



# **School Improvement Plan**

**Beaverton Elementary School**

**Beaverton Rural Schools**

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

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# Improvement Plan Assurance

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## **Introduction**

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

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## Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

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# Title I Schoolwide Diagnostic

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## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

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## Component 1: Comprehensive Needs Assessment

### 1. How was the comprehensive needs assessment process conducted?

Data was gathered from multiple data sources about demographics, school processes, student achievement, and stakeholder perceptions. This data was used to determine the building's strengths and weaknesses. Furthermore, subgroup student achievement data was utilized to determine gaps and instructional needs for subgroups. Program Evaluation was also utilized to determine if the programs in use are beginning successful in improving student achievement. We used all of this data to guide us when writing the BES 2019-20 Title I Schoolwide Plan.

### 2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

The Comprehensive Needs Assessment indicated that our initiatives are on track for continued increases in student achievement. Tier I Math & Literacy Instruction has improved as evidenced by Pacing Guides, Common Assessments, and student achievement data. The student achievement data indicates that some of our gaps are closing. We will need to address the growing gap in gender and the continued gap in Students with Disabilities. Our demographics data show that over 80% of our student population are economically disadvantaged, as shown by the Free and Reduced Lunch Count and the approval of the grant for Universal Breakfast and Lunch for all students. Beaverton Elementary continues to have issues with student attendance and behavior, as indicated by demographic data, the School Process Rubrics and student, parent, and staff surveys.

#### Community Demographic Data:

Beaverton Elementary School is located in Beaverton, Michigan, a rural community in central Gladwin County. The 2017 population was 1,071. The average income in Beaverton is well below the state average. The main industry in Beaverton, Michigan, is Thermo-Forming Manufacturing, with 4 factories in the immediate area. Beaverton Elementary partners include the local RESD, Department of Health and Human Services, Community Mental Health, the local Business Association, and the Gladwin County Library system.

#### Staff Demographic Data:

Beaverton Rural Schools maintains 2 school buildings--Beaverton Elementary (BES) and Beaverton Junior/Senior High (BJSHS). Beaverton Elementary School has a Principal, a Vice-Principal, a Literacy Coach, a State and Federal Programs Coordinator/Math Coach, and a Student Success Specialist. The building also has 3 teachers in each grade Kindergarten - 6th Grade. BES also has an Art teacher, a Physical Education teacher, a Music teacher, and a Technology teacher. There are currently 3.5 Special Education teachers, 6 Special Education one-on-one paraprofessionals, 4 Title I teachers and 2 part-time Title I paraprofessionals to provide interventions. This brings our staff count up to 5 administrators, 1 1/2 school administrative assistants, 32 teachers, 6 full-time paraprofessionals (as dictated by IEPs), and 2 part-time Instructional Paraprofessionals. The local RESD supplies the following services to our school, due to IEPs: 1 1/2 School Speech and Language Specialists, 1 Occupational Therapist, 1 School Psychologist, and 1 School Social Worker. Additionally, BES houses one full time Pathway to Potential Program Coordinator from the county Department of Health and Human Services and 2 part-time CMH (Community Mental Health) personnel to assist with the Social-Emotional needs of students. Total Years of Experience overall for the teaching staff is an average of 18 years.

#### School Process Data:

BES staff completed the School Systems Review in the Spring 2019. The results indicate that BES's strengths are Professional Learning  
SY 2019-2020

Culture, Organizational Management, and Communication. The adults are pleased with the Professional Learning Communities (PLCs) that have been implemented and the improvement of communication that has occurred between staff, especially between grade level groups. Our weaknesses are in the areas of Student Engagement and A Culture for Learning. This indicates that we need to address the social-emotional health of our students. Because the social-emotional needs of students are not being met, many students are not able to be engaged and learn, which negatively impacts student achievement.

### Perceptions:

Beaverton Elementary School surveys all stakeholders to ascertain their perceptions. The student surveys indicate that safety/bullying is a perceived issue at BES. Thus, we need to address the social-emotional health of all students and educate them about positive peer relationships (anti-bullying). Staff surveys indicate that the learning culture and student engagement need to be addressed. The Social-Emotional Goal will address all of these needs in BES. The district needs to address poverty through a Professional Learning Opportunity during the 2019-2020 school year. Parent surveys indicate an overall satisfied rating with BES on the Parent Perception Survey.

### Student Achievement:

Student achievement data shows that there was a slight decline in the proficiency in both Mathematics and English-Language Arts (ELA) on the 3rd, 4th, 5th, and 6th grade M-STEP (Michigan-Student Test of Educational Progress). However, when sub-group data was examined, the gap between all students and Students with Disabilities (SWD) had significant decreases in proficiency in Math and ELA. The increasing gap stresses the need for a change in the way Special Education services are delivered. There was an increasing gap also identified between all students and Economically Disadvantaged Students (ED) in Math. Thus, we see the need for more interventions in Mathematics. The widening gender gap is also indicating a need for more Non-fiction materials to engage males in ELA.

### **3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.**

Beaverton Elementary School will maintain five goals on our 2019-20 Title I Schoolwide Plan. Due to the need for curriculum alignment and the new standards in Science and Social Studies, we need to address these subjects with an individual goal for each area. Student achievement data also demonstrates the need for maintenance of strategies in Math and Literacy. Our continued issues with attendance and discipline indicate that there is a need for the pastoral care goal to remain in the Plan. Our priority needs are Tier I instruction and attendance, as evidenced by student achievement data and process data. Knowing this, the goals for Tier I curriculum and instruction in all core subject areas is being looked at for alignment and consistency between grades and classes. Common pacing guides and assessments for core subjects are being revised to ensure this consistency between each of the grade level classrooms. Tier I needs are based on perceptions of staff, as well. The need to address attendance has also increased our needs for pastoral care, which is being addressed by DHHS's Pathways to Potential, CMH personnel, and improving our Parent Engagement for the most at-risk students, with the addition of home visits for at-risk Kindergarteners.

### **4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?**

Beaverton Elementary School's goals are written to address the needs of all students. We are working under a Multi-Tiered System of Support (MTSS), which strives to address the needs of all student groups. Everyone receives Tier I (first, good classroom instruction). Students who are identified on the Title I Needs Assessments are provided with Tier II (small group, intense interventions) in Reading. The

## School Improvement Plan

Beaverton Elementary School

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students who are working under an IRIP (Individualized Reading Improvement Plan) in grades K-3rd are provided with Tier III (extremely small group, intense interventions). The organizational goal developed around attendance and behavior is also based on MTSS and provides activities for all, as well as supports and interventions for those who exhibit behavior issues. Due to the staff's concerns about students with chronic behavior issues, we need to take Conscious Discipline and Second Step to the next level, as well as expanding PBIS (Positive Behavior Intervention and Supports), a well-developed system of interventions for students with behavior issues and Restorative Justice Practices. Student attendance issues will continue to be addressed by the Pathways to Potential program that partners with DHHS (Department of Health & Human Services). The addition of 2 part-time personnel from CMH (Community Mental Health) in the middle of the 2018-19 school year is addressing the emotional needs of some students with counseling and staff consultations on behavior issues, and this program will continue into the 2019-20 school year.

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## **Component 2: Schoolwide Reform Strategies**

### **1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.**

Beaverton Rural School has implemented a Gradual Release of Responsibility (GRR) instructional model within each tier of the Multi-Tiered System of Support (MTSS). This overarching concept will ensure that those students who are struggling will get the additional help needed to close the achievement gaps. We will be continuing to use the GRR instructional model in all classrooms in the district. Students will experience greater differentiation of instruction and greater use of effective interventions as a result of these multi-tiered supports. The use of these best practices will provide an aligned, enriched curriculum for all students.

The staff have also expressed concern about students with high numbers of absences and students with chronic behavior problems. The disruptions created by these students interrupt student learning and, in effect, decrease student achievement. To address this need, we will continue our use of Conscious Discipline and PBIS (Positive Behavior Intervention and Supports), a building-wide positive behavior program, and begin to utilize Restorative Justice Practices. The school has spent the 2015-16, 2016-17, 2017-18 and 2018-19 school years working in weekly PLCs (Professional Learning Communities) that collaborate to share best practices and increase student achievement. The weekly early release time will continue during the 2019-20 school year to allow staff to work in PLCs. These strategies will focus on helping ALL students learn.

### **2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

GRR (Gradual Release of Responsibility) is a research-based format for instruction that is designed to reach all students at their level with individual needs being addressed. All students will benefit from the improved quality of instruction. MTSS (Multi-Tiered System of Supports) is being utilized at Beaverton Elementary to ensure that all students receive their required support for learning. Ensuring that Beaverton Elementary staff are using research-based best practices in all tiers of instruction improves the quality and quantity of instruction. On-going Professional Development and Professional Learning Communities (PLCs), also work to improve quality and quantity of instruction as we use data to drive instruction and professional weekly dialogues.

### **3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.**

The Comprehensive Needs Assessment showed that our biggest issues were attendance, behavior issues, and social/emotional health of students, along with refining Tier I instruction in all areas. The gaps indicated by the student achievement data for Students with Disabilities and males leads to increasing/improving Tier III services and addressing the needs for more hands-on learning. The MTSS and GRR models align well with addressing these issues. With MTSS, students who are struggling, can easily receive more in the areas of behavior and academics.

**4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

Beaverton Elementary has adopted a MTSS (Multi-tiered System of Supports) that ensures all tiers are providing students with appropriate, research-based interventions in their area(s) of need as evidenced by the Title I Needs Assessment and/or individual IEPs. The Title I Needs Assessment is utilized as an indicator of students who are in the Bottom 20% of their grade level by core subject. The Needs Assessment also indicates which students are working under an IRIP (Individualized Reading Improvement Plan), as mandated by the ESSA laws. We then use this information to tailor Tier II and Tier III interventions to these students and their individual needs. Students with Disabilities have an IEP that indicates what services for Tier II and Tier III need to be provided for these students. These IEPs need to list the intense interventions provided to the Students with Disabilities to ensure improvement of student achievement.

**5. Describe how the school determines if these needs of students are being met.**

Benchmark Assessments are conducted and Title I Needs Assessments are completed three times a year (Fall, Winter, and Spring) to determine if students' needs are being addressed. Title I teachers meet regularly to review the Needs Assessments to ensure that students are making growth. Students who have reached benchmark are released from Tier II. Meanwhile, data from students who have not reached benchmark is analyzed and future interventions are planned. Additionally, teaching staff are meeting in PLCs (Professional Learning Communities) to examine and reflect on student data, and plan lessons to address individual student needs on a weekly basis throughout the school year.

**Component 3: Instruction by Highly Qualified Staff**

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All instructional paraprofessionals are highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers are highly qualified.	

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## Component 4: Strategies to Attract Highly Qualified Teachers

### 1. What is the school's teacher turnover rate for this school year?

Beaverton Elementary School has not historically had an issue with teacher turnover in the past. The only teacher that left the district in the 2017-18 school year moved to a different school. This open position was filled by teacher reassignment from the Beaverton Jr./Sr. High School. Beaverton Elementary also lost two instructional paraprofessional due to retirement in 2018-19, and those positions have not yet been filled.

### 2. What is the experience level of key teaching and learning personnel?

The majority of the teaching staff at Beaverton Elementary School have ten or more years of teaching experience, and those years are mostly at Beaverton Rural Schools. The majority of paraprofessionals also have at least five years of experience in education.

### 3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Beaverton Elementary School offers new teachers a mentor for the first five years, and they are provided with professional development aligned to their IDP (Individual Development Plan). BES, additionally, provide all of their teaching staff with weekly PLCs (Professional Learning Communities), in an effort to improve student achievement by ensuring effective instruction for all students. This, in turn, will provide additional support for new teachers, as they have a team to collaborate with.

### 4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Beaverton Rural Schools have implemented a comparable pay scale to the surrounding districts. We also offer new teachers a mentor for the first five years, and they are provided with professional development aligned to their IDP (Individual Development Plan). Beaverton Rural Schools, additionally, provide their teaching staff with weekly PLCs (Professional Learning Communities), in an effort to improve student achievement by ensuring effective instruction for all students. This, in turn, will provide additional support for new teachers, as they have a team to collaborate with.

### 5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

N/A There is no turnover.

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## Component 5: High Quality and Ongoing Professional Development

### 1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

All teaching staff will receive training in the use of Effective Parent Involvement Strategies, an overview of Restorative Justice, and a review of Second Step, in an effort to build strong relationships between students, staff, and parents. These relationships can improve student attendance and behavior, which, in turn, will improve student achievement. 6th grade Science teaching staff will also participate in professional development on "MI-Star," which will have a positive effect on student achievement. Several specialty teachers will also be provided with professional development activities that fulfill needs in their specialty areas. Additionally, School Improvement Team Members will receive on-going professional development in Michigan's School Improvement requirements at CGRESD (Clare-Gladwin Regional Educational District).

### 2. Describe how this professional learning is "sustained and ongoing."

Beaverton Elementary School is intentional in planning professional development opportunities that are sustained and on-going. To ensure that these professional learning opportunities are being utilized to aid in implementation of initiatives, several staff/school improvement team meetings are being planned to discuss these PD experiences and inquire of further needs. Staff are also surveyed to determine the usefulness of PD opportunities and any other training needs.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Professional Development Calendar will be attached. *****	

## Component 6: Strategies to Increase Parental Involvement

**1. Describe how parents are (will be) involved in the design of the schoolwide plan.**

Parents are invited to attend monthly School Improvement meetings to share their viewpoints and assist in decision-making. The District holds a Title I Annual Parent Meeting each fall to elicit parent feedback. Additionally, parents are surveyed at least once each year to share their perceptions of the school processes, communication, and staff concerns.

**2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.**

Parents are invited to attend monthly School Improvement meetings to share their viewpoints and assist in decision-making. Additionally, parents are invited to be a part of the PTO (Parent-Teacher Organization) to assist in the decision-making for the building. BES has a Facebook page to inform parents, and, in turn, elicit responses that indicate perceptions of parents.

**3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.**

Parents are invited to attend monthly School Improvement meetings to evaluate the plan and its implementation. Additionally, parents are surveyed several times during the school year to share their perceptions. The Annual Parent Meeting also allows parents an opportunity to provide feedback on the schoolwide plan.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Parent Involvement Policy is attached.	Parent Involvement Policy

**5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).**

Beaverton Elementary School parents will be encouraged to become involved in their child's education in a number of ways. Staff embrace the Joyce Epstein model of parental engagement and support her six types of ways parents can be involved. Beaverton staff offer many educational opportunities for parents to learn how to work with their children. A sample of these educational opportunities include:

- A district-wide evening Open House that will be held the week before school starts to introduce students, parents, and teachers, in an effort to build productive relationships between school and home.
- The signing of the Home-School Compact by all stakeholders (students, parents, teacher, and principal) will be utilized to define stakeholder roles in education and build an effective team that will ensure student success.
- Kindergarten and 1st grade teachers offer an Orientation during the 1st or 2nd week of school to educate parents on expectations for Math & Reading.
- The Annual Title I Parent Meeting provides parents with an opportunity to voice concerns and suggestions on how to best utilize Title I

funding and services.

- Parents and community members are invited to attend the School Improvement Meetings to provide input on how the building is run.
- Parent-Teacher Conferences are held once a year in November (and additionally when parents/teachers request extra conference time) to address student strengths and weaknesses and review the Home-School Compact.
- A family Literacy night providing hands-on activities that can be done at home to supplement the reading/ELA objectives being taught at school.
- Title I staff will host many Family Involvement activities throughout the year to assist parents in working with their children in a productive manner at home.
- Specials teachers host events where families are invited to concerts and musical performances of students in the building.
- A Facebook page to post announcements and activities, as well as answer questions posed by parents.
- Parents are invited to volunteer in the school with several types of jobs, which include chaperoning field trips, listening to students read, assisting at holiday parties, helping run the Book Fair events, and working in classrooms to assist teachers, etc. Additionally, many teachers send home a monthly Newsletters, and many additional resources for parents.

**6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.**

The parent involvement component will be evaluated using several perception surveys. Sign-ins, minutes, and agendas from various Parent Involvement activities will be utilized in this evaluation process. The ideas shared during the Focus Group portion of the Title I Annual Parent Meeting will provide additional information that will drive the decisions made by the School Improvement Team in reference to improving processes that will, in turn, improve student achievement data.

**7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.**

The results obtained through surveys administered and the discussion during the Focus Groups at the Annual Meeting will be brought to the monthly School Improvement Team Meetings, discussed by the team, and used to determine the next steps in improving the elementary building.

**8. Describe how the school-parent compact is developed.**

The Home-School Compact was developed by PLC (Professional Learning Communities) groups that viewed several different compacts, decided what would be most important to their students and wrote their grade level Home-School Compact. This document is visited each fall and revised, as needed. It is additionally reviewed at Parent-Teacher Conferences in November.

**9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.**

The Home-School Compact is sent home early in the fall for the stakeholders to sign. Parents, students, teachers, and principal are all asked to read, discuss, and sign the Home-School Compact at that time.

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At November Parent-Teacher Conferences, the compact is then reviewed by the teachers with parents and any questions or concerns are then discussed. Parents are given a copy to keep and review with the student.

### 10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

N/A Beaverton Elementary School is grades Kindergarten - 6th grade.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	A copy of one of the grade level Home-School Compacts is attached.	Home-School Compact

### 11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Beaverton Elementary School provides parent communication in parent-friendly language throughout the year. Many classrooms send home weekly newsletters to inform parents about events, student expectations, and grade level areas of study. The Elementary also provides individual academic assessment results in a parent-friendly language on report cards, assessment reports, IEPs, etc. These documents are written in a parent-friendly manner. The staff, also, encourages parents to ask questions and voice concerns during IEP meetings, Parent-Teacher Conferences, and throughout the year in writing/e-mails/voice mails, etc. Additionally, Beaverton Elementary provides parents the opportunity to ask question and have the assessment data explained to them during Parent-Teacher Conferences in November.

## Component 7: Preschool Transition Strategies

### **1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**

The Beaverton Rural School school board has approved the addition of a Young Fives Program for students who are not quite ready for Kindergarten in the Fall of 2019. This new program will be a "preschool-like" program for students who are only 1-3 months too young for Kindergarten. This new program will be a preparation for the Kindergarten program for the following year. Additionally, the annual Kindergarten Round-Up is held in the same building as the Kindergarten classrooms, so Preschool parents and students will meet the principal, several kindergarten teachers, and support personnel as they register for Kindergarten. The Preschool classes are also invited to tour the Elementary School and Kindergarten classrooms in the spring before entering the building as a student.

### **2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?**

Preschool teachers and Kindergarten teachers meet to discuss vertical curriculum alignment annually. Preschool teachers are provided with the Kindergarten curriculum and encouraged to visit the classrooms to see what instruction in Kindergarten looks like. Kindergarten teachers are available to answer any questions that Preschool teachers may have.

## **Component 8: Teacher Participation in Making Assessment Decisions**

### **1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?**

All teaching staff are given many opportunities to share in the school's decision-making. Teaching staff are surveyed annually and after each Professional Development opportunity to determine the validity of the PD and any other PD needs. All stakeholders are invited to be a part of the building School Improvement Team, and the entire teaching staff complete the school process rubrics as a group to evaluate school processes.

### **2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?**

Teachers meet weekly in PLCs with their grade level and regularly with Title I and Special Education teachers to analyze assessment data. Reading and Math assessment data is reviewed to determine academic achievement strengths and weaknesses for the grade level. During this data meeting, teachers group struggling learners by their needs and plan for their small group interventions. The students who are making satisfactory academic progress are then assigned large groups for enrichment activities during the grade level common intervention block. Additionally, all teachers are invited to be a part of the Building School Improvement Team and attend the monthly meetings, where all types of data are discussed and utilized to determine next steps in School Improvement.

## **Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

### **1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.**

Beaverton Elementary School's Title I teaching staff complete grade level Math and Reading Needs Assessment three times each year upon completion of the Benchmark Assessments in the Fall, Winter, and Spring. These Needs Assessments are rosters that record data results, rank the results, and identify the bottom 20% of students in each grade level to ensure that Title I support is provided during common intervention blocks and during Title I push-in time to those students.

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Beaverton Elementary has adopted a MTSS (Multi-tiered System of Supports) that ensures all tiers are providing students with appropriate, research-based interventions in their area(s) of need as evidenced by the Title I Needs Assessment and/or individual IEPs. The Title I Needs Assessment is utilized as an indicator of students who are in the Bottom 20% of their grade level by core subject. The Needs Assessment also indicates which students are working under an IRIP (Individualized Reading Improvement Plan), as mandated by the ESSA laws. We then use this information to tailor Tier II and Tier III interventions to these students and their individual needs. Students with Disabilities have an IEP that indicates what services for Tier II and Tier III need to be provided for these students. These IEPs need to list the intense interventions provided to the Students with Disabilities to ensure improvement of student achievement.

The bottom 30% of students in each grade level, as identified on the Math, Reading, Science, and Social Studies Grade Level Needs Assessments, are identified as the students who are experiencing difficulty. These students are then provided small group interventions for their deficit area(s) during the Common Grade-level Intervention Blocks, the Title I Push-ins, the Tier III Before, During & After-School services and/or Summer School programs. Title I staff teach these struggling learners utilizing research-based interventions administered in small, intense groups or one-on-one.

### **3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

Tier II instruction is provided by the Title I/Special Education staff during Intervention Blocks. Title I staff also offer before, during, and after school Tier III instruction, and summer school Tier II opportunities to provide intense, small group and one-on-one instruction to struggling learners.

Classroom teachers, also, differentiate instruction in their classrooms by teaching small group lessons and assigning collaborative tasks after the Focus Lesson. These small groups provide struggling students with more Tier II direct instruction in their deficit areas. Differentiation also occurs in the classroom through individual accommodations, such as modified assignments, peer tutoring, preferential seating, etc.

## Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

**1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.**

Beaverton Rural Schools employs a State & Federal Programs Coordinator to ensure that all programs are implemented according to the school-wide goals. Resources that are being integrated to support the school-wide programming come from the following sources:

Title I, Part A

Title II

Title IV

Title V

Title X: McKinny-Vento Funding

31-a

IDEA funding

General Funds

Local Grants

Additionally, we use the following services to support our programming:

CMCH (Central Michigan Community Health) Counseling services

DHHS (Dept. of Health & Human Services) Pathway's to Potential

Gladwin County Sheriff's Department--D.A.R.E. programming

Junior Achievement

Gladwin County District Library--Beaverton Branch

Northern Michigan Mobile Child Care Advocacy (Resiliency Program)

**2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

Beaverton Elementary will utilize these resources from Title I, 31-a, and the General Fund to improve Tier II & Tier III instructional programming, as well as overall school improvement. The 2019-20 Title I School-wide Plan lists the initiatives and their funding sources to ensure that sufficient resources are allocated for the School Improvement strategies. The State & Federal Programs Coordinator works to coordinate these benefits to ensure proper implementation of the School-wide Initiatives.

**3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Title X (McKinny-Vento Funding) and a Food Service grant for Universal Breakfast and Lunch provides nutrition and housing programs to students in our building. Chartwells, our sub-contracted meal services provider, also educates students about nutrition and healthy food

choices. Career and Technical education is provided in the classrooms, as evidenced byXXXXXXX

We are an Elementary School housing grades Kindergarten-6th grade, so Head Start, adult education, and job training does not apply to our students.

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## **Evaluation:**

### **1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.**

A few minutes during each monthly School Improvement Team Meeting will be set aside to collect and disperse data on the implementation of the initiatives in the school-wide plan. Additionally, the teaching staff will be conducting Teacher Collaborative Routines, where they walk-through other's classrooms in an effort to ensure SI (School Improvement) initiatives are being addressed. This data is compiled, along with the other sources of Student Achievement, Demographic, Perception, and Process data, and then analyzed by the School Improvement Team in the early spring to help plan for the following year's programming needs.

### **2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.**

Beaverton Elementary School's School Improvement Team, as well as the PLC (Professional Learning Communities) groups, examine student achievement data on an on-going basis to drive instruction. This data is also used to help plan for future programs/needs. Student achievement, demographic, perception, and process data are each examined by the School Improvement Team at least annually during their monthly meetings.

### **3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.**

The data gathered and compiled on the Grade Specific Title I Needs Assessments in Math, Reading, Science, and Social Studies determine whether we are increasing student achievement for those at-risk students. The Bottom 30%, as identified on the Title I Needs Assessment, is analyzed for growth, and their programs are adjusted, when needed. Student perception data is collected and analyzed by Title I teachers. Each Title I teacher also completes an annual spring program evaluation of one research-based intervention utilized with at-risk students during the school year. This data is then turned into the State & Federal Programs Coordinator.

### **4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

The compilation of all data indicates to the School Improvement Team what revisions are necessary in the School-wide Plan for the following school-year to ensure continuous student achievement improvements. School leaders, as well as the School Improvement team, work to revise the plan with the recommendations from the School Improvement Team Meeting minutes.

# Beaverton Elementary School Title I Schoolwide Plan, 2019-20

DRAFT

## Overview

### Plan Name

Beaverton Elementary School Title I Schoolwide Plan, 2019-20

### Plan Description

BES Schoolwide Plan, 2019-20

DRAFT

## 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 Elementary School will be proficient in mathematics.	Objectives: 3 Strategies: 6 Activities: 15	Academic	\$198486
2	All students at Beaverton Elementary School will be proficient in reading and writing.	Objectives: 3 Strategies: 6 Activities: 21	Academic	\$465559
3	All students at Beaverton Elementary School will be proficient in science.	Objectives: 2 Strategies: 5 Activities: 13	Academic	\$11918
4	All students at Beaverton Elementary School will be proficient in social studies.	Objectives: 2 Strategies: 5 Activities: 12	Academic	\$4366
5	All students at Beaverton Elementary School will increase their engagement in school through positive relationships and social-emotional intervention and support.	Objectives: 1 Strategies: 3 Activities: 13	Organizational	\$89075

## Goal 1: All students at Beaverton Elementary School will be proficient in mathematics.

### Measurable Objective 1:

48% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency score in Mathematics by 06/30/2024 as measured by the State Math Assessment.

### Strategy 1:

Effective Math Instruction for All Students (Tier I) - Kindergarten - 6th grade classroom teachers will provide effective Tier I instruction for Mathematics daily using GRR (Gradual Release of Responsibility). Kindergarten - 6th grades will provide daily Balanced Mathematics instruction for a minimum of 60 minutes.

Category: Mathematics

Research Cited: Fisher, Douglas and Frey, Nancy (2008). Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility.

Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Mathematics Instruction Using Gradual Release of Responsibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten - 6th grade classroom teachers will provide effective Tier I Balanced Mathematics instruction daily for a minimum of 60 minutes. Teaching staff will utilize the Gradual Release of Responsibility model when preparing lessons. Teachers will also conduct benchmark universal screenings (ex. MAP, DIBELS-Math, etc.), input the data into the data warehouse, integrate it with other sources of data, and prepare appropriate reports for data analysis to drive further instruction.	Direct Instruction	Tier 1	Implement	08/20/2018	06/21/2019	\$0	No Funding Required	K - 6th Grade Math Teachers, Title I Teachers, Principal
Activity - Cross-curricular Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 teachers will use the comprehension strategies from Nancy Boyle, close reading (especially in Problem Solving), K-5 MathStart books, and extended response tasks to reinforce reading and writing skills in Mathematics.	Direct Instruction	Tier 1	Monitor	08/20/2018	06/21/2019	\$0	No Funding Required	Literacy Coach, all Teachers and Principal
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Beaverton Elementary School

Kindergarten - 6th grade teaching staff will meet at least once each week during early release time. Students will be released 1 hour early each Wednesday. During that 1 hour every week, all teachers will be engaged in collaborative inquiry around student data, student learning, instructional best practices, student instructional needs, curriculum alignment, and instructional and curriculum adjustments to meet student needs. These PLC meetings will occur as grade levels, departments, or across grade and departments as needed based upon student and program information for that time span. Meeting notes will be submitted electronically to building leadership via the district shared document drive.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	08/21/2017	06/15/2018	\$0	No Funding Required	Teaching Staff and Principal
<b>Activity - Reflective Teaching Practices</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
K-6 mathematics teachers will utilize reflective teaching practices to continuously improve and develop their curriculum and instructional practices. Results from both quality, common summative assessments and formative assessments will be collaboratively analyzed during PLC and/or grade level/department meetings to inform both curriculum and instructional decisions.	Other - Reflective Teaching Practices	Tier 1	Monitor	08/20/2018	06/14/2019	\$0	No Funding Required	K-6 Teaching Staff, Principal
<b>Activity - Data Driven Instruction</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Beaverton Rural Schools will engage in the assessment of students according to the District Assessment Matrix. K-12 teachers will frequently analyze formative and benchmark assessment data including NWEA (MAP), State Assessment (KRA, M-STEP, SAT), MME, PSAT, DIBELS Reading & Math, BAS, and common assessments. Teachers will use the information to inform instruction, determine targets for intervention, evaluate instructional effectiveness, and monitor student progress.  Progress monitoring using Daily Math Review (DMR) information and unit math assessment results will be submitted by K-12 mathematics instructors to the district leadership mathematics representative for monthly review by the District Leadership Team.	Direct Instruction	Tier 1	Monitor	08/20/2018	06/14/2019	\$0	No Funding Required	K-6 Teaching Staff, Principal

### Strategy 2:

Incorporate Technology in Instructional Programming - K-6 teachers will use Smartboards, 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

## School Improvement Plan

Beaverton Elementary School

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 - Incorporate Technology in Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-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-108 calculators in elementary mathematics classes). The district will continue to increase device to pupil ratios as funding and resources allow to maximize the system's ability to provide technological integration into the curriculum. For 2018-2019, a minimum goal is to increase by 30 chromebook devices at the Elementary.	Technology	Tier 1	Monitor	08/20/2018	06/14/2019	\$2300	Title V Part A-C	Teaching Staff, Principal

Activity - Google Tools Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Focus: In this 3-hour session participants will explore the many facets of Google Apps for Education and learn best practice implementation techniques. Instruction will be designed to meet the needs of both beginning and experienced users looking to maximize the power of Google as a dynamic resource for efficiency, collaboration, and engagement. Teachers will set up Google Classroom and investigate Google Sites as an option for creating a classroom web presence. Outcome: Each teacher will develop a personal plan for using Google Tools to enhance their instruction.	Professional Learning	Tier 1	Implement	08/20/2018	06/14/2019	\$0	No Funding Required	Teaching Staff, Principal

### Strategy 3:

Professional Learning - K-6 teachers will participate in on-going, systemic professional development.

Category: Other - Professional Learning

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,

## School Improvement Plan

Beaverton Elementary School

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 MI-CSI 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. Dates are: December 12, 2018, January 29, February 26, March 18, April 23, and May 21, 2019	Professional Learning	Tier 1	Monitor	08/20/2018	06/14/2019	\$200	Title II Part A	School Improvement Leadership, Principal
Activity - Professional Learning Academies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 teachers will engage in 4, 1/2 day professional learning opportunities in order to utilize the backward design process to continuously improve and develop instructional practices, instructional programming, and curriculum. Specific 2018 - 2019 activities include: Emphasis will be on instructional frameworks (Gradual Release of Responsibility, Balanced Mathematics), High Quality Mathematics Instruction, Collaborative Learning, Effective Questioning & Feedback and Student Engagement). Session outcomes will be development and improvement of quality course assessments based on standards and then backwards planning for instruction including development of unit plans. Training will be facilitated by district leadership team members.	Professional Learning	Tier 1	Implement	08/20/2018	06/14/2019	\$0	No Funding Required	K-6 teaching staff, Principal
Activity - 1-Hour Monthly Staff Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan**

Beaverton Elementary School

<p>K-6 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. This professional learning will include (in part) facilitation by the math curriculum lead to learn and develop skills and instructional strategies for teaching student-centered mathematics. Professional learning will include a book study of Math in Practice: A Guide for Teachers. The Guide for Teachers lays out big ideas in best-practice math instruction, including topics such as math talk, modeling, and differentiation. Topics addressed include: 1) Asking questions that stimulate student thinking, 2) Making sense of and connections between mathematical ideas, 3) Using representations and models effectively, 4) Helping students communicate about math, and 5) Learning from meaningful formative assessment.</p>	Professional Learning	Tier 1	Implement	08/20/2018	06/14/2019	\$0	No Funding Required	Principal, Instructional staff
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**Measurable Objective 2:**

60% of Bottom 30% students will increase student growth by meeting or exceeding their projected Fall to Winter RIT growth Score in Mathematics by 06/14/2019 as measured by NWEA MAP Assessment..

**Strategy 1:**

Mathematics for Struggling Learners - District staff will identify students not meeting the core academic expectation through At-Risk Eligibility Worksheets, Title 1 Needs Assessments, 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. 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 on-going 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: Learning Support Systems

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

Tier: Tier 2

Activity - Mathematics Intervention Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Beaverton Elementary School

Through an inclusive model, K-3 students not proficient at grade-level mathematics expectations will receive additional tier 2 support for at least 20 minutes per day during integrated Tier 2 Daily Math Review. Using on-going class data, teachers will identify skills/standards to reteach and review during each 5-day cycle of Daily Math Review. Using an inclusion model, classroom teachers will team with an additional support teacher to group students by specific need and utilize research-based math interventions to scoop and reteach students to increase overall proficiency on these skills to a minimum of 85% class mastery before a new skill is added to the 5-day cycle. 4 - 6th grade students will receive additional minutes of intervention instruction with increased intensity based on need determined by formative data through progress monitoring. Additional minutes may be provided through extended day tutoring, outside of core instruction tutoring, small group instruction, and coordination with SPARKS.	Academic Support Program	Tier 2	Monitor	08/20/2018	06/14/2019	\$250	Section 31a	Mathematics teaching staff, Title I/31-a teaching staff, principal
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Activity - Elementary Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Entering 1st, 2nd, and 3rd grade students who are most at-risk of academic failure in mathematics will be identified based on needs assessments using multiple data sources. These students will be invited to participate in a summer school learning opportunity in the summer of 2019. Pre and Post testing will determine the effectiveness of the intervention/reteaching research based program utilized.	Academic Support Program	Tier 2	Monitor	06/03/2019	08/15/2019	\$3236	Title V Part A-C	Summer school teaching staff, Principal, Literacy Coach, State & Federal Programs Coordinator

Activity - Academic Support Services - Title I and 31A (At Risk) Certified Intervention Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide 3.0 FTE Title 1, Part A for grades K-3. These teachers will provide, for part of their instructional day, direct mathematics instruction in intervention groups for the most at-risk students. They will 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, push in (small groups, team instruction), pull out (small groups, reteaching), extended day/time, and common intervention instruction blocks. Cost includes wages and benefits and allocates for estimated substitute costs.	Academic Support Program	Tier 2	Monitor	08/20/2018	06/14/2019	\$192000	Title I Part A	Title I, Part A and 31A (At Risk) Certified Intervention Teachers, State & Federal Programs Coordinator, Principal

## School Improvement Plan

Beaverton Elementary School

### Strategy 2:

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
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	Teacher Collaboration, Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/20/2018	06/14/2019	\$0	No Funding Required	Teaching staff, Principal, State & Federal Programs Coordinator, Literacy Coach, School Psychologist, School Social Worker, Speech & Language Pathologists, Occupational Therapist

### Measurable Objective 3:

A 50% increase of Bottom 30% students will collaborate to successfully increase achievement levels (show growth) in Mathematics by 06/14/2019 as measured by progress monitoring.

### Strategy 1:

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.

## School Improvement Plan

Beaverton Elementary School

Category: Mathematics

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

Research Brief: Multi-tier System of Support (MTSS) Introduction: From RTI and PBIS to MTSS

<http://www.resa.net/curriculum/curriculum/math/mtss-mathematics/>

Tier: Tier 3

Activity - Tier III Tutoring and Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beaverton Elementary School will provide opportunities through its 31a programming for select teachers to work with students at risk of failure during extended day opportunities in very intense (one-on-one / one-on-two) groups to address misconceptions and learning delays.	Academic Support Program	Tier 3	Monitor	08/20/2018	06/14/2019	\$500	Section 31a	Teaching Staff, State & Federal Programs Coordinator, Principal

## Goal 2: All students at Beaverton Elementary School will be proficient in reading and writing.

### Measurable Objective 1:

60% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency score in Reading by 06/30/2024 as measured by the state reading assessments.

### Strategy 1:

Effective Language Arts Instruction for All Students - All kindergarten through fifth grade core classroom teachers will provide a minimum of 120 minutes of effective tier 1 instruction utilizing best practices in language arts daily to all students. This 120 minutes shall include instruction in both reading and writing according to the District Literacy Profile.

All sixth 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.

Category: English/Language Arts

Research Cited: Allington, Richard (2002). The Six Ts of Effective Elementary Literacy Instruction.

Tier: Tier 1

Activity - Language Arts Instruction Using Gradual Release of Responsibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Beaverton Elementary School

All ELA teachers will utilize the Gradual Release of Responsibility instructional model to plan and provide instruction to improve student performance in language arts. K-6 teachers will incorporate a balanced literacy framework for ELA instruction which includes the following components: read aloud, guided reading, shared reading, independent reading, reading/writing conferences, interactive writing, shared writing and word study.	Direct Instruction	Tier 1	Monitor	08/20/2018	06/21/2019	\$0	No Funding Required	All Teaching Staff, Literacy Coach, Building Principal
<b>Activity - Professional Learning Communities</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
K-12 teaching staff will meet at least once each week during early release time. Students will be released 1 hour early each Wednesday. During that hour every week, all teachers will be engaged in collaborative inquiry around student data, student learning, instructional best practices, student instructional needs, curriculum alignment, and instructional and curriculum adjustments to meet student needs. These PLC meetings will occur as grade levels, departments, or across grade and departments as needed based upon student and program information for that time span. Meeting notes will be submitted electronically to building leadership via the district shared document drive. K-5 PLC groups will also have access to professional learning through The Daily Cafe by the Instructional Early Literacy Coach. 6-12 World Language PLC will include a once per month study of text Book Love continuing from 2017-1018.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/20/2018	06/21/2019	\$69	Title II Part A	K-6 teaching staff, Principal, Literacy Coach
<b>Activity - Literacy Coach</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Instructional coaching will be provided by a certified Literacy Coach funded 0.34 through Title IIA and 0.66 through 31A funding to model and assist teaching staff in the achievement of best practices in the teaching of reading and language arts.	Academic Support Program	Tier 1	Evaluate	08/20/2018	06/21/2019	\$113970	Section 31a, Title II Part A	Teaching staff, Literacy Coach, Principal
<b>Activity - Data Driven Instruction</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Beaverton Elementary School

Beaverton Rural Schools will engage in the assessment of students according to the District Assessment Matrix. Substitute teachers will be provided for K-5 classroom teachers to allow release time to administer assessments which require one-on-one testing. K-6 teachers will frequently analyze formative and benchmark assessment data including NWEA (MAP), State Assessment (MSTEP), SAT, PSAT, DIBELS Reading, BAS Text Leveling, and common assessments. Teachers will use the information to inform instruction, determine targets for intervention, evaluate instructional effectiveness, and monitor student progress	Other - Assessment & Data	Tier 1	Monitor	08/20/2018	06/14/2019	\$0	No Funding Required	K-6 teaching staff, Principal
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Activity - Cross-curricular Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 instruction will include use of both Nancy Boyle's and Cris Tovani's comprehension strategies, close reading techniques, Reading Apprenticeship strategies, and extended response tasks to reinforce reading and writing skills in all content areas.	Direct Instruction	Tier 1	Monitor	08/20/2018	06/14/2019	\$0	No Funding Required	K-6 teaching staff, Principal

Activity - Reflective Teaching Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 language arts teachers will utilize reflective teaching practices to continuously improve and develop their curriculum and instructional practices. Results from both quality, common summative assessments and formative assessments will be collaboratively analyzed during PLC and/or grade level/department meetings to inform both curriculum and instructional decisions.	Curriculum Development	Tier 1	Monitor	08/20/2018	06/14/2019	\$0	No Funding Required	K-6 teaching staff, Principal

### Strategy 2:

Incorporate Technology in Instructional Programming - Teachers will use available technological devices such as Smartboards, 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

Activity - Incorporate Technology in Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Beaverton Elementary School

Teaching staff will utilize technology in language arts instruction by including online resources in lessons (i.e. Read Naturally, SAT/PSAT and M-STEP practice items, WriteSteps, I-pad and I-phone apps, and other web-based resources). The district will continue to increase device to pupil ratios as funding and resources allow to maximize the system's ability to provide technological integration into the curriculum. For 2018-2019, a minimum goal is to increase by 30 chromebook devices at the Elementary.	Technology	Tier 1	Monitor	08/20/2018	06/14/2019	\$2294	Title V Part A-C	K-6 teaching staff, Principal
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Activity - Google Tools Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Focus: In this 3-hour session participants will explore the many facets of Google Apps for Education and learn best practice implementation techniques. Instruction will be designed to meet the needs of both beginning and experienced users looking to maximize the power of Google as a dynamic resource for efficiency, collaboration, and engagement. Teachers will set up Google Classroom and investigate Google Sites as an option for creating a classroom web presence. Outcome: Each teacher will develop a personal plan for using Google Tools to enhance their instruction.	Professional Learning	Tier 1	Implement	08/20/2018	06/14/2019	\$0	No Funding Required	K-6 teaching staff, Principal

### Strategy 3:

Professional Learning - K-6 teachers will participate in on-going, systemic professional development.

Category: Other - Professional Learning

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
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## School Improvement Plan

Beaverton Elementary School

School Improvement Team leadership and building principals will attend MI-CSI 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. Dates are: December 12, 2018, & January 29, February 26, March 18, April 23, and May 21, 2019	Professional Learning	Tier 1	Monitor	08/20/2018	06/14/2019	\$225	Title II Part A	School Improvement Chairperson, Literacy Coach, State & Federal Program Coordinator, Vice Principal, Principal
<b>Activity - Michigan Reading Association State Conference</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Members of the K-12 literacy task force will attend the Michigan Reading Association state conference during the 2018-2019 school year. Upon return to the district, they will share information with district and building leadership and the board of education, including new learned information and it's implication for the continued implementation of the District Literacy Profile. They will also share information, as appropriate, with staff to improve current instructional programs. Information will be shared in staff meetings, PLC meetings, school improvement meetings, etc.	Professional Learning	Tier 1	Monitor	08/20/2018	06/14/2019	\$775	Title II Part A	Literacy Task Force Members, Literacy Coach, Principal
<b>Activity - Early Literacy Essentials Professional Learning</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The district's early literacy coach will train K-3 classroom teachers during 5 breakout sessions during the 2018-2019 school year on the Early Literacy Essentials.	Professional Learning	Tier 1	Monitor	08/20/2018	06/14/2019	\$1435	Other	Literacy Coach, K-3 classroom teachers, Principal
<b>Activity - Michigan Music Conference</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
One elementary music instructor will attend the Michigan Music Conference in Grand Rapids, Michigan on January 24-26, 2018. The conference will help advance the instructor's knowledge of music education strategies.	Professional Learning	Tier 1	Evaluate	01/24/2019	01/26/2019	\$678	Title II Part A	K-6 Music Instructor, Principal
<b>Activity - Michigan Art Education Association Conference</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Beaverton Elementary School

K-6 Art Instructor will attend the Michigan Art Education Association State Conference in Kalamazoo on October 25-29 to receive training on literacy in art instruction.	Professional Learning	Tier 1	Evaluate	10/25/2018	10/28/2018	\$642	Title II Part A	K-6 Art Instructor, Principal
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Activity - Professional Learning Academies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 teachers will engage in 4, 1/2 day professional learning opportunities in order to utilize the backward design process to continuously improve and develop instructional practices, instructional programming, and curriculum. Specific 2018 - 2019 activities include: Emphasis will be on instructional frameworks (Gradual Release of Responsibility, Balanced Mathematics), High Quality Mathematics Instruction, Collaborative Learning, Effective Questioning & Feedback and Student Engagement). Session outcomes will be development and improvement of quality course assessments based on standards and then backwards planning for instruction including development of unit plans. Training will be facilitated by district leadership team members.	Professional Learning	Tier 1	Implement	08/20/2018	06/14/2019	\$0	No Funding Required	K-6 teaching staff, Literacy Coach, Vice-Principal, Principal

Activity - 1-Hour Monthly Staff Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 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	Tier 1	Implement	08/20/2018	06/14/2019	\$0	No Funding Required	K-6 teaching staff, Literacy Coach, State & Federal Program Coordinator, Vice-Principal, Principal

### Measurable Objective 2:

60% of Bottom 30% students will increase student growth by meeting or exceeding their projected Fall to Winter RIT growth Score in English Language Arts by 06/14/2019 as measured by NWEA MAP Assessment..

### Strategy 1:

Language Arts Instruction for Struggling Students - District staff will identify students not meeting the core academic expectation through At-Risk Eligibility Worksheets, Title 1 Needs Assessments, 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: 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

**School Improvement Plan**

Beaverton Elementary School

(6), 532-538.

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

Tier: Tier 2

Activity - Elementary Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Entering 1st, 2nd, and 3rd grade students who are most at-risk of academic failure in mathematics will be identified based on needs assessments using multiple data sources. These students will be invited to participate in a summer school learning opportunity in the summer of 2019. Pre- and Post-testing will determine the effectiveness of the intervention/reteaching research based program utilized.	Academic Support Program, Extra Curricular	Tier 2	Monitor	07/29/2019	08/16/2019	\$3236	Title V Part A-C	Summer School teachers & coordinator, Principal

Activity - Academic Support Services - Title I and 31A (At Risk) Certified Intervention Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide 3.0 FTE Title 1, Part A and 1.0 FTE 31-A Certified Intervention Teachers for grades K-6th (Elementary). These teachers will provide, for part of their instructional day, direct language arts instruction in intervention groups for the most at-risk students of each grade level. They will 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, push in (small groups, team instruction), pull out (small groups, reteaching), extended day/time, and common intervention instruction blocks. Cost includes wages and benefits and allows for substitute costs.	Academic Support Program	Tier 2	Monitor	08/20/2018	06/14/2019	\$313443	Section 31a, Title I Part A	Title I, Part A and 31-a (At Risk) Certified Intervention Teachers, State & Federal Program Coordinator, Principal

Activity - Language Arts Intervention Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Beaverton Elementary School

<p>K - 3 grade language arts intervention instruction will be provided for non-proficient students a minimum of 30 minutes per day. Teaching staff will group students based on academics need as determined by analysis of national, state, and local data including needs assessments, formative assessments, and benchmark assessments. K - 3rd grade students who have met proficiency expectations will participate in enrichment/extension activities during these intervention blocks. K-3 interventions will utilize the Fountas &amp; Pinnell Leveled Literacy Intervention System with struggling readers as evidenced by the Title 1 needs assessment. Daily take-home books for the LLI System must be purchased to implement this activity to fidelity.</p> <p>4 - 6th grade students will receive additional minutes of intervention instruction with increased intensity based on need determined by formative data through progress monitoring. Additional minutes may be provided through extended day tutoring, outside of core instruction tutoring, small group instruction, and coordination with SPARKS.</p>	Academic Support Program	Tier 2	Monitor	08/20/2018	06/14/2019	\$1750	Title I Part A	K-6 teaching staff, Principal
<p>Activity - Academic Support Services - Title I and 31A (At Risk) Certified Intervention Paraprofessionals</p>	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will provide 1 - 0.5 FTE Title 1, Part A Intervention Instructional Paraprofessionals for grades K - 3rd (Elementary) and 1 - 0.5 FTE 31A (At Risk) Instructional Paraprofessional for grades K-3rd (Elementary). These instructional assistants will assist, during part of their instructional time, in providing language arts instruction during common intervention groups (SMILE clubs). Cost includes wages and benefits and estimated allocation for substitute costs.</p>	Academic Support Program	Tier 2	Monitor	08/20/2018	06/14/2019	\$26542	Title II Part A, Section 31a	Instructional Paraprofessionals, State & Federal Program Coordinator, Literacy Coach, Principal

### Strategy 2:

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

**School Improvement Plan**

Beaverton Elementary School

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).	Teacher Collaboration, Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/20/2018	06/14/2019	\$0	No Funding Required	K-6 staff. itinerant staff, Principal

**Measurable Objective 3:**

A 50% increase of Bottom 30% students will collaborate to successfully increase achievement levels (show growth) in English Language Arts by 06/14/2019 as measured by progress monitoring.

**Strategy 1:**

Language Arts 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 Language Arts.

Category: English/Language Arts

Research Cited: <http://www.edmentum.com/solutions/credit-recovery>; Credit Recovery INFORMATIONAL BRIEF: A look at credit recovery programs across the United States. Prepared by the New York Comprehensive Center Educational Technology.

Tier: Tier 3

Activity - Tier III Tutoring and Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beaverton Elementary School will provide opportunities through its 31-a programming for select teachers to work with students at risk of failure during extended day opportunities in very intense (one-on-one / one-on-two) groups to address misconceptions and learning delays.	Academic Support Program	Tier 3	Monitor	08/20/2018	06/14/2019	\$500	Section 31a	Elementary teaching staff, Literacy Coach, Principal

**Goal 3: All students at Beaverton Elementary School will be proficient in science.**

## School Improvement Plan

Beaverton Elementary School

### Measurable Objective 1:

25% of Fifth grade students will demonstrate a proficiency score in Science by 06/21/2019 as measured by the State Science Assessment.

### Strategy 1:

Effective Science Instruction for All Students (Tier I) - All kindergarten through third grade core classroom teachers will provide direct instruction in science, utilizing higher order thinking skills and reading in the content areas, for a minimum of two (2) times per week for a minimum of 30 minutes.

4th - 6th grade classes will provide direct instruction in science daily for a minimum of 150 minutes per week to all students.

Category: Science

Research Cited: Fisher, Douglas and Frey, Nancy (2008). Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility.

Alexandria, VA: Association for Supervision and Curriculum Development.

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

Tier: Tier 1

Activity - Science Instruction Using Gradual Release of Responsibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All k-6th grade Science teachers will utilize the Gradual Release of Responsibility instructional model to plan and provide instruction to improve student performance in science..	Direct Instruction	Tier 1	Evaluate	08/20/2018	06/21/2019	\$0	No Funding Required	Kindergarten - 6th Grade Science Teachers, Principal
Activity - Cross-curricular Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 instruction will include use of both Nancy Boyle's and Cris Tovani's comprehension strategies, close reading techniques, Reading Apprenticeship strategies, and extended response tasks to reinforce reading and writing skills in all content areas. Beaverton Rural Schools will continue to build resource libraries of content appropriate literacy materials to encourage and support cross-curricular integration, especially for at-risk students.	Direct Instruction, Career Preparation /Orientation	Tier 1	Monitor	08/20/2018	06/21/2019	\$0	No Funding Required	Literacy Coach, Teachers, Principal
Activity - Data Drive Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Beaverton Elementary School

Beaverton Rural Schools will engage in the assessment of students according to the District Assessment Matrix. K-12 teachers will frequently analyze formative and benchmark assessment data including NWEA (MAP), State Assessment (KRA, M-STEP, SAT), MME, PSAT, DIBELS Reading & Math, BAS, and common assessments. Teachers will use the information to inform instruction, determine targets for intervention, evaluate instructional effectiveness, and monitor student progress.	Teacher Collaboration	Tier 1	Monitor	08/20/2018	06/21/2019	\$338	Title II Part A	Building Council Leaders, Principal, Teaching Staff
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 teaching staff will meet at least once each week during early release time. Students will be released 1 hour early each Wednesday. During that 1 hour every week, all teachers will be engaged in collaborative inquiry around student data, student learning, instructional best practices, student instructional needs, curriculum alignment, and instructional and curriculum adjustments to meet student needs. These PLC meetings will occur as grade levels, departments, or across grade and departments as needed based upon student and program information for that time span. Meeting notes will be submitted electronically to building leadership via the district shared document drive.	Teacher Collaboration	Tier 1	Monitor	08/20/2018	06/21/2019	\$0	No Funding Required	Title I staff, General & Special Education Teachers, Principal
Activity - Reflective Teaching Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 science teachers will utilize reflective teaching practices to continuously improve and develop their curriculum and instructional practices. Results from both quality, common summative assessments and formative assessments will be collaboratively analyzed during PLC and/or grade level/department meetings to inform both curriculum and instructional decisions.	Other - Reflective Teaching Practices	Tier 1	Monitor	08/20/2018	06/14/2019	\$0	No Funding Required	K-3 Teaching Staff, Principal
Activity - Science Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beaverton Elementary School will purchase Science Kits that Kindergarten - 6th grade teachers can use to implement the K-6 Science benchmarks and standards. These kits will include the lesson plans and materials necessary for this implementation.	Materials	Tier 1	Getting Ready	08/20/2018	06/21/2019	\$7000	Title V Part A-C	Principal, Science Curriculum Committee, K-6th grade Science Teachers

## School Improvement Plan

Beaverton Elementary School

### Strategy 2:

Incorporate Technology in Instructional Programming - Teachers will use Smartboards, mobile computer labs, tablets (if available), document cameras, mobile devices (if available), and other emerging technology to provide effective science instruction, including addressing various learning styles.

Category: Science

Research Cited: Dean, Hubbell, Pitler, and Stone (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition. Denver, CO: Mid-continent Research for Education and Learning.

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 - Incorporate Technology in Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 teaching staff 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, I-pad and I-phone apps, and other web-based resources). The district will continue to increase device to pupil ratios as funding and resources allow to maximize the system's ability to provide technological integration into the curriculum. For 2018-2019 a minimum goal is to increase by 30 chromebook devices at the Elementary.	Technology	Tier 1	Monitor	08/20/2018	06/21/2019	\$2300	Title V Part A-C	K-6 teaching staff, Principal
Activity - Google Tools Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Focus: In this 3-hour session participants will explore the many facets of Google Apps for Education and learn best practice implementation techniques. Instruction will be designed to meet the needs of both beginning and experienced users looking to maximize the power of Google as a dynamic resource for efficiency, collaboration, and engagement. Teachers will set up Google Classroom and investigate Google Sites as an option for creating a classroom web presence.  Outcome: Each teacher will develop a personal plan for using Google Tools to enhance their instruction.	Technology	Tier 1	Implement	08/20/2018	06/14/2019	\$0	No Funding Required	K-6 teaching staff, Principal

### Strategy 3:

Professional Learning - K-6 teachers will participate in on-going, systemic professional development.

Category: Other - Professional Learning

## School Improvement Plan

Beaverton Elementary School

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 MI-CSI 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. Dates are: December 12, 2018, January 29, February 26, March 18, April 23, and May 21, 2019	Professional Learning	Tier