TIER 1) - *All seventh through twelfth grade reading/language arts teachers will provide one class period of effective tier 1 instruction utilizing best practices in language arts daily to all students according to the District Literacy Profile.

*The district expectation for K-12 English/Language Arts instruction includes:

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*Instruction based on the MI-EXCEL Blueprint Vision of High Quality English Language Arts Instruction document.

*Curriculum and assessment based on the Balanced Literacy Framework

*On-going instructional improvement

Category: English/Language Arts

Research Cited: Category: English/Language Arts Research Cited: Allington, Richard (2002). The Six Ts of Effective Elementary Literacy Instruction

Tier: Tier 1

Activity - High Quality Literacy Instruction: GRR Instructional Model - Balanced Literacy Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Ambitious teachers of English language arts, at Beaverton Rural Schools, implement with fidelity the gradual release framework of instruction. Within this “I do, We do, You do together, You do” model explicit instruction is provided which includes on-going targeted support and data-driven differentiation, and scaffolds high occurrences of academic engagement for all students.</p> <ul style="list-style-type: none"> • Balanced literacy framework <ul style="list-style-type: none"> o Read aloud o Guided reading o Shared reading o Independent reading o Reading/writing conferences o Interactive writing o Shared writing o Word study 	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	No Funding Required	7-12 ELA Instructors, District & Building Leadership
Activity - Principals Leverage District Systems	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>K-12 principals will:</p> <ul style="list-style-type: none"> - Utilize all District Drivers and District Systems: <ul style="list-style-type: none"> o Communications o Problem Solving o Performance Management - Connect District Drivers and District Systems directly to student needs <ul style="list-style-type: none"> o HQ instruction walk through - Utilize District Drivers and District Systems to improve student learning 	Other - Instructional Leadership	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	No Funding Required	Building Leadership
Activity - Teacher Collaborative Routine	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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7-12 ELA teachers will utilize reflective teaching practices to continuously improve and develop their curriculum and instructional practices. - Professional Learning Communities o Instructional Design and Delivery as outlined in the Instructional Design and Delivery protocol o Deepening Knowledge of Student Learning as outlined in the Deepening Knowledge of Student Learning protocol o Teacher collegial reflective practice	Teacher Collaboration	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	No Funding Required	7-12 ELA Teachers, District & Building Leadership
Activity - Instructional Leadership Routine	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7-12 leadership will guide and lead instructional improvement with the ongoing mission of increasing student, teacher, and leader. - Leadership Network will use the following Blueprint protocols: o Installation of Building Level Processes protocol o Coaching protocol o Monitoring protocol	Other - Instructional Leadership	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	No Funding Required	Building Leadership
Activity - Cross-curricular Integration of Literacy and Career Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7-12 instruction will include: - Nancy Boyle's and Cris Tovani's comprehension strategies - close reading techniques - Reading Apprenticeship strategies - Extended response tasks - Content specific literacy in all subject areas (non-fiction articles/books, etc.) - Career Development instruction as outlined in the Career Development Model document: o Career Exploration: Grades 7 & 8 o Career Preparation: Grades 9 -12	Other - Cross-Curricular Integration of Literacy and Career Development, Curriculum Development	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	No Funding Required	7-12 ELA Instructors, District & Building Leadership

Strategy 2:

Incorporate Technology in Instructional Programming {TIER 1} - Teachers will use available technological devices such as mobile computer labs, tablets, document cameras, mobile devices, and other emerging technology to provide effective language arts instruction.

Category: Technology

Research Cited: June 2005. Roblyer, Margaret. Integrating educational technology into teaching (4th ed). Integrating Educational Technology into Teaching, 6e presents a comprehensive technology integration framework built on both research and proven classroom practices. The Technology Integration Planning Model (TIP Model) shows teachers how to create an environment in which technology can effectively enhance learning.

Tier: Tier 1

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Activity - Integration of Technology in Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will utilize technology in language arts instruction by including online resources in lessons (i.e. SAT/PSAT, M-STEP practice items, Ipad and Iphone apps, Google Tools/Classroom, and other web-based resources).	Technology	Tier 1	Monitor	08/20/2019	06/04/2020	\$6850	Title IV Part A	7-12 ELA Instructors, District & Building Leadership

Strategy 3:

Instructional Infrastructure: Professional Learning {TIER 1} - 7-12 ELA instructors will participate in on-going, systemic professional development.

Category: English/Language Arts

Research Cited: 1994. Guskey, Thomas R. Professional Development in Education: In Search of the Optimal Mix. All proposals for education reform include professional development as a significant element in promoting change. Questions have been raised about the effectiveness of professional development and its role in educational reform. Consequently, evaluation of professional development programs is increasing and expanding to include student achievement. Professional developers also are looking more closely at research on professional development. Research on professional development has focused mostly on its shortcomings and, in some cases, proposed solutions. Because of the variability between different educators' situations, it is difficult to know exactly what makes an effective professional development program. However, there are some guidelines. Change is both an individual and an organizational process. In planning and implementation, it is important to work for incremental change. Working in teams maintains support for change. It is necessary to include procedures for feedback on results. Continued followup, support, and pressure are necessary in professional development. Innovations presented in professional development must be integrated into existing educational frameworks. While professional development can be complex and difficult to measure in student achievement, it is possible to tailor programs to specific contexts.

Tier: Tier 1

Activity - Guided School Improvement Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Team leadership and building principals will attend Guided School Improvement professional learning offered by the Clare-Gladwin Regional Education Service District during the 2019-2020 school year. Upon return to the district, this leadership team will share information with staff to improve instructional programs. Information will be shared in staff meetings, PLC meetings, building network and district network meetings, etc. Dates are: December 17, January 21, February 18, April 28, May 19	Professional Learning	Tier 1	Monitor	08/20/2019	06/04/2020	\$50	Title II Part A	Building and District Network Leadership

Activity - Professional Learning Academies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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7-12 teachers will engage in 4, 1/2 day professional learning opportunities throughout the 2019-2020 school year. Dates are: September 11, 2019, October 9, 2019, March 4, 2020, and June 4, 2020. teachers will be given a choice of sessions prior to the start of the school year and select one choice in alignment with their professional goals and data. Sessions planned include: o Conscious Discipline o Number Talks o Reading Apprenticeship o Leadership Skills o Special Education 101 o Google Classroom o Strategies for Students with ASD o Onward (Teacher SEL) o HQ Instruction o Daily Five o Orton-Gillingham	Professional Learning	Tier 1	Monitor	08/20/2019	06/04/2020	\$64	Title II Part A	7-12 English Language Arts Teachers, Building and District Leadership
Activity - 1-hour Monthly Staff Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7-12 teachers will engage in on-going professional development at 1-hour monthly meetings facilitated by district coaches and building administrators as outlined on the Focus and Outcomes documents. Professional learning will focus on the extension of Elements of Explicit Instruction professional learning during opening day professional development.	Professional Learning	Tier 1	Evaluate	08/20/2019	06/04/2020	\$0	No Funding Required	7-12 ELA Instructors, Building and District Leadership
Activity - Elements of Explicit Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7-12 staff will engage in a 1/2 day session led by Mandy McLaughlin, Anita Archer trained facilitator. BJSHS staff will focus on Elements of Explicit Instruction, Eliciting Responses and Providing Frequent Opportunities to Respond & Critical Lesson Delivery Skills. Outcomes include: • Foundations and principles comprising explicit instruction • Self-assessment tool for teachers to self-reflect and set a goal for their instruction • Strategies that pair with each of the 16 elements of explicit instruction • Why active participation? • Active participation procedures (verbal, written, action) • Eliciting Frequent Opportunities to Respond • Think Time • Common but less desirable practices • Monitor student responses • Provide feedback (to group, to individuals, to individual in small group) • Correction Procedures	Professional Learning	Tier 1	Evaluate	08/20/2019	06/04/2020	\$176	Title II Part A	7-12 Teachers, Building and District Leadership

Measurable Objective 2:

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A 20% increase of Bottom 30% students will demonstrate a proficiency from Fall to Spring on the composite scores in English Language Arts by 06/04/2020 as measured by local measures (Acadience, easyCBM, PSAT/SAT, MAP) (Tier 2)..

Strategy 1:

Instructional Infrastructure: Language Arts Instruction for Struggling Students {TIER 2 - *District staff will identify students not meeting the core academic expectation through on-going analysis of national, state, and local assessment data.

*District staff will identify specific academic strengths and weaknesses and will provide additional supportive methods of instruction, programs, and interventions for these students.

Category: English/Language Arts

Research Cited: O'Connor, R.E., Harty, K.R., and Fulmer, D., 2005. Tiers of Intervention in Kindergarten Through Third Grade. Journal of Learning Disabilities, No. 38 (6), 532-538.

Reading Report (2004). "A Vision for Action and Research in Middle and High School Literacy."

Tier: Tier 2

Activity - Language Arts Intervention Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7 - 9 grade students who are most at-risk of academic failure in ELA will be identified based on at-risk eligibility factors using multiple data sources. These students will be scheduled for 30 minutes of intervention ELA. Direct instruction will be provided by the ELA intervention teacher in small group or one-on-one instruction. 7-9 interventions will utilize Scholastic Action as part of their intervention programming.	Academic Support Program	Tier 2	Monitor	08/20/2019	06/04/2020	\$167	Section 31a	ELA Intervention Instructor, Building & District Leadership
Activity - Academic Support Services - 31A (AT Risk) Certified Intervention Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>The district will provide 0.50 FTE 31A (At Risk) Certified Intervention Teacher for grades 7th - 9th (Jr/Sr High). Position summary: Continuously analyze assessment data and provide research-based Tier II and/or Tier III interventions within intervention blocks for students that are currently below grade level based on analysis of M-STEP, MAP, PSAT, SAT, and other assessment instruments. Duties include: • Identify students eligible for academic interventions. • Coordinate and provide strategic academic instruction to meet the individual needs of students – especially in reading and math. • Assist educational support team in analyzing and determining the academic needs of specific students. • Assist teachers in the use of assessment data to guide and differentiate instruction. • Maintain and update student achievement data using various screenings. • Prepare lesson plans for interventions. • Provide communication to teachers regarding students’ academic progress. • Other duties as assigned by the building principal</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/20/2019</p>	<p>06/04/2020</p>	<p>\$76809</p>	<p>Section 31a</p>	<p>English Language Arts Intervention Instructor, Building & District Leadership</p>
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Strategy 2:

Instructional Infrastructure: Collaborative Problem Solving - When data indicates that a student needs support beyond that which can be provided or sustained through universal instruction {Tier 1}, collaborative problem-solving will be used to determine whether additional supports are needed for the student to make appropriate progress, and to monitor that progress.

Category: Learning Support Systems

Research Cited: John W. Eagle, Shannon E. Dowd-Eagle, Andrew Snyder & Elizabeth Gibbons Holtzman (2014) Implementing a Multi-Tiered System of Support (MTSS): Collaboration Between School Psychologists and Administrators to Promote Systems-Level Change, Journal of Educational and Psychological Consultation, 25:2-3, 160-177, DOI: 10.1080/10474412.2014.929960 Susan G. Forman & Chana D. Crystal (2015) Systems Consultation for Multitiered Systems of Supports (MTSS): Implementation Issues, Journal of Educational and Psychological Consultation, 25:2-3, 276-285, DOI: 10.1080/10474412.2014.963226

Tier: Tier 2

Activity - Educational Support Teams (EST)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

Beaverton Junior/Senior High School

Educational Support Teams (EST) will be used as a mechanism for collaborative problem solving and serve as an important role in the district's Multi-Tiered System of Supports (MTSS). Referrals to the EST will be completed by instructional staff when data indicates that a student needs support beyond that which can be provided or sustained through universal instruction (Tier 1). Meetings will have an effective process for documenting and communicating discussion and all decisions made in the meetings (including action planning). EST meetings may include the building administrators, teachers, school psychologist, parents/guardians (if appropriate), social worker, outside agencies, and other support persons (as needed).	Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 2	Monitor	08/20/2019	06/04/2020	\$1197	General Fund	7-12 Staff, Itinerant Staff, Building & District Leadership
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Activity - Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will utilize 1.0 FTE instructional coach at BJSHS to increase student achievement by supporting the growth and professional learning of BRS and its stakeholders by: <ul style="list-style-type: none"> • modeling and facilitating best practices to achieve desired outcomes while providing feedback. • possessing specialized knowledge and skills that build the capacity of BRS. • developing rapport. • objectively analyzing systems, infrastructure, and individuals to sustain continuous improvement. Duties will include: <ul style="list-style-type: none"> • Facilitate professional development for teachers. • Demonstrate researched-based instructional practices that result in increased student performance. • Support teachers in using data to improve instruction. • Assist teachers with planning and pacing curriculum. • Assist teachers in creating materials that are in alignment with curriculum. • Informally observe lessons and provide feedback for a teacher's professional growth. • Works collaboratively and communicates effectively with administrators, teachers, and other school staff to strengthen all aspects of the instructional program. • Contribute to the development of systems and structures to improve student achievement. <ul style="list-style-type: none"> o Participate in educational support team meetings o Inform MI-Excel Blueprint systems <ul style="list-style-type: none"> • Develop capacity in instructional coaching through continuous learning. 	Other - Instructional Coaches	Tier 2	Implement	08/20/2019	06/04/2020	\$25210	Section 31a	Instructional Coach, Building & District Leadership

Measurable Objective 3:

A 50% increase of Bottom 30% students will collaborate to successfully complete credit requirements in English Language Arts in English Language Arts by 08/14/2020 as measured by credits recovered.

Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

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Strategy 1:

Instructional Infrastructure: Language Arts Instruction for Students At Risk of Failure (TIER 3) - Opportunities for additional individualized or small group academic supports beyond Tiers 1 and 2 will be offered through various mechanisms to students at risk of failure in English Language Arts.

Category: English/Language Arts

Research Cited: <http://www.edmentum.com/solutions/credit-recovery>

Tier: Tier 3

Activity - Academic After School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Jr/Sr High School will provide an academic after school program for students at risk of school failure. This program will include the use of 1 certified teacher for 1 hour per day, 3 days per week for 32 weeks. Reteaching, review, and other best practice instructional strategies will be utilized to increase proficiency in skills and standards not mastered in Tier 1 and/or Tier 2 instruction. The plato platform will be used as one mechanism for reteaching.	Academic Support Program, Materials	Tier 3	Implement	08/20/2019	06/04/2020	\$1242	Section 31a	31A Intervention Instructor, Building & District Leadership, BJSHS Counselor

Activity - Tier 3 Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beaverton Jr/Sr High School will offer 1-hour per day for intense remediation of English Language Arts including credit recovery.	Academic Support Program	Tier 3	Monitor	08/20/2019	06/04/2020	\$751	Section 31a	Intervention Instructor, Building & District Leadership, BJSHS Counselor

Goal 3: All students at Beaverton Jr./Sr. High School will be proficient in social studies.

Measurable Objective 1:

25% of Eighth and Eleventh grade students will demonstrate a proficiency in Social Studies by 06/30/2024 as measured by state level assessments (TIER 1)..

Strategy 1:

Instructional Infrastructure: Effective Social Studies Instruction for All Students (Tier 1) - All 7th - 12th grade social studies teachers will provide one class period of effective tier 1 instruction utilizing best practices in social sciences daily to all students.

• The district expectation for 7-12 science instruction includes:

o Instruction based on the MI-EXCEL Blueprint Vision of High Quality Social Studies Instruction document.

o Curriculum and assessment based on the MC3 units

Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

Beaverton Junior/Senior High School

Category: Social Studies

Research Cited: Goodwin, Bryan. 2010. Changing the Odds for Student Success: What Matters Most. MCREL

Tier: Tier 1

Activity - High Quality Social Studies Instruction: GRR Instructional Model - Balanced Social Studies Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ambitious teachers of Social Studies at Beaverton Rural Schools implement, with fidelity, the gradual release framework of instruction. Within this "I do, We do, You do together, and You do" model, explicit instruction is provided which includes on-going targeted support and data-driven differentiation, and scaffolds high occurrences of academic engagement for all students. • MC3 units	Direct Instruction	Tier 1	Implement	08/20/2019	06/04/2020	\$0	No Funding Required	7-12 Teaching Staff, Building & District Leadership
Activity - Principals Leverage District Systems	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 principals will: - Utilize all District Drivers and District Systems: o Communications o Problem Solving o Performance Management - Connect District Drivers and District Systems directly to student needs o HQ instruction walk through - Utilize District Drivers and District Systems to improve student learning	Other - Instructional Leadership	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	No Funding Required	Building Leadership
Activity - Teacher Collaborative Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7-12 social studies teachers will utilize reflective teaching practices to continuously improve and develop their curriculum and instructional practices. - Professional Learning Communities o Instructional Design and Delivery as outlined in the Instructional Design and Delivery protocol o Deepening Knowledge of Student Learning as outlined in the Deepening Knowledge of Student Learning protocol o Teacher collegial reflective practice	Teacher Collaboration	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	No Funding Required	7-12 Teaching Staff, Building & District Leadership
Activity - Instructional Leadership Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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K-12 leadership will guide and lead instructional improvement with the ongoing mission of increasing student, teacher, and leader. - Leadership Network will use the following Blueprint protocols: o Installation of Building Level Processes protocol o Coaching protocol o Monitoring protocol	Other - Instructional Leadership	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	No Funding Required	7-12 Teaching Staff, Building & District Leadership
Activity - Cross-curricular Integration of Literacy and Career Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 instruction will include: - Nancy Boyle's and Cris Tovani's comprehension strategies - close reading techniques - Reading Apprenticeship strategies - extended response tasks - Career Development instruction as outlined in the Career Development Model document: o Career Awareness: Grades K-6 o Career Exploration: Grades 7 & 8 o Career Preparation: Grades 9 -12	Other - Cross-Curricular Integration of Literacy and Career Development	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	No Funding Required	7-12 Teaching Staff, Building & District Leadership

Strategy 2:

Incorporate Technology in Instructional Programming {TIER 1} - Teachers will use mobile computer labs, tablets (if available), document cameras, mobile devices (if available), Google Tools/Classroom, and other emerging technology to provide effective social studies instruction, including addressing various learning styles.

Category: Social Studies

Research Cited: June 2005. Roblyer, Margaret. Integrating educational technology into teaching (4th ed). Integrating Educational Technology into Teaching, 6e presents a comprehensive technology integration framework built on both research and proven classroom practices. The Technology Integration Planning Model (TIP Model) shows teachers how to create an environment in which technology can effectively enhance learning.

Tier: Tier 1

Activity - Integration of Technology in Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Team leadership and building principals will attend Guided School Improvement professional learning offered by the Clare Gladwin Regional Education Service District during the 2018-2019 school year. The district will provide release time for these teachers and staff to attend this professional learning. Upon return to the district, this leadership team will share information with staff to improve instructional programs. Information will be shared in staff meetings, PLC meetings, school improvement meetings, etc.	Technology	Tier 1	Monitor	08/20/2019	06/04/2020	\$6854	Title V Part A-C	7-12 Teaching Staff, Building & District Leadership

Strategy 3:

Instructional Infrastructure: Professional Learning {TIER 1} - Teachers will participate in on-going, systemic professional development.

Category: Social Studies

Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

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Research Cited: 1994. Guskey, Thomas R. Professional Development in Education: In Search of the Optimal Mix. All proposals for education reform include professional development as a significant element in promoting change. Questions have been raised about the effectiveness of professional development and its role in educational reform. Consequently, evaluation of professional development programs is increasing and expanding to include student achievement. Professional developers also are looking more closely at research on professional development. Research on professional development has focused mostly on its shortcomings and, in some cases, proposed solutions. Because of the variability between different educators' situations, it is difficult to know exactly what makes an effective professional development program. However, there are some guidelines. Change is both an individual and an organizational process. In planning and implementation, it is important to work for incremental change. Working in teams maintains support for change. It is necessary to include procedures for feedback on results. Continued followup, support, and pressure are necessary in professional development. Innovations presented in professional development must be integrated into existing educational frameworks. While professional development can be complex and difficult to measure in student achievement, it is possible to tailor programs to specific contexts.

Tier: Tier 1

Activity - Guided School Improvement Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Team leadership and building principals will attend Guided School Improvement professional learning offered by the Clare-Gladwin Regional Education Service District during the 2019-2020 school year. Upon return to the district, this leadership team will share information with staff to improve instructional programs. Information will be shared in staff meetings, PLC meetings, building network and district network meetings, etc. Dates are: December 17, January 21, February 18, April 28, May 19	Professional Learning	Tier 1	Monitor	08/20/2019	06/04/2020	\$50	Title II Part A	Building & District Network Leadership

Activity - Professional Learning Academies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7-12 teachers will engage in 4, 1/2 day professional learning opportunities throughout the 2019-2020 school year. Dates are: September 11, 2019, October 9, 2019, March 4, 2020, and June 4, 2020 Teacher will be given a choice of sessions prior to the start of the school year and select one choice in alignment with their professional goals and data. Sessions planned include: • Conscious Discipline • Number Talks • Reading Apprenticeship • Leadership Skills • Special Education 101 • Google Classroom • Strategies for students with autism • Onward (Teacher SEL) • HQ Instruction • Daily Five • Orton-Gillingham	Professional Learning	Tier 1	Implement	08/20/2019	06/04/2020	\$64	Title IV Part A	7-12 Teaching Staff, Building & District Leadership

Activity - 1-Hour Monthly Staff Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

Beaverton Junior/Senior High School

K-12 teachers will engage in on-going professional development at 1-hour monthly meetings facilitated by district coaches and building administrators as outlined on the Focus and Outcomes documents. Professional learning will focus on the extension of Elements of Explicit Instruction professional learning during opening day professional development.	Professional Learning	Tier 1	Implement	08/20/2019	06/04/2020	\$0	No Funding Required	7-12 Teaching Staff, Building and District Leadership
Activity - Elements of Explicit Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 staff will engage in a 1/2 day session led by Mandy McLaughlin, Anita Archer trained facilitator. BJSHS staff will focus on Elements of Explicit Instruction, Eliciting Responses and Providing Frequent Opportunities to Respond & Critical Lesson Delivery Skills. Outcomes include: • Foundations and principles comprising explicit instruction • Self-assessment tool for teachers to self-reflect and set a goal for their instruction • Strategies that pair with each of the 16 elements of explicit instruction • Why active participation? • Active participation procedures (verbal, written, action) • Eliciting Frequent Opportunities to Respond • Think Time • Common but less desirable practices • Monitor student responses • Provide feedback (to group, to individuals, to individual in small group) • Correction Procedures	Professional Learning	Tier 1	Implement	08/20/2019	06/04/2020	\$180	Title II Part A	7-12 Teaching Staff, Building & District Leadership
Activity - Central Area Title 1 Council Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional coach will attend the Central Area Title 1 Council meetings October 12, December 14, February 22, and May 3rd at GIRESD (Winding Brook). Information will be used to support the creation and improvement of Beaverton's district systems for instructional support.	Professional Learning	Tier 1	Monitor	08/20/2019	06/04/2020	\$25	Title II Part A	Instructional Coach
Activity - Michigan Business Education Association Annual Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two Jr/Sr High business technology instructors will attend the Annual Business Education Association Annual Conference in Mt. Pleasant, Michigan from November 13-15, 2018. The teachers will attend sessions that will update them on their curriculum, state testing, and certification testing. The session will also cover topics that surround new technologies, business ideas, methods, and delivery	Professional Learning	Tier 1		11/13/2019	11/15/2019	\$0	No Funding Required	BJSHS Business Technology Instructors

Measurable Objective 2:

25% of Eighth and Eleventh grade students will demonstrate a proficiency score in Social Studies by 06/30/2024 as measured by the state assessment..

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Strategy 1:

Instructional Infrastructure: Social Studies Instruction for Struggling Students {TIER 2} - Social Studies Instruction for Struggling Students {TIER 2} –

- BJSHS staff will identify students not meeting the core academic expectation through At-Risk Eligibility

Worksheets, 31A Needs Assessments, and analysis of national, state, and local assessment data.

- BJSHS staff will identify specific academic strengths and weaknesses and will provide additional supportive methods of instruction, programs, and interventions for these students.

Category: Social Studies

Research Cited: O'Connor, R.E., Harty, K.R., and Fulmer, D., 2005. Tiers of Intervention in Kindergarten Through Third Grade. Journal of Learning Disabilities, No. 38 (6), 532-538.

Reading Report (2004). "A Vision for Action and Research in Middle and High School Literacy."

Tier: Tier 2

Activity - Social Studies Intervention Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic support in social studies will be provided for at-risk students as needed based on the district and building comprehensive needs assessment and on-going formative assessment through progress monitoring of achievement data through supportive instruction of social studies content, nonfiction reading strategies, content area reading, and writing across the curriculum.	Academic Support Program	Tier 2	Evaluate	08/20/2019	06/04/2020	\$0	No Funding Required	7-12 Teaching Staff, Building & District Leadership

Activity - Academic Support Services - 31A (AT Risk) Intervention Instructional Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide 0.83 FTE 31A (At Risk) Instructional Paraprofessional for grades 7th-12th (Jr/Sr High). This instructional paraprofessional will assist in providing support in social studies through content reading skill development during course instruction through an inclusive model. They will help social studies instructors provide additional academic support for students in the bottom 20% as determined by Needs Assessments utilizing multiple sources of data. This support may include, but is not limited to, small groups, team instruction, and reteaching.	Academic Support Program	Tier 2	Evaluate	08/20/2019	06/04/2020	\$9465	Section 31a	BJSHS 31A (At Risk) Paraprofessional, Building Leadership

Strategy 2:

Instructional Infrastructure: Collaborative Problem Solving - When data indicates that a student needs support beyond that which can be provided or sustained through universal instruction {Tier 1}, collaborative problem-solving will be used to determine whether additional supports are needed for the student to make appropriate progress, and to monitor that progress.

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Category: Learning Support Systems

Research Cited: John W. Eagle, Shannon E. Dowd-Eagle, Andrew Snyder & Elizabeth Gibbons Holtzman (2014) Implementing a Multi-Tiered System of Support (MTSS): Collaboration Between School Psychologists and Administrators to Promote Systems-Level Change, Journal of Educational and Psychological Consultation, 25:2-3, 160-177, DOI: 10.1080/10474412.2014.929960 Susan G. Forman & Chana D. Crystal (2015) Systems Consultation for Multitiered Systems of Supports (MTSS): Implementation Issues, Journal of Educational and Psychological Consultation, 25:2-3, 276-285, DOI: 10.1080/10474412.2014.963226

Tier: Tier 2

Activity - Educational Support Teams (EST)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educational Support Teams (EST) will be used as a mechanism for collaborative problem solving and serve as an important role in the district's Multi-Tiered System of Supports (MTSS). Referrals to the EST will be completed by instructional staff when data indicates that a student needs support beyond that which can be provided or sustained through universal instruction {Tier 1}. Meetings will have an effective process for documenting and communicating discussion and all decisions made in the meetings (including action planning). EST meetings may include the building administrators, teachers, school psychologist, parents/guardians (if appropriate), social worker, outside agencies, and other support persons (as needed).	Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 2	Monitor	08/20/2019	06/04/2020	\$1197	General Fund	7-12 Staff, Itinerant Staff, Building & District Leadership
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>The district will utilize 1.0 at the BJSHS to increase student achievement by supporting the growth and professional learning of BRS and its stakeholders by: • modeling and facilitating best practices to achieve desired outcomes while providing feedback. • possessing specialized knowledge and skills that build the capacity of BRS. • developing rapport. • objectively analyzing systems, infrastructure, and individuals to sustain continuous improvement.</p> <p>Duties will include: • Facilitate professional development for teachers. • Demonstrate researched-based instructional practices that result in increased student performance. • Support teachers in using data to improve instruction. • Assist teachers with planning and pacing curriculum. • Assist teachers in creating materials that are in alignment with curriculum. • Informally observe lessons and provide feedback for a teacher's professional growth. • Works collaboratively and communicates effectively with administrators, teachers, and other school staff to strengthen all aspects of the instructional program. • Contribute to the development of systems and structures to improve student achievement. o Participate in educational support team meetings o Inform MI-Excel Blueprint systems • Develop capacity in instructional coaching through continuous learning.</p>	Other - Instructional Coach	Tier 2	Implement	08/20/2019	06/04/2020	\$25210	Section 31a	Instructional Coach, Building & District Leadership
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Measurable Objective 3:

A 50% increase of Bottom 30% students will collaborate to successfully complete credit requirements in Social Studies by 08/14/2020 as measured by credits recovered..

Strategy 1:

Instructional Infrastructure: Social Studies Instruction for Students At Risk of Failure {TIER 3} - Opportunities for additional individualized or small group academic supports beyond Tiers 1 and 2 will be offered through various mechanisms to students at risk of failure in social studies.

Category: Social Studies

Research Cited: <http://www.edmentum.com/solutions/credit-recovery>

Tier: Tier 3

Activity - Academic After School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Jr/Sr High School will provide an academic after school program for students at risk of school failure. This program will include the use of 1 certified teacher for 1 hour per day, 3 days per week for 32 weeks. Reteaching, review, and other best practice instructional strategies will be utilized to increase proficiency in skills and standards not mastered in Tier 1 and/or Tier 2 instruction. The plato platform will be used as one mechanism for reteaching.</p>	Academic Support Program	Tier 3	Implement	08/20/2019	06/04/2020	\$1242	Section 31a	BJSHS Staff, Building & District Leadership

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Activity - Tier 3 Tutoring and Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beaverton Jr/Sr High School will offer 1-hour per day for intense remediation of mathematics including credit recovery.	Academic Support Program	Tier 3	Monitor	06/17/2019	08/09/2019	\$751	Section 31a	Building Leadership, Certified Instructor, Paraprofessional

Goal 4: All students at Beaverton Jr./Sr. High School will become proficient in science.

Measurable Objective 1:

25% of Eighth and Eleventh grade students will demonstrate a proficiency in all standards in Science by 06/30/2024 as measured by state level assessments..

Strategy 1:

Instructional Infrastructure: Effective Science Instruction for All Students {TIER 1} - Instructional Infrastructure: Effective Science Instruction for All Students {TIER 1}

- 7th - 12th grade science teachers will provide one class period of effective tier 1 instruction utilizing best practices in science daily to all students.
- The district expectation for 7-12 science instruction includes:
 - o Instruction based on the MI-EXCEL Blueprint Vision of High Quality Science Instruction document.
 - o Curriculum and assessment based on Phenomenal Science, MI-STAR, Moodle o On-going instructional improvement

Category: Science

Research Cited: Goodwin, Bryan. 2010. Changing the Odds for Student Success: What Matters Most. MCREL

Tier: Tier 1

Activity - High Quality Science Instruction: GRR Instructional Model - Balanced Science Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ambitious teachers of Science at Beaverton Rural Schools implement, with fidelity, the gradual release framework of instruction. Within this "I do, We do, You do together, and You do" model, explicit instruction is provided which includes on-going targeted support and data-driven differentiation, and scaffolds high occurrences of academic engagement for all students. • 7-8 MI-STAR • 9-12 Blended/Mastery Learning	Teacher Collaboration, Direct Instruction	Tier 1	Evaluate	08/20/2019	06/04/2020	\$0	No Funding Required	7-12 Science Instructors, Building and District Leadership

Activity - Principals Leverage District Systems	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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K-12 principals will: - Utilize all District Drivers and District Systems: o Communications o Problem Solving o Performance Management - Connect District Drivers and District Systems directly to student needs o HQ instruction walk through - Utilize District Drivers and District Systems to improve student learning	Other - Instructional Leadership	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	No Funding Required	Building Leadership
Activity - Teacher Collaborative Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7-12 science teachers will utilize reflective teaching practices to continuously improve and develop their curriculum and instructional practices. - Professional Learning Communities o Instructional Design and Delivery as outlined in the Instructional Design and Delivery protocol o Deepening Knowledge of Student Learning as outlined in the Deepening Knowledge of Student Learning protocol o Teacher collegial reflective practice	Teacher Collaboration	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	No Funding Required	7-12 Teaching Staff, District & Building Leadership
Activity - Instructional Leadership Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 leadership will guide and lead instructional improvement with the ongoing mission of increasing student, teacher, and leader. - Leadership Network will use the following Blueprint protocols: o Installation of Building Level Processes protocol o Coaching protocol o Monitoring protocol	Other - Instructional Leadership	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	No Funding Required	District & Building Leadership
Activity - Cross-Curricular Integration of Literacy and Career Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7-12 instruction will include: - Nancy Boyle's and Cris Tovani's comprehension strategies - close reading techniques - Reading Apprenticeship strategies - extended response tasks - Career Development instruction as outlined in the Career Development Model document: o Career Exploration: Grades 7 & 8 o Career Preparation: Grades 9 -12	Other - Cross-Curricular Integration of Literacy and Career Development	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	No Funding Required	7-12 Teachers, District & Building Leadership

Strategy 2:

Incorporate Technology in Instructional Programming (Tier 1) - 7-12 science instructors will use mobile computer labs, tablets (if available), document cameras, mobile

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devices (if available), Moodle, Google Tools/Classroom and other emerging technology to provide effective science instruction, including addressing various learning styles.

Category: Science

Research Cited: June 2005. Roblyer, Margaret. Integrating educational technology into teaching (4th ed). Integrating Educational Technology into Teaching, 6e presents a comprehensive technology integration framework built on both research and proven classroom practices. The Technology Integration Planning Model (TIP Model) shows teachers how to create an environment in which technology can effectively enhance learning.

Tier: Tier 2

Activity - Integration of Technology in Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7-12 science instructors will utilize technology in science instruction by including online resources in lessons (i.e. Discovery Learning, Virtual Field Trips, web-based activities tied to science, Ipad and Iphone apps, and other web-based resources).	Technology	Tier 1		08/20/2019	06/04/2020	\$6854	Title V Part A-C	7-12 Science Instructors, Building & District Leadership

Strategy 3:

Instructional Infrastructure: Professional Learning {TIER 1} - 7-12 science instructors will participate in on-going, systemic professional development.

Category: Science

Research Cited: 1994. Guskey, Thomas R. Professional Development in Education: In Search of the Optimal Mix. All proposals for education reform include professional development as a significant element in promoting change. Questions have been raised about the effectiveness of professional development and its role in educational reform. Consequently, evaluation of professional development programs is increasing and expanding to include student achievement. Professional developers also are looking more closely at research on professional development. Research on professional development has focused mostly on its shortcomings and, in some cases, proposed solutions. Because of the variability between different educators' situations, it is difficult to know exactly what makes an effective professional development program. However, there are some guidelines. Change is both an individual and an organizational process. In planning and implementation, it is important to work for incremental change. Working in teams maintains support for change. It is necessary to include procedures for feedback on results. Continued followup, support, and pressure are necessary in professional development. Innovations presented in professional development must be integrated into existing educational frameworks. While professional development can be complex and difficult to measure in student achievement, it is possible to tailor programs to specific contexts.

Tier: Tier 1

Activity - Guided School Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

Beaverton Junior/Senior High School

School Improvement Team leadership and building principals will attend Guided School Improvement professional learning offered by the Clare-Gladwin Regional Education Service District during the 2019-2020 school year. Upon return to the district, this leadership team will share information with staff to improve instructional programs. Information will be shared in staff meetings, PLC meetings, building network and district network meetings, etc. Dates are: December 17, January 21, February 18, April 28, May 19	Professional Learning	Tier 1	Monitor	08/20/2019	06/04/2020	\$50	Title I Part A	Building and District Network Leadership
Activity - Professional Learning Academies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 teachers will engage in 4, 1/2 day professional learning opportunities throughout the 2019-2020 school year. Dates are: September 11, 2019, October 9, 2019, March 4, 2020, and June 4, 2020 Teacher will be given a choice of sessions prior to the start of the school year and select one choice in alignment with their professional goals and data. Sessions planned include: • Conscious Discipline • Number Talks • Reading Apprenticeship • Leadership Skills • Special Education 101 • Google Classroom • Strategies for students with autism • Onward (Teacher SEL) • HQ Instruction • Daily Five • Orton-Gillingham	Professional Learning	Tier 1	Implement	08/20/2019	06/04/2020	\$64	Title II Part A	7-12 Teaching Staff, Building & District Leadership
Activity - 1-hour Monthly Staff Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 teachers will engage in on-going professional development at 1-hour monthly meetings facilitated by district coaches and building administrators as outlined on the Focus and Outcomes documents. Professional learning will focus on the extension of Elements of Explicit Instruction professional learning during opening day professional development.	Professional Learning	Tier 1	Implement	08/20/2019	06/04/2020	\$0	No Funding Required	Teaching Staff, Building & District Leadership
Activity - Elements of Explicit Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

Beaverton Junior/Senior High School

K-12 staff will engage in a 1/2 day session led by Mandy McLaughlin, Anita Archer trained facilitator. BJSHS staff will focus on Elements of Explicit Instruction, Eliciting Responses and Providing Frequent Opportunities to Respond & Critical Lesson Delivery Skills. Outcomes include: • Foundations and principles comprising explicit instruction • Self-assessment tool for teachers to self-reflect and set a goal for their instruction • Strategies that pair with each of the 16 elements of explicit instruction • Why active participation? • Active participation procedures (verbal, written, action) • Eliciting Frequent Opportunities to Respond • Think Time • Common but less desirable practices • Monitor student responses • Provide feedback (to group, to individuals, to individual in small group) • Correction Procedures	Professional Learning	Tier 1	Implement	08/20/2019	06/04/2020	\$175	Title II Part A	Teaching Staff, Building & District Leadership
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Activity - MACUL Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two Jr/Sr High business technology instructors will attend the MACUL annual conference on March 11-13 in Grand Rapids, MI to receive training on best practices in technology instruction. Expenses will be paid through the business department added cost monies.	Professional Learning	Tier 1	Evaluate	03/11/2020	03/19/2020	\$0	No Funding Required	BJSHS Business Technology Instructors

Activity - MI-STAR Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MI-STAR Academy training for two BJSHS science instructors in 2019. The Mi-STAR Academy is a series of online modules that provide educators the resources needed to align their science instruction with the Michigan Science Standards. Training will be facilitated and monitored by building principals (also by Science curriculum group leadership person (Mike Bassage). The expected outcomes are: 1) full implementation of the MI-STAR curriculum in 6th, 7th, and 8th grades, and 2) fully trained science instructors in 6th, 7th, and 8th grade.	Professional Learning	Tier 1	Implement	08/20/2019	06/04/2020	\$765	Title II Part A	7-8 Science Instructors, Building Principals

Measurable Objective 2:

25% of Eighth and Eleventh grade Bottom 30% students will demonstrate a proficiency score in Science by 06/30/2024 as measured by the state assessment.

Strategy 1:

Instructional Infrastructure: Science Instruction for Struggling Students (TIER 2) - Beaverton Jr/Sr High School staff will identify students not meeting the core academic expectation through At-Risk Eligibility Worksheets and analysis of national, state, and local assessment data. District staff will identify specific academic strengths and weaknesses and will provide additional supportive methods of instruction, programs, and interventions for these students.

Category: Science

Research Cited: O'Connor, R.E., Harty, K.R., and Fulmer, D., 2005. Tiers of Intervention in Kindergarten Through Third Grade. Journal of Learning Disabilities, No. 38 (6), 532-538.

Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

Beaverton Junior/Senior High School

Reading Report (2004). "A Vision for Action and Research in Middle and High School Literacy."

Tier: Tier 2

Activity - Science Intervention Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic support in science will be provided for at-risk students as needed based on the district and building comprehensive needs assessment and on-going formative assessment through progress monitoring of achievement data through supportive instruction of science content, non-fiction reading strategies, content area reading, and writing across the curriculum.	Academic Support Program	Tier 2	Evaluate	08/20/2019	06/04/2020	\$0	No Funding Required	Teaching Staff, Building & District Leadership

Activity - Academic Support Services - 31A (At Risk) Intervention Instructional Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide 0.83 FTE 31A (At Risk) Instructional Paraprofessional for grades 7th-12th (Jr/Sr High). This instructional paraprofessional will assist in providing support in science through content reading skill development during course instruction through an inclusive model. They will help science instructors provide additional academic support for students in the bottom 20% as determined by Needs Assessments utilizing multiple sources of data. This support may include, but is not limited to, small groups, team instruction, and reteaching.	Academic Support Program	Tier 2	Evaluate	08/20/2019	06/04/2020	\$9465	Section 31a	Jr/Sr High 31A (AT Risk) Paraprofessional

Strategy 2:

Instructional Infrastructure: Collaborative Problem Solving - When data indicates that a student needs support beyond that which can be provided or sustained through universal instruction {Tier 1}, collaborative problem-solving will be used to determine whether additional supports are needed for the student to make appropriate progress, and to monitor that progress.

Category: Learning Support Systems

Research Cited: <http://www.ocsu.org/educational-support-team.html>

Orleans Central Supervisory Union: Educational Support Team

Tier: Tier 2

Activity - Educational Support Teams (EST)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

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Educational Support Teams (EST) will be used as a mechanism for collaborative problem solving and serve as an important role in the district's Multi-Tiered System of Supports (MTSS). Referrals to the EST will be completed by instructional staff when data indicates that a student needs support beyond that which can be provided or sustained through universal instruction (Tier 1). Meetings will have an effective process for documenting and communicating discussion and all decisions made in the meetings (including action planning). EST meetings may include the building administrators, teachers, school psychologist, parents/guardians (if appropriate), social worker, outside agencies, and other support persons (as needed).	Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 2	Monitor	08/20/2019	06/04/2020	\$1197	General Fund	7-12 Staff, Itinerant Staff, Building & District Leadership
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Activity - Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will utilize 1.0 FTE at the BJSHS to increase student achievement by supporting the growth and professional learning of BRS and its stakeholders by: • modeling and facilitating best practices to achieve desired outcomes while providing feedback. • possessing specialized knowledge and skills that build the capacity of BRS. • developing rapport. • objectively analyzing systems, infrastructure, and individuals to sustain continuous improvement. Duties will include: • Facilitate professional development for teachers. • Demonstrate researched-based instructional practices that result in increased student performance. • Support teachers in using data to improve instruction. • Assist teachers with planning and pacing curriculum. • Assist teachers in creating materials that are in alignment with curriculum. • Informally observe lessons and provide feedback for a teacher's professional growth. • Works collaboratively and communicates effectively with administrators, teachers, and other school staff to strengthen all aspects of the instructional program. • Contribute to the development of systems and structures to improve student achievement. o Participate in educational support team meetings o Inform MI-Excel Blueprint systems • Develop capacity in instructional coaching through continuous learning.	Other - Instructional Coaches	Tier 2	Implement	08/20/2019	06/04/2020	\$25210	Section 31a	Instructional Coaches, Building & District Leadership

Measurable Objective 3:

50% of Bottom 30% students will collaborate to successfully complete credit requirements in Science by 08/14/2020 as measured by credits recovered.

Strategy 1:

Science Instruction for Students At Risk of Failure (Tier 3) - Opportunities for additional individualized or small group academic supports beyond Tiers 1 and 2 will be offered through various mechanisms to students at risk of failure in Science.

Category: Science

Research Cited: <http://www.edmentum.com/solutions/credit-recovery>

Tier: Tier 3

Activity - Academic After School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Jr/Sr High School will provide an academic after school program for students at risk of school failure. This program will include the use of 1 certified teacher for 1 hour per day, 3 days per week for 32 weeks. Reteaching, review, and other best practice instructional strategies will be utilized to increase proficiency in skills and standards not mastered in Tier 1 and/or Tier 2 instruction. The plato platform will be used as one mechanism for reteaching.	Academic Support Program	Tier 3	Implement	08/20/2019	06/04/2020	\$1241	Section 31a	BJSHS Staff, Building & District Leadership
Activity - Tier 3 Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beaverton Jr/Sr High School will offer 1-hour per day for intense remediation of mathematics including credit recovery.	Academic Support Program	Tier 3	Monitor	08/20/2019	06/04/2020	\$751	Section 31a	Intervention Instructor, Building & District Leadership

Goal 5: All students will increase their engagement in school through positive relationships and social-emotional intervention and support.

Measurable Objective 1:

collaborate to have 90% of all students report positive relationships and behavioral, social, and emotional support by 06/30/2024 as measured by the District Student Perception Surveys..

Strategy 1:

Intense Student Support Network: Effective Behavioral, Social & Emotional Intervention and Support for All Students {TIER 1} - BJSHS will use a MTSS (Multi-Tiered System of Support) to provide interventions and supports that build positive building and classroom cultures, thereby increasing student engagement in school.

Teachers will become proficient in use of strategies that build positive relationships, student perceptions, and building and classroom cultures.

Category: School Culture

Research Cited: Muhammed, A., Transforming School Culture.

Howard, G., We can't Teach What We Don't Know.

Marzano, R.J., Marzano, J.S., and Pickering, D.J. (2003). Classroom management that works: Research-based strategies for every teacher. Alexandria, VA:

Association for Supervision and Curriculum Development.

Tier: Tier 1

Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

Beaverton Junior/Senior High School

Activity - Community and Family Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District, Building and Department/Grade level planned activities during 2019-2020 may include: District - <ul style="list-style-type: none"> • Open House • Parent/Teacher Conferences • Guest Speakers • Presentations for Community/Family • Frequent Communication (Skyward, newsletters, progress reports) • EST Meetings & Information • Community Volunteers • Sending home curriculum information Jr/Sr High – <ul style="list-style-type: none"> • Career Day/Mock Interview • Jr/Sr High Guidance Counselor: Early College, Financial Aid, Dual Enrollment) • Multi-Genre Project • Poetry Month Activities • Movie Night/WWII Presentation • Community Garden 	Parent Involvement, Community Engagement	Tier 1	Monitor	08/20/2019	06/04/2020	\$1600	Section 31a	7-12 Teaching Staff, Building & District Leadership

Activity - Conscious Discipline	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beaverton Jr/Sr High School will implement the Conscious Discipline framework to support the establishment of effective relationships with students."Conscious Discipline teachers everyone how to respond wisely to life events rather than react unconsciously from a set of pre-programmed skills that may or may not be effective or wise."	Other - Discipline Framework, Behavioral Support Program	Tier 1	Implement	08/20/2019	06/04/2020	\$0	No Funding Required	7-12 Teaching Staff, Building & District Leadership

Activity - Positive Behavioral Intervention and Supports (PBIS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BJSHS staff will utilize the Positive Behavior Intervention & Supports within the Conscious Discipline framework (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. Additionally, staff will use this prevention-based approach to support the success of ALL students and work to develop strategies to establish and maintain effective relationships with both students and their families Some PBIS activities may be: Student of the Month, Academic & Athletic Assemblies, Coffee Breaks, March Madness Attendance, focused group counseling sessions.	Behavioral Support Program	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	No Funding Required	7-12 Instructional Staff, Building & District Leadership

Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

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Activity - What I Need (WIN) Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
30-minute period during the school day BJSHS schedule Overcoming Obstacles SEL instruction daily	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	08/20/2019	06/04/2020	\$0	No Funding Required	BJSHS Teaching Staff, Building Leadership

Strategy 2:

Intense Student Support Network: Effective Social-Emotional Intervention and Support for Struggling Students {TIER 2} - Beaverton Jr/Sr High School will provide a system of interventions and supports that address barriers for students who struggle to effectively build positive relationships, student perceptions, and building and classroom cultures.

Category: School Culture

Research Cited: Muhammed, A., Transforming School Culture Horner, Rob H., Sugai, George, and Lewis, Timothy. Is School-wide Positive Behavior Support An Evidence-based Practice? April 2015.

Tier: Tier 2

Activity - Educational Support Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educational Support Teams (EST) will be used as a mechanism for collaborative problem solving and serve as an important role in the district's Multi-Tiered System of Supports (MTSS). Referrals to the EST will be completed by instructional staff when data indicates that a student needs support beyond that which can be provided or sustained through universal instruction {Tier 1}. Meetings will have an effective process for documenting and communicating discussion and all decisions made in the meetings (including action planning). EST meetings may include the building administrators, teachers, school psychologist, parents/guardians (if appropriate), social worker, outside agencies, and other support persons (as needed).	Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 2	Monitor	08/20/2019	06/04/2020	\$0	No Funding Required	7-12 Staff, Itinerant Staff, Building & District Leadership

Activity - Services to Homeless Students & Families	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

Beaverton Junior/Senior High School

Beaverton Rural Schools will designate a 0.30 FTE homeless liaison who will administer the McKinney-Vento Grant to support students experiencing homelessness. This will include identification of homeless students, required reports, contacts to homeless families, and support services to students experiencing homelessness (e.g. transportation, clothing and personal hygiene, tutoring services, school supplies, etc.). In addition, K-12 staff will be trained annually to identify and support students and their families experiencing homelessness. Support systems will be leveraged to provide services as needed which may include transportation, academic supports, or material goods and services.	Behavioral Support Program, Academic Support Program, Career Preparation /Orientation	Tier 2	Evaluate	08/20/2019	06/04/2020	\$31696	Title I Part A	7-12 Staff, District McKinney Vento Certified Homeless Liaison, District & Building Leadership
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Activity - Jr/Sr High Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Beaverton Jr/Sr High school counselor will act as an advocate for students' well-being. The counselor will help all students in the areas of academic achievement, personal/social development, and career development, ensuring that students become productive, well-adjusted adults. The counselor may: listen to students' concerns about academic, emotional, or social problems; help students process their problems and plan goals and actions; mediate conflict between students and teachers; assist with college applications, financial aid, dual enrollment, CTE , Early College, CO-OP, and scholarships, etc.	Behavioral Support Program, Academic Support Program, Career Preparation /Orientation	Tier 2	Monitor	08/20/2019	06/04/2020	\$0	No Funding Required	BJSHS Counselor, Building & District Leadership

Activity - Part-Time Contracted School Nurse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beaverton Rural Schools will contract a part-time (shared) school nurse to provide care to students, assess students and implement first aid measures as needed, provide health information to assist students and families in making health related decisions, establish and update health immunization records, counsel students concerning problem such as pregnancy, sexually transmitted diseases, and substance abuse in order to facilitate responsible decision making practices. The school nurse will develop individual health care plans for student as needed.	Other - Health Services , Behavioral Support Program	Tier 2	Evaluate	08/20/2019	06/04/2020	\$0	No Funding Required	K-12 Part-Time Contracted School Nurse, Building & District Leadership

Activity - School Resource Officer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

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The School Resource Officer supports and facilitates the educational process within the Beaverton Rural School System by providing a safe and secure environment through building and establishing meaningful relationships with students and staff and proactively interacting with the school community to ensure the enforcement of city and state laws, preservation of public order, protection of life and the prevention, detection, or investigation of crime. The School Resource Officer will work effectively with students, parents, school personnel and community agencies to support teaching and learning in the schools. The School Resource Officer will patrol district property to protect students, staff and visitors from physical harm and prevent loss to district property resulting from criminal activity.	Other - Safety and Security , Behavioral Support Program	Tier 2	Implement	08/20/2019	06/04/2020	\$5000	Section 31a	School Resource Officer, Building & District Leadership
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Strategy 3:

Intense Student Support Network: Effective Social-Emotional Intervention and Support Professional Learning {TIER 1} - Beaverton Jr/Sr High School administration will train and coach staff on effective practices and strategies for building positive behavior interventions and support, creating positive school and classroom culture, and providing effective social/emotional supports for students.

Category: School Culture

Research Cited: Marzano, R.J., Marzano, J.S., and Pickering, D.J. (2003). Classroom management that works: Research-based strategies for every teacher.

Alexandra, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Community and Family Engagement Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and building leadership will provide on-going, embedded professional learning for staff on effective strategies and resources for community and family engagement.	Parent Involvement, Professional Learning	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	No Funding Required	7-12 Teaching Staff, Building & District Leadership

Activity - MTSS Training of Trainers Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
• In-house (BJSHS) • Renee Hargrove, Jason Hitsman, Holly Smith • August 2019 • 2 days	Professional Learning	Tier 1	Implement	08/01/2019	08/20/2019	\$697	Title II Part A	Renee Hargrove, Jason Hitsman, Holly Smith, Building Leadership

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Activity - MTSS Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beaverton Jr/Sr High staff will engage in a 1/2 day professional learning on August 21, 2019 and another 1/2 day professional learning on August 22, 2019 on implementation of a MultiTiered System of Support at the secondary level. Additional follow-up will occur during monthly staff meeting professional learning opportunities and during PLC times.	Professional Learning	Tier 1	Implement	08/21/2019	06/04/2020	\$0	No Funding Required	7-12 Staff, Building Leadership
Activity - Transition Council Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One BJSHS special education instructor will attend Transition Meetings professional learning monthly September - May. This professional development will be for learning effective transition planning which is a formal process for helping kids with IEPs figure out what they want to do after high school and how to get there. Transition planning is required by the Individuals with Disabilities Education Act (IDEA). The participant will share information with staff to improve instructional programs. Information will be shared in staff meetings, PLC meetings, school improvement meetings, etc.	Professional Learning	Tier 1	Evaluate	08/20/2019	06/04/2020	\$135	Title II Part A	One BJSHS Special Education Instructor, BRS District Special Education Coordinator
Activity - Restorative Practices Overview for Teachers and Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning August 1, 2018 Michigan law required that schools consider using Restorative Practices in addition to or in place of suspension or expulsion. Clare-Gladwin RESD is providing a 1/2 day Overview of Restorative Practices for Educators training on August 20, 2019 with Roy Burton, founder of Michigan Restorative Practices Trainers and Consultants. Participants will learn a range of strategies that they can use every day. They will learn how to set high expectations while being supportive, practice how to provide direct feedback and learn how to ask questions that foster accountability. Attendees will also learn the most effective methods to resolve common conflicts.	Professional Learning	Tier 1	Getting Ready	08/20/2019	06/04/2020	\$308	Title I Part A	7-12 Building Leadership, Building & District Leadership
Activity - Transition Council Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>One Beaverton Jr/Sr High School special education instructor will attend six Transition Council Meetings throughout the 2018-2019 school year. Katie Knapp-Wyman is the Transition Specialist and Jill Radosta is the Supervisor/Technical Assistance Provider for the CGRESD Special Education Department. They lead special education instructors through updates with in the state and district levels pertaining to legal issues, state reporting, documentation policies and procedures, outside agency assistance, student transition through adulthood, etc. The instructor will gather this information and share with the 7-12 special education department throughout the school year.</p>	<p>Professional Learning</p>	<p>Tier 2</p>	<p>Implement</p>	<p>10/10/2018</p>	<p>06/30/2019</p>	<p>\$685</p>	<p>Title II Part A</p>	<p>7-12 Special Education Instructor, Building Leadership</p>
<p>Activity - Michigan Career Placement</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>The Beaverton Jr/Sr High School Co-Op Supervisor will attend a 3 day conference on Mackinac Island in October of 2018. The conference will provide an overview of key information and point to additional resources, which are useful when designing structured, well-organized programs at the workplace for students. The goal is to provide direction, placement, and leadership services to all personal who assist in the placement of all students into work-based learning experiences. The placement process must maintain the highest standards of quality, integrity, and efficiency to the benefit of employers and the various client groups.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>10/07/2018</p>	<p>06/30/2019</p>	<p>\$860</p>	<p>Title II Part A</p>	<p>BJSHS Co-Op Supervisor, Building Leadership</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coach	<p>The district will utilize 1.0 at the BJSHS to increase student achievement by supporting the growth and professional learning of BRS and its stakeholders by:</p> <ul style="list-style-type: none"> • modeling and facilitating best practices to achieve desired outcomes while providing feedback. • possessing specialized knowledge and skills that build the capacity of BRS. • developing rapport. • objectively analyzing systems, infrastructure, and individuals to sustain continuous improvement. <p>Duties will include:</p> <ul style="list-style-type: none"> • Facilitate professional development for teachers. • Demonstrate researched-based instructional practices that result in increased student performance. • Support teachers in using data to improve instruction. • Assist teachers with planning and pacing curriculum. • Assist teachers in creating materials that are in alignment with curriculum. • Informally observe lessons and provide feedback for a teacher's professional growth. • Works collaboratively and communicates effectively with administrators, teachers, and other school staff to strengthen all aspects of the instructional program. • Contribute to the development of systems and structures to improve student achievement. o Participate in educational support team meetings o Inform MI-Excel Blueprint systems • Develop capacity in instructional coaching through continuous learning. 	Other - Instructional Coach	Tier 2	Implement	08/20/2019	06/04/2020	\$25210	Instructional Coach, Building & District Leadership

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Community and Family Engagement	District, Building and Department/Grade level planned activities during 2019-2020 may include: District - • Open House • Parent/Teacher Conferences • Guest Speakers • Presentations for Community/Family • Frequent Communication (Skyward, newsletters, progress reports) • EST Meetings & Information • Community Volunteers • Sending home curriculum information Jr/Sr High – • Career Day/Mock Interview • Jr/Sr High Guidance Counselor: Early College, Financial Aid, Dual Enrollment) • Multi-Genre Project • Poetry Month Activities • Movie Night/WWII Presentation • Community Garden	Parent Involvement, Community Engagement	Tier 1	Monitor	08/20/2019	06/04/2020	\$1600	7-12 Teaching Staff, Building & District Leadership
Academic After School	The Jr/Sr High School will provide an academic after school program for students at risk of school failure. This program will include the use of 1 certified teacher for 1 hour per day, 3 days per week for 32 weeks. Reteaching, review, and other best practice instructional strategies will be utilized to increase proficiency in skills and standards not mastered in Tier 1 and/or Tier 2 instruction. The plato platform will be used as one mechanism for reteaching.	Academic Support Program	Tier 3	Implement	08/20/2019	06/04/2020	\$1241	BJSHS Staff, Building & District Leadership
Academic Support Services - 31A (At Risk) Intervention Instructional Paraprofessional	The district will provide 0.83 FTE 31A (At Risk) Instructional Paraprofessional for grades 7th-12th (Jr/Sr High). This instructional paraprofessional will assist in providing support in science through content reading skill development during course instruction through an inclusive model. They will help science instructors provide additional academic support for students in the bottom 20% as determined by Needs Assessments utilizing multiple sources of data. This support may include, but is not limited to, small groups, team instruction, and reteaching.	Academic Support Program	Tier 2	Evaluate	08/20/2019	06/04/2020	\$9465	Jr/Sr High 31A (AT Risk) Paraprofessional
Language Arts Intervention Instruction	7 - 9 grade students who are most at-risk of academic failure in ELA will be identified based on at-risk eligibility factors using multiple data sources. These students will be scheduled for 30 minutes of intervention ELA. Direct instruction will be provided by the ELA intervention teacher in small group or one-on-one instruction. 7-9 interventions will utilize Scholastic Action as part of their intervention programming.	Academic Support Program	Tier 2	Monitor	08/20/2019	06/04/2020	\$167	ELA Intervention Instructor, Building & District Leadership

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Academic After School	The Jr/Sr High School will provide an academic after school program for students at risk of school failure. This program will include the use of 1 certified teacher for 1 hour per day, 3 days per week for 32 weeks. Reteaching, review, and other best practice instructional strategies will be utilized to increase proficiency in skills and standards not mastered in Tier 1 and/or Tier 2 instruction. The plato platform will be used as one mechanism for reteaching.	Academic Support Program, Materials	Tier 3	Implement	08/20/2019	06/04/2020	\$1242	31A Intervention Instructor, Building & District Leadership, BJSHS Counselor
Tier 3 Tutoring	Beaverton Jr/Sr High School will offer 1-hour per day for intense remediation of English Language Arts including credit recovery.	Academic Support Program	Tier 3	Monitor	08/20/2019	06/04/2020	\$751	Intervention Instructor, Building & District Leadership, BJSHS Counselor
Academic Support Services - 31A (AT Risk) Intervention Instructional Paraprofessional	The district will provide 0.83 FTE 31A (At Risk) Instructional Paraprofessional for grades 7th-12th (Jr/Sr High). This instructional paraprofessional will assist in providing support in social studies through content reading skill development during course instruction through an inclusive model. They will help social studies instructors provide additional academic support for students in the bottom 20% as determined by Needs Assessments utilizing multiple sources of data. This support may include, but is not limited to, small groups, team instruction, and reteaching.	Academic Support Program	Tier 2	Evaluate	08/20/2019	06/04/2020	\$9465	BJSHS 31A (At Risk) Paraprofessional, Building Leadership

Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

Beaverton Junior/Senior High School

Instructional Coaches	<p>The district will utilize 1.0 FTE at the BJSHS to increase student achievement by supporting the growth and professional learning of BRS and its stakeholders by:</p> <ul style="list-style-type: none"> • modeling and facilitating best practices to achieve desired outcomes while providing feedback. • possessing specialized knowledge and skills that build the capacity of BRS. • developing rapport. • objectively analyzing systems, infrastructure, and individuals to sustain continuous improvement. <p>Duties will include:</p> <ul style="list-style-type: none"> • Facilitate professional development for teachers. • Demonstrate researched-based instructional practices that result in increased student performance. • Support teachers in using data to improve instruction. • Assist teachers with planning and pacing curriculum. • Assist teachers in creating materials that are in alignment with curriculum. • Informally observe lessons and provide feedback for a teacher's professional growth. • Works collaboratively and communicates effectively with administrators, teachers, and other school staff to strengthen all aspects of the instructional program. • Contribute to the development of systems and structures to improve student achievement. <p>Participate in educational support team meetings</p> <ul style="list-style-type: none"> o Inform MI-Excel Blueprint systems • Develop capacity in instructional coaching through continuous learning. 	Other - Instructional Coaches	Tier 2	Implement	08/20/2019	06/04/2020	\$25210	Instructional Coaches, Building & District Leadership
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Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

Beaverton Junior/Senior High School

<p>Academic Support Services - 31A (AT Risk) Certified Intervention Teachers</p>	<p>The district will provide 0.50 FTE 31A (At Risk) Certified Intervention Teacher for grades 7th - 9th (Jr/Sr High). Position summary: Continuously analyze assessment data and provide research-based Tier II and/or Tier III interventions within intervention blocks for students that are currently below grade level based on analysis of M-STEP, MAP, PSAT, SAT, and other assessment instruments. Duties include: • Identify students eligible for academic interventions. • Coordinate and provide strategic academic instruction to meet the individual needs of students – especially in reading and math. • Assist educational support team in analyzing and determining the academic needs of specific students. • Assist teachers in the use of assessment data to guide and differentiate instruction. • Maintain and update student achievement data using various screenings. • Prepare lesson plans for interventions. • Provide communication to teachers regarding students' academic progress. • Other duties as assigned by the building principal</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/20/2019</p>	<p>06/04/2020</p>	<p>\$76809</p>	<p>English Language Arts Intervention Instructor, Building & District Leadership</p>
<p>Academic After School</p>	<p>The Jr/Sr High School will provide an academic after school program for students at risk of school failure. This program will include the use of 1 certified teacher for 1 hour per day, 3 days per week for 32 weeks. Reteaching, review, and other best practice instructional strategies will be utilized to increase proficiency in skills and standards not mastered in Tier 1 and/or Tier 2 instruction. The plato platform will be used as one mechanism for reteaching.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>08/20/2019</p>	<p>06/04/2020</p>	<p>\$1242</p>	<p>BJSHS Staff, Building & District Leadership</p>
<p>School Resource Officer</p>	<p>The School Resource Officer supports and facilitates the educational process within the Beaverton Rural School System by providing a safe and secure environment through building and establishing meaningful relationships with students and staff and proactively interacting with the school community to ensure the enforcement of city and state laws, preservation of public order, protection of life and the prevention, detection, or investigation of crime. The School Resource Officer will work effectively with students, parents, school personnel and community agencies to support teaching and learning in the schools. The School Resource Officer will patrol district property to protect students, staff and visitors from physical harm and prevent loss to district property resulting from criminal activity.</p>	<p>Other - Safety and Security , Behavioral Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/20/2019</p>	<p>06/04/2020</p>	<p>\$5000</p>	<p>School Resource Officer, Building & District Leadership</p>

Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

Beaverton Junior/Senior High School

<p>Academic Support Services 31A Certified Intervention Instructors</p>	<p>The district will provide a full-time 31A (AT Risk) Certified Intervention Teacher for grades 7-9.</p> <p>Continuously analyze assessment data and provide research based Tier II and/or Tier III interventions within the master schedule as course assignment for students that are currently below grade level based on analysis of M-STEP, PSAT, SAT, and other assessment instruments.</p> <p>Duties include:</p> <ul style="list-style-type: none"> • Identify students eligible for academic interventions. • Coordinate and provide strategic academic instruction to meet the individual needs of students – especially in reading and math. • Assist educational support team in analyzing and determining the academic needs of specific students. • Assist teachers in the use of assessment data to guide and differentiate instruction. • Maintain and update student achievement data using various screenings. • Prepare lesson plans for interventions. • Provide communication to teachers regarding students' academic progress. • Other duties as assigned by the building principal 	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/20/2019</p>	<p>06/04/2020</p>	<p>\$70928</p>	<p>31A (At Risk) Certified Intervention Instructor</p>
<p>Academic After School</p>	<p>The Jr/Sr High School will provide an academic after school program for students at risk of school failure. This program will include the use of 1 certified teacher for 1 hour per day, 3 days per week for 32 weeks. Reteaching, review, and other best practice instructional strategies will be utilized to increase proficiency in skills and standards not mastered in Tier 1 and/or Tier 2 instruction. The plato platform will be used as one mechanism for reteaching.</p>	<p>Academic Support Program, Materials</p>	<p>Tier 3</p>	<p>Implement</p>	<p>08/20/2019</p>	<p>06/04/2020</p>	<p>\$1242</p>	<p>7-12 Instructional Staff, District & Building Leadership</p>

Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

Beaverton Junior/Senior High School

Instructional Coaches	<p>The district will utilize 1.0 FTE instructional coach at BJSJS to increase student achievement by supporting the growth and professional learning of BRS and its stakeholders by:</p> <ul style="list-style-type: none"> • modeling and facilitating best practices to achieve desired outcomes while providing feedback. • possessing specialized knowledge and skills that build the capacity of BRS. • developing rapport. • objectively analyzing systems, infrastructure, and individuals to sustain continuous improvement. <p>Duties will include:</p> <ul style="list-style-type: none"> • Facilitate professional development for teachers. • Demonstrate researched-based instructional practices that result in increased student performance. • Support teachers in using data to improve instruction. • Assist teachers with planning and pacing curriculum. • Assist teachers in creating materials that are in alignment with curriculum. • Informally observe lessons and provide feedback for a teacher's professional growth. • Works collaboratively and communicates effectively with administrators, teachers, and other school staff to strengthen all aspects of the instructional program. • Contribute to the development of systems and structures to improve student achievement. <ul style="list-style-type: none"> o Participate in educational support team meetings o Inform MI-Excel Blueprint systems • Develop capacity in instructional coaching through continuous learning. 	Other - Instructional Coaches	Tier 2	Implement	08/20/2019	06/04/2020	\$25210	Instructional Coach, Building & District Leadership
Tier 3 Tutoring and Interventions	Beaverton Jr/Sr High School will offer 1-hour per day for intense remediation of mathematics including credit recovery.	Academic Support Program	Tier 3	Implement	08/20/2019	06/04/2020	\$751	10-12 Interventions Instructor, District & Building Leadership
Mathematics Intervention Instruction	7-9 students not proficient at grade-level mathematics expectations and identified most at-risk for failure in mathematics on 31A eligibility worksheets will receive a minimum of 30 minutes per day of intervention in mathematics. Direct instruction will be provided by the math intervention teacher in small group or one-on-one instruction. Research based programs will be utilized.	Academic Support Program	Tier 2	Monitor	08/20/2019	06/04/2020	\$250	Mathematics Intervention Instructor, Building & District Leadership

Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

Beaverton Junior/Senior High School

Tier 3 Tutoring	Beaverton Jr/Sr High School will offer 1-hour per day for intense remediation of mathematics including credit recovery.	Academic Support Program	Tier 3	Monitor	08/20/2019	06/04/2020	\$751	Intervention Instructor, Building & District Leadership
Tier 3 Tutoring and Interventions	Beaverton Jr/Sr High School will offer 1-hour per day for intense remediation of mathematics including credit recovery.	Academic Support Program	Tier 3	Monitor	06/17/2019	08/09/2019	\$751	Building Leadership, Certified Instructor, Paraprofessional
Instructional Coach	<p>The district will utilize 1.0 FTE instructional coach to increase student achievement by supporting the growth and professional learning of BJSHS and its stakeholders by:</p> <ul style="list-style-type: none"> • modeling and facilitating best practices to achieve desired outcomes while providing feedback. • possessing specialized knowledge and skills that build the capacity of BJSHS. • developing rapport. • objectively analyzing systems, infrastructure, and individuals to sustain continuous improvement. <p>Duties will include:</p> <ul style="list-style-type: none"> • Facilitate professional development for teachers. • Demonstrate researched-based instructional practices that result in increased student performance. • Support teachers in using data to improve instruction. • Assist teachers with planning and pacing curriculum. • Assist teachers in creating materials that are in alignment with curriculum. • Informally observe lessons and provide feedback for a teacher's professional growth. • Works collaboratively and communicates effectively with administrators, teachers, and other school staff to strengthen all aspects of the instructional program. • Contribute to the development of systems and structures to improve student achievement. <ul style="list-style-type: none"> o Participate in educational support team meetings o Inform MI-Excel Blueprint systems • Develop capacity in instructional coaching through continuous learning. 	Other - Instructional Coach	Tier 1	Implement	08/20/2019	06/04/2020	\$25210	7-12 Instructional Coach, District & Building Leadership

Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

Beaverton Junior/Senior High School

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
High Quality Social Studies Instruction: GRR Instructional Model - Balanced Social Studies Framework	Ambitious teachers of Social Studies at Beaverton Rural Schools implement, with fidelity, the gradual release framework of instruction. Within this "I do, We do, You do together, and You do" model, explicit instruction is provided which includes on-going targeted support and data-driven differentiation, and scaffolds high occurrences of academic engagement for all students. • MC3 units	Direct Instruction	Tier 1	Implement	08/20/2019	06/04/2020	\$0	7-12 Teaching Staff, Building & District Leadership
Michigan Business Education Association Annual Conference	Two Jr/Sr High business technology instructors will attend the Annual Business Education Association Annual Conference in Mt. Pleasant, Michigan from November 13-15, 2018. The teachers will attend sessions that will update them on their curriculum, state testing, and certification testing. The session will also cover topics that surround new technologies, business ideas, methods, and delivery	Professional Learning	Tier 1		11/13/2019	11/15/2019	\$0	BJSHS Business Technology Instructors
1-Hour Monthly Staff Professional Learning	K-12 teachers will engage in on-going professional development at 1-hour monthly meetings facilitated by district coaches and building administrators as outlined on the Focus and Outcomes documents. Professional learning will focus on the extension of Elements of Explicit Instruction professional learning during opening day professional development.	Professional Learning	Tier 1	Implement	08/20/2019	06/04/2020	\$0	7-12 Teaching Staff, Building and District Leadership
Cross-curricular Integration of Literacy and Career Development	7-12 instruction will include: - Nancy Boyle's and Cris Tovani's comprehension strategies - close reading techniques - Reading Apprenticeship strategies - Extended response tasks - Content specific literacy in all subject areas (non-fiction articles/books, etc.) - Career Development instruction as outlined in the Career Development Model document: o Career Exploration: Grades 7 & 8 o Career Preparation: Grades 9 -12	Other - Cross-Curricular Integration of Literacy and Career Development, Curriculum Development	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	7-12 ELA Instructors, District & Building Leadership

Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

Beaverton Junior/Senior High School

Instructional Leadership Routines	K-12 leadership will guide and lead instructional improvement with the ongoing mission of increasing student, teacher, and leader. - Leadership Network will use the following Blueprint protocols: o Installation of Building Level Processes protocol o Coaching protocol o Monitoring protocol	Other - Instructional Leadership	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	District & Building Leadership
Cross-Curricular Integration of Literacy and Career Development	7-12 instruction will include: - Nancy Boyle's and Cris Tovani's comprehension strategies - close reading techniques - Reading Apprenticeship strategies - Extended response tasks - Content specific literacy in all subject areas (non-fiction leveled books, MathStart books, etc.) - Career Development instruction as outlined in the Career Development Model document: o Career Exploration: Grades 7 & 8 o Career Preparation: Grades 9 -12	Other - Cross-Curricular Integration of Literacy and Career Development	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	7-12 Mathematics Instructors, District & Building Leadership
Teacher Collaborative Routines	7-12 science teachers will utilize reflective teaching practices to continuously improve and develop their curriculum and instructional practices. - Professional Learning Communities o Instructional Design and Delivery as outlined in the Instructional Design and Delivery protocol o Deepening Knowledge of Student Learning as outlined in the Deepening Knowledge of Student Learning protocol o Teacher collegial reflective practice	Teacher Collaboration	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	7-12 Teaching Staff, District & Building Leadership
Science Intervention Instruction	Academic support in science will be provided for at-risk students as needed based on the district and building comprehensive needs assessment and on-going formative assessment through progress monitoring of achievement data through supportive instruction of science content, non-fiction reading strategies, content area reading, and writing across the curriculum.	Academic Support Program	Tier 2	Evaluate	08/20/2019	06/04/2020	\$0	Teaching Staff, Building & District Leadership

Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

Beaverton Junior/Senior High School

High Quality Literacy Instruction: GRR Instructional Model - Balanced Literacy Framework	<p>Ambitious teachers of English language arts, at Beaverton Rural Schools, implement with fidelity the gradual release framework of instruction. Within this "I do, We do, You do together, You do" model explicit instruction is provided which includes on-going targeted support and data-driven differentiation, and scaffolds high occurrences of academic engagement for all students.</p> <ul style="list-style-type: none"> • Balanced literacy framework <ul style="list-style-type: none"> o Read aloud o Guided reading o Shared reading o Independent reading o Reading/writing conferences o Interactive writing o Shared writing o Word study 	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	7-12 ELA Instructors, District & Building Leadership
MACUL Professional Learning	Two Jr/Sr High business technology instructors will attend the MACUL annual conference on March 11-13 in Grand Rapids, MI to receive training on best practices in technology instruction. Expenses will be paid through the business department added cost monies.	Professional Learning	Tier 1	Evaluate	03/11/2020	03/19/2020	\$0	BJSHS Business Technology Instructors
Cross-curricular Integration of Literacy and Career Development	<p>K-12 instruction will include: - Nancy Boyle's and Cris Tovani's comprehension strategies - close reading techniques - Reading Apprenticeship strategies - extended response tasks - Career Development instruction as outlined in the Career Development Model document:</p> <ul style="list-style-type: none"> o Career Awareness: Grades K-6 o Career Exploration: Grades 7 & 8 o Career Preparation: Grades 9 -12 	Other - Cross-Curricular Integration of Literacy and Career Development	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	7-12 Teaching Staff, Building & District Leadership
What I Need (WIN) Time	30-minute period during the school day BJSHS schedule Overcoming Obstacles SEL instruction daily	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	08/20/2019	06/04/2020	\$0	BJSHS Teaching Staff, Building Leadership
Teacher Collaborative Routines	<p>K-12 mathematics teachers will utilize reflective teaching practices to continuously improve and develop their curriculum and instructional practices.</p> <ul style="list-style-type: none"> - Professional Learning Communities <ul style="list-style-type: none"> o Instructional Design and Delivery as outlined in the Instructional Design and Delivery protocol o Deepening Knowledge of Student Learning as outlined in the Deepening Knowledge of Student Learning protocol o Teacher collegial reflective practice 	Teacher Collaboration	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	7-12 Teaching Staff, District & Building Leadership

Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

Beaverton Junior/Senior High School

Instructional Leadership Routines	K-12 leadership will guide and lead instructional improvement with the ongoing mission of increasing student, teacher, and leader. - Leadership Network will use the following Blueprint protocols: o Installation of Building Level Processes protocol o Coaching protocol o Monitoring protocol	Other - Instructional Leadership	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	District & Building Leadership
Teacher Collaborative Routines	7-12 social studies teachers will utilize reflective teaching practices to continuously improve and develop their curriculum and instructional practices. - Professional Learning Communities o Instructional Design and Delivery as outlined in the Instructional Design and Delivery protocol o Deepening Knowledge of Student Learning as outlined in the Deepening Knowledge of Student Learning protocol o Teacher collegial reflective practice	Teacher Collaboration	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	7-12 Teaching Staff, Building & District Leadership
High Quality Science Instruction: GRR Instructional Model - Balanced Science Framework	Ambitious teachers of Science at Beaverton Rural Schools implement, with fidelity, the gradual release framework of instruction. Within this "I do, We do, You do together, and You do" model, explicit instruction is provided which includes ongoing targeted support and data-driven differentiation, and scaffolds high occurrences of academic engagement for all students. • 7-8 MI-STAR • 9-12 Blended/Mastery Learning	Teacher Collaboration, Direct Instruction	Tier 1	Evaluate	08/20/2019	06/04/2020	\$0	7-12 Science Instructors, Building and District Leadership
Instructional Leadership Routines	K-12 leadership will guide and lead instructional improvement with the ongoing mission of increasing student, teacher, and leader. - Leadership Network will use the following Blueprint protocols: o Installation of Building Level Processes protocol o Coaching protocol o Monitoring protocol	Other - Instructional Leadership	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	7-12 Teaching Staff, Building & District Leadership
Educational Support Team	Educational Support Teams (EST) will be used as a mechanism for collaborative problem solving and serve as an important role in the district's Multi-Tiered System of Supports (MTSS). Referrals to the EST will be completed by instructional staff when data indicates that a student needs support beyond that which can be provided or sustained through universal instruction {Tier 1}. Meetings will have an effective process for documenting and communicating discussion and all decisions made in the meetings (including action planning). EST meetings may include the building administrators, teachers, school psychologist, parents/guardians (if appropriate), social worker, outside agencies, and other support persons (as needed).	Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 2	Monitor	08/20/2019	06/04/2020	\$0	7-12 Staff, Itinerant Staff, Building & District Leadership

Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

Beaverton Junior/Senior High School

Principals Leverage District Systems	K-12 principals will: - Utilize all District Drivers and District Systems: o Communications o Problem Solving o Performance Management - Connect District Drivers and District Systems directly to student needs o HQ instruction walk through - Utilize District Drivers and District Systems to improve student learning	Other - Instructional Leadership	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	Building Leadership
Teacher Collaborative Routine	7-12 ELA teachers will utilize reflective teaching practices to continuously improve and develop their curriculum and instructional practices. - Professional Learning Communities o Instructional Design and Delivery as outlined in the Instructional Design and Delivery protocol o Deepening Knowledge of Student Learning as outlined in the Deepening Knowledge of Student Learning protocol o Teacher collegial reflective practice	Teacher Collaboration	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	7-12 ELA Teachers, District & Building Leadership
1-hour Monthly Staff Professional Learning	7-12 teachers will engage in on-going professional development at 1-hour monthly meetings facilitated by district coaches and building administrators as outlined on the Focus and Outcomes documents. Professional learning will focus on the extension of Elements of Explicit Instruction professional learning during opening day professional development.	Professional Learning	Tier 1	Evaluate	08/20/2019	06/04/2020	\$0	7-12 ELA Instructors, Building and District Leadership
Social Studies Intervention Instruction	Academic support in social studies will be provided for at-risk students as needed based on the district and building comprehensive needs assessment and on-going formative assessment through progress monitoring of achievement data through supportive instruction of social studies content, nonfiction reading strategies, content area reading, and writing across the curriculum.	Academic Support Program	Tier 2	Evaluate	08/20/2019	06/04/2020	\$0	7-12 Teaching Staff, Building & District Leadership
Positive Behavioral Intervention and Supports (PBSI)	BJSHS staff will utilize the Positive Behavior Intervention & Supports within the Conscious Discipline framework (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. Additionally, staff will use this prevention-based approach to support the success of ALL students and work to develop strategies to establish and maintain effective relationships with both students and their families Some PBIS activities may be: Student of the Month, Academic & Athletic Assemblies, Coffee Breaks, March Madness Attendance, focused group counseling sessions.	Behavioral Support Program	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	7-12 Instructional Staff, Building & District Leadership

Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

Beaverton Junior/Senior High School

1-hour Monthly Staff Professional Learning	K-12 teachers will engage in on-going professional development at 1-hour monthly meetings facilitated by district coaches and building administrators as outlined on the Focus and Outcomes documents. Professional learning will focus on the extension of Elements of Explicit Instruction professional learning during opening day professional development.	Professional Learning	Tier 1	Implement	08/20/2019	06/04/2020	\$0	Teaching Staff, Building & District Leadership
1-Hour Monthly Staff Professional Learning	<ul style="list-style-type: none"> • Extension of Elements of Explicit Instruction • 7-12 • Done by instructional coaches with building administrator • On-going throughout year (at staff meetings) • Content summaries are included in Focus & Outcomes documents for each building 	Professional Learning	Tier 1	Implement	08/20/2019	06/04/2020	\$0	7-12 Mathematics Instructors, District & Building Leadership
Conscious Discipline	Beaverton Jr/Sr High School will implement the Conscious Discipline framework to support the establishment of effective relationships with students."Conscious Discipline teaches everyone how to respond wisely to life events rather than react unconsciously from a set of pre-programmed skills that may or may not be effective or wise."	Other - Discipline Framework, Behavioral Support Program	Tier 1	Implement	08/20/2019	06/04/2020	\$0	7-12 Teaching Staff, Building & District Leadership
Community and Family Engagement Professional Learning	District and building leadership will provide on-going, embedded professional learning for staff on effective strategies and resources for community and family engagement.	Parent Involvement, Professional Learning	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	7-12 Teaching Staff, Building & District Leadership
Jr/Sr High Counselor	The Beaverton Jr/Sr High school counselor will act as an advocate for students' well-being. The counselor will help all students in the areas of academic achievement, personal/social development, and career development, ensuring that students become productive, well-adjusted adults. The counselor may: listen to students' concerns about academic, emotional, or social problems; help students process their problems and plan goals and actions; mediate conflict between students and teachers; assist with college applications, financial aid, dual enrollment, CTE , Early College, CO-OP, and scholarships, etc.	Behavioral Support Program, Academic Support Program, Career Preparation /Orientation	Tier 2	Monitor	08/20/2019	06/04/2020	\$0	BJSBS Counselor, Building & District Leadership
MTSS Professional Learning	Beaverton Jr/Sr High staff will engage in a 1/2 day professional learning on August 21, 2019 and another 1/2 day professional learning on August 22, 2019 on implementation of a MultiTiered System of Support at the secondary level. Additional follow-up will occur during monthly staff meeting professional learning opportunities and during PLC times.	Professional Learning	Tier 1	Implement	08/21/2019	06/04/2020	\$0	7-12 Staff, Building Leadership

Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

Beaverton Junior/Senior High School

Instructional Leadership Routine	7-12 leadership will guide and lead instructional improvement with the ongoing mission of increasing student, teacher, and leader. - Leadership Network will use the following Blueprint protocols: o Installation of Building Level Processes protocol o Coaching protocol o Monitoring protocol	Other - Instructional Leadership	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	Building Leadership
Cross-Curricular Integration of Literacy and Career Development	7-12 instruction will include: - Nancy Boyle's and Cris Tovani's comprehension strategies - close reading techniques - Reading Apprenticeship strategies - extended response tasks - Career Development instruction as outlined in the Career Development Model document: o Career Exploration: Grades 7 & 8 o Career Preparation: Grades 9 -12	Other - Cross-Curricular Integration of Literacy and Career Development	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	7-12 Teachers, District & Building Leadership
Principals Leverage District Systems	K-12 principals will: - Utilize all District Drivers and District Systems: o Communications o Problem Solving o Performance Management - Connect District Drivers and District Systems directly to student needs o HQ instruction walk through - Utilize District Drivers and District Systems to improve student learning	Other - Instructional Leadership	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	Building Leadership
Principals Leverage District Systems	K-12 principals will: - Utilize all District Drivers and District Systems: o Communications o Problem Solving o Performance Management - Connect District Drivers and District Systems directly to student needs o HQ instruction walk through - Utilize District Drivers and District Systems to improve student learning	Other - Instructional Leadership	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	Building Leadership

Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

Beaverton Junior/Senior High School

High Quality: Mathematics Instruction: GRR Instructional Model - Balanced Mathematics Framework	<p>Ambitious teachers of mathematics at Beaverton Rural Schools will implement, with fidelity, the gradual release model of instruction. Within this "I do, We do, You do together, and You do" model, explicit instruction is provided which includes ongoing targeted support and data-driven differentiation, and scaffolds high occurrences of academic engagement for all students.</p> <ul style="list-style-type: none"> • Balanced mathematics framework <ul style="list-style-type: none"> o Mental math o Daily math review o Conceptual lessons o Problem solving o Fact fluency 	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Evaluate	08/20/2019	06/04/2020	\$0	7-12 Mathematics Instructors, District & Building Leadership
Principals Leverage District Systems	<p>K-12 principals will:</p> <ul style="list-style-type: none"> - Utilize all District Drivers and District Systems: <ul style="list-style-type: none"> o Communications o Problem Solving o Performance Management - Connect District Drivers and District Systems directly to student needs o HQ instruction walk through - Utilize District Drivers and District Systems to improve student learning 	Other - Instructional Leadership	Tier 1	Monitor	08/20/2019	06/04/2020	\$0	Building Leadership
Part-Time Contracted School Nurse	<p>Beaverton Rural Schools will contract a part-time (shared) school nurse to provide care to students, assess students and implement first aid measures as needed, provide health information to assist students and families in making health related decisions, establish and update health immunization records, counsel students concerning problem such as pregnancy, sexually transmitted diseases, and substance abuse in order to facilitate responsible decision making practices. The school nurse will develop individual health care plans for student as needed.</p>	Other - Health Services , Behavioral Support Program	Tier 2	Evaluate	08/20/2019	06/04/2020	\$0	K-12 Part-Time Contracted School Nurse, Building & District Leadership

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

Beaverton Junior/Senior High School

Professional Learning Academies	7-12 teachers will engage in 4, 1/2 day professional learning opportunities throughout the 2019-2020 school year. Dates are: September 11, 2019, October 9, 2019, March 4, 2020, and June 4, 2020 Teacher will be given a choice of sessions prior to the start of the school year and select one choice in alignment with their professional goals and data. Sessions planned include: • Conscious Discipline • Number Talks • Reading Apprenticeship • Leadership Skills • Special Education 101 • Google Classroom • Strategies for students with autism • Onward (Teacher SEL) • HQ Instruction • Daily Five • Orton-Gillingham	Professional Learning	Tier 1	Implement	08/20/2019	06/04/2020	\$64	7-12 Teaching Staff, Building & District Leadership
Integration of Technology in Classroom Instruction	Teaching staff will utilize technology in language arts instruction by including online resources in lessons (i.e. SAT/PSAT, M-STEP practice items, Ipad and Iphone apps, Google Tools/Classroom, and other web-based resources).	Technology	Tier 1	Monitor	08/20/2019	06/04/2020	\$6850	7-12 ELA Instructors, District & Building Leadership

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Academies	K-12 teachers will engage in 4, 1/2 day professional learning opportunities throughout the 2019-2020 school year. Dates are: September 11, 2019, October 9, 2019, March 4, 2020, and June 4, 2020 Teacher will be given a choice of sessions prior to the start of the school year and select one choice in alignment with their professional goals and data. Sessions planned include: • Conscious Discipline • Number Talks • Reading Apprenticeship • Leadership Skills • Special Education 101 • Google Classroom • Strategies for students with autism • Onward (Teacher SEL) • HQ Instruction • Daily Five • Orton-Gillingham	Professional Learning	Tier 1	Implement	08/20/2019	06/04/2020	\$64	7-12 Teaching Staff, Building & District Leadership

Beaverton Jr/Sr High School: 2019-2020 School Improvement Plan

Beaverton Junior/Senior High School

Transition Council Meetings	One BJSHS special education instructor will attend Transition Meetings professional learning monthly September - May. This professional development will be for learning effective transition planning which is a formal process for helping kids with IEPs figure out what they want to do after high school and how to get there. Transition planning is required by the Individuals with Disabilities Education Act (IDEA). The participant will share information with staff to improve instructional programs. Information will be shared in staff meetings, PLC meetings, school improvement meetings, etc.	Professional Learning	Tier 1	Evaluate	08/20/2019	06/04/2020	\$135	One BJSHS Special Education Instructor, BRS District Special Education Coordinator
Transition Council Meetings	One Beaverton Jr/Sr High School special education instructor will attend six Transition Council Meetings throughout the 2018-2019 school year. Katie Knapp-Wyman is the Transition Specialist and Jill Radosta is the Supervisor/Technical Assistance Provider for the CGRESD Special Education Department. They lead special education instructors through updates with in the state and district levels pertaining to legal issues, state reporting, documentation policies and procedures, outside agency assistance, student transition through adulthood, etc. The instructor will gather this information and share with the 7-12 special education department throughout the school year.	Professional Learning	Tier 2	Implement	10/10/2018	06/30/2019	\$685	7-12 Special Education Instructor, Building Leadership
Guided School Improvement Professional Learning	School Improvement Team leadership and building principals will attend Guided School Improvement professional learning offered by the Clare-Gladwin Regional Education Service District during the 2019-2020 school year. Upon return to the district, this leadership team will share information with staff to improve instructional programs. Information will be shared in staff meetings, PLC meetings, building network and district network meetings, etc. Dates are: December 17, January 21, February 18, April 28, May 19	Professional Learning	Tier 1	Monitor	08/20/2019	06/04/2020	\$50	Building & District Network Leadership

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Guided School Improvement Professional Learning	School Improvement Team leadership and building principals will attend Guided School Improvement professional learning offered by the Clare-Gladwin Regional Education Service District during the 2019-2020 school year. Upon return to the district, this leadership team will share information with staff to improve instructional programs. Information will be shared in staff meetings, PLC meetings, building network and district network meetings, etc. Dates are: December 17, January 21, February 18, April 28, May 19	Professional Learning	Tier 1	Monitor	08/20/2019	06/04/2020	\$50	Building Network Leadership
MI-STAR Professional Learning	MI-STAR Academy training for two BJSHS science instructors in 2019. The MI-STAR Academy is a series of online modules that provide educators the resources needed to align their science instruction with the Michigan Science Standards. Training will be facilitated and monitored by building principals (also by Science curriculum group leadership person (Mike Bassage). The expected outcomes are: 1) full implementation of the MI-STAR curriculum in 6th, 7th, and 8th grades, and 2) fully trained science instructors in 6th, 7th, and 8th grade.	Professional Learning	Tier 1	Implement	08/20/2019	06/04/2020	\$765	7-8 Science Instructors, Building Principals
Elements of Explicit Instruction	K-12 staff will engage in a 1/2 day session led by Mandy McLaughlin, Anita Archer trained facilitator. BJSHS staff will focus on Elements of Explicit Instruction, Eliciting Responses and Providing Frequent Opportunities to Respond & Critical Lesson Delivery Skills. Outcomes include: • Foundations and principles comprising explicit instruction • Self-assessment tool for teachers to self-reflect and set a goal for their instruction • Strategies that pair with each of the 16 elements of explicit instruction • Why active participation? • Active participation procedures (verbal, written, action) • Eliciting Frequent Opportunities to Respond • Think Time • Common but less desirable practices • Monitor student responses • Provide feedback (to group, to individuals, to individual in small group) • Correction Procedures	Professional Learning	Tier 1	Implement	08/20/2019	06/04/2020	\$180	7-12 Teaching Staff, Building & District Leadership
Central Area Title 1 Council Professional Learning	The instructional coach will attend the Central Area Title 1 Council meetings October 12, December 14, February 22, and May 3rd at GIRESD (Winding Brook). Information will be used to support the creation and improvement of Beaverton's district systems for instructional support.	Professional Learning	Tier 1	Monitor	08/20/2019	06/04/2020	\$25	Instructional Coach

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<p>Elements of Explicit Instruction</p>	<p>K-12 staff will engage in a 1/2 day session led by Mandy McLaughlin, Anita Archer trained facilitator. BJSHS staff will focus on Elements of Explicit Instruction, Eliciting Responses and Providing Frequent Opportunities to Respond & Critical Lesson Delivery Skills. Outcomes include: • Foundations and principles comprising explicit instruction • Self-assessment tool for teachers to self-reflect and set a goal for their instruction • Strategies that pair with each of the 16 elements of explicit instruction • Why active participation? • Active participation procedures (verbal, written, action) • Eliciting Frequent Opportunities to Respond • Think Time • Common but less desirable practices • Monitor student responses • Provide feedback (to group, to individuals, to individual in small group) • Correction Procedures</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/20/2019</p>	<p>06/04/2020</p>	<p>\$175</p>	<p>Teaching Staff, Building & District Leadership</p>
<p>Michigan Career Placement</p>	<p>The Beaverton Jr/Sr High School Co-Op Supervisor will attend a 3 day conference on Mackinac Island in October of 2018. The conference will provide an overview of key information and point to additional resources, which are useful when designing structured, well-organized programs at the workplace for students. The goal is to provide direction, placement, and leadership services to all personal who assist in the placement of all students into work-based learning experiences. The placement process must maintain the highest standards of quality, integrity, and efficiency to the benefit of employers and the various client groups.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>10/07/2018</p>	<p>06/30/2019</p>	<p>\$860</p>	<p>BJSHS Co-Op Supervisor, Building Leadership</p>

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<p>Elements of Explicit Instruction</p>	<p>7-12 staff will engage in a 1/2 day session led by Mandy McLaughlin, Anita Archer trained facilitator. BJSHS staff will focus on Elements of Explicit Instruction, Eliciting Responses and Providing Frequent Opportunities to Respond & Critical Lesson Delivery Skills. Outcomes include:</p> <ul style="list-style-type: none"> • Foundations and principles comprising explicit instruction • Self-assessment tool for teachers to self-reflect and set a goal for their instruction • Strategies that pair with each of the 16 elements of explicit instruction • Why active participation? • Active participation procedures (verbal, written, action) • Eliciting Frequent Opportunities to Respond • Think Time • Common but less desirable practices • Monitor student responses • Provide feedback (to group, to individuals, to individual in small group) • Correction Procedures 	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/20/2019</p>	<p>06/04/2020</p>	<p>\$176</p>	<p>7-12 Mathematics Instructors, District & Building Leadership</p>
<p>MTSS Training of Trainers Professional Learning</p>	<p>• In-house (BJSHS) • Renee Hargrove, Jason Hitsman, Holly Smith • August 2019 • 2 days</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2019</p>	<p>08/20/2019</p>	<p>\$697</p>	<p>Renee Hargrove, Jason Hitsman, Holly Smith, Building Leadership</p>

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<p>Professional Learning Academies</p>	<p>7-12 teachers will engage in 4, 1/2 day professional learning opportunities throughout the 2019-2020 school year. Dates are: September 11, 2019, October 9, 2019, March 4, 2020, and June 4, 2020.</p> <p>teachers will be given a choice of sessions prior to the start of the school year and select one choice in alignment with their professional goals and data. Sessions planned include:</p> <ul style="list-style-type: none"> o Conscious Discipline o Number Talks o Reading Apprenticeship o Leadership Skills o Special Education 101 o Google Classroom o Strategies for Students with ASD o Onward (Teacher SEL) o HQ Instruction o Daily Five o Orton-Gillingham 	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/20/2019</p>	<p>06/04/2020</p>	<p>\$64</p>	<p>7-12 English Language Arts Teachers, Building and District Leadership</p>
<p>Guided School Improvement Professional Learning</p>	<p>School Improvement Team leadership and building principals will attend Guided School Improvement professional learning offered by the Clare-Gladwin Regional Education Service District during the 2019-2020 school year. Upon return to the district, this leadership team will share information with staff to improve instructional programs. Information will be shared in staff meetings, PLC meetings, building network and district network meetings, etc. Dates are: December 17, January 21, February 18, April 28, May 19</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/20/2019</p>	<p>06/04/2020</p>	<p>\$50</p>	<p>Building and District Network Leadership</p>
<p>Elements of Explicit Instruction</p>	<p>7-12 staff will engage in a 1/2 day session led by Mandy McLaughlin, Anita Archer trained facilitator. BJSHS staff will focus on Elements of Explicit Instruction, Eliciting Responses and Providing Frequent Opportunities to Respond & Critical Lesson Delivery Skills. Outcomes include:</p> <ul style="list-style-type: none"> • Foundations and principles comprising explicit instruction • Self-assessment tool for teachers to self-reflect and set a goal for their instruction • Strategies that pair with each of the 16 elements of explicit instruction • Why active participation? • Active participation procedures (verbal, written, action) • Eliciting Frequent Opportunities to Respond • Think Time • Common but less desirable practices • Monitor student responses • Provide feedback (to group, to individuals, to individual in small group) • Correction Procedures 	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Evaluate</p>	<p>08/20/2019</p>	<p>06/04/2020</p>	<p>\$176</p>	<p>7-12 Teachers, Building and District Leadership</p>

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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Academies	<ul style="list-style-type: none"> • 4 "curriculum" ½ days • 1 ½ hour learning pieces • Teacher selects based upon professional goals and data <ul style="list-style-type: none"> o Conscious Discipline o Number Talks o Reading Apprenticeship o Leadership Skills o Special Education 101 o Google Classroom o Strategies for Students with ASD o Onward (Teacher SEL) o HQ Instruction o Daily Five o Orton-Gillingham • Integration of the learning into curricular subject areas 	Professional Learning	Tier 1	Implement	08/20/2019	06/04/2020	\$64	7-12 Mathematics Instructors, Building & District Leadership
Restorative Practices Overview for Teachers and Staff	Beginning August 1, 2018 Michigan law required that schools consider using Restorative Practices in addition to or in place of suspension or expulsion. Clare-Gladwin RESD is providing a ½ day Overview of Restorative Practices for Educators training on August 20, 2019 with Roy Burton, founder of Michigan Restorative Practices Trainers and Consultants. Participants will learn a range of strategies that they can use every day. They will learn how to set high expectations while being supportive, practice how to provide direct feedback and learn how to ask questions that foster accountability. Attendees will also learn the most effective methods to resolve common conflicts.	Professional Learning	Tier 1	Getting Ready	08/20/2019	06/04/2020	\$308	7-12 Building Leadership, Building & District Leadership
Guided School Improvement	School Improvement Team leadership and building principals will attend Guided School Improvement professional learning offered by the Clare-Gladwin Regional Education Service District during the 2019-2020 school year. Upon return to the district, this leadership team will share information with staff to improve instructional programs. Information will be shared in staff meetings, PLC meetings, building network and district network meetings, etc. Dates are: December 17, January 21, February 18, April 28, May 19	Professional Learning	Tier 1	Monitor	08/20/2019	06/04/2020	\$50	Building and District Network Leadership

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Services to Homeless Students & Families	Beaverton Rural Schools will designate a 0.30 FTE homeless liaison who will administer the McKinney-Vento Grant to support students experiencing homelessness. This will include identification of homeless students, required reports, contacts to homeless families, and support services to students experiencing homelessness (e.g. transportation, clothing and personal hygiene, tutoring services, school supplies, etc.). In addition, K-12 staff will be trained annually to identify and support students and their families experiencing homelessness. Support systems will be leveraged to provide services as needed which may include transportation, academic supports, or material goods and services.	Behavioral Support Program, Academic Support Program, Career Preparation /Orientation	Tier 2	Evaluate	08/20/2019	06/04/2020	\$31696	7-12 Staff, District McKinney Vento Certified Homeless Liaison, District & Building Leadership
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Educational Support Teams (EST)	Educational Support Teams (EST) will be used as a mechanism for collaborative problem solving and serve as an important role in the district's Multi-Tiered System of Supports (MTSS). Referrals to the EST will be completed by instructional staff when data indicates that a student needs support beyond that which can be provided or sustained through universal instruction {Tier 1}. Meetings will have an effective process for documenting and communicating discussion and all decisions made in the meetings (including action planning). EST meetings may include the building administrators, teachers, school psychologist, parents/guardians (if appropriate), social worker, outside agencies, and other support persons (as needed).	Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 2	Monitor	08/20/2019	06/04/2020	\$1197	7-12 Staff, Itinerant Staff, Building & District Leadership

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Educational Support Teams (EST)	Educational Support Teams (EST) will be used as a mechanism for collaborative problem solving and serve as an important role in the district's Multi-Tiered System of Supports (MTSS). Referrals to the EST will be completed by instructional staff when data indicates that a student needs support beyond that which can be provided or sustained through universal instruction {Tier 1}. Meetings will have an effective process for documenting and communicating discussion and all decisions made in the meetings (including action planning). EST meetings may include the building administrators, teachers, school psychologist, parents/guardians (if appropriate), social worker, outside agencies, and other support persons (as needed).	Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 2	Monitor	08/20/2019	06/04/2020	\$1197	7-12 Staff, Itinerant Staff, Building and District Leadership
Educational Support Teams (EST)	Educational Support Teams (EST) will be used as a mechanism for collaborative problem solving and serve as an important role in the district's Multi-Tiered System of Supports (MTSS). Referrals to the EST will be completed by instructional staff when data indicates that a student needs support beyond that which can be provided or sustained through universal instruction {Tier 1}. Meetings will have an effective process for documenting and communicating discussion and all decisions made in the meetings (including action planning). EST meetings may include the building administrators, teachers, school psychologist, parents/guardians (if appropriate), social worker, outside agencies, and other support persons (as needed).	Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 2	Monitor	08/20/2019	06/04/2020	\$1197	7-12 Staff, Itinerant Staff, Building & District Leadership
Educational Support Teams (EST)	Educational Support Teams (EST) will be used as a mechanism for collaborative problem solving and serve as an important role in the district's Multi-Tiered System of Supports (MTSS). Referrals to the EST will be completed by instructional staff when data indicates that a student needs support beyond that which can be provided or sustained through universal instruction {Tier 1}. Meetings will have an effective process for documenting and communicating discussion and all decisions made in the meetings (including action planning). EST meetings may include the building administrators, teachers, school psychologist, parents/guardians (if appropriate), social worker, outside agencies, and other support persons (as needed).	Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 2	Monitor	08/20/2019	06/04/2020	\$1197	7-12 Staff, Itinerant Staff, Building & District Leadership

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Title V Part A-C

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Integration of Technology in Classroom Instruction	7-12 science instructors will utilize technology in science instruction by including online resources in lessons (i.e. Discovery Learning, Virtual Field Trips, web-based activities tied to science, Ipad and Iphone apps, and other web-based resources).	Technology	Tier 1		08/20/2019	06/04/2020	\$6854	7-12 Science Instructors, Building & District Leadership
Integration of Technology in Classroom Instruction	7-12 teaching staff will utilize technology in mathematics instruction by including online resources (e.g. TenMarks, MSTEP practice items, SAT/PSAT-like items, Ipad and Iphone apps, video, virtual manipulatives) and by including use of technological tools in applicable lessons (e.g. TI-84 scientific calculators in secondary mathematics classes, TI-84 peripherals in secondary mathematics classes, TI-108 calculators in elementary mathematics classes). In 2019-2020, 3-5 teachers will work to provide common assessments through the Illuminate platform. <ul style="list-style-type: none"> • TI-84 & Other Calculators • Geogebra • Illuminate • Chromebooks 	Technology	Tier 1	Monitor	08/20/2019	06/04/2020	\$6850	7-12 Mathematics Instructors, District & Building Leadership
Integration of Technology in Classroom Instruction	School Improvement Team leadership and building principals will attend Guided School Improvement professional learning offered by the Clare Gladwin Regional Education Service District during the 2018-2019 school year. The district will provide release time for these teachers and staff to attend this professional learning. Upon return to the district, this leadership team will share information with staff to improve instructional programs. Information will be shared in staff meetings, PLC meetings, school improvement meetings, etc.	Technology	Tier 1	Monitor	08/20/2019	06/04/2020	\$6854	7-12 Teaching Staff, Building & District Leadership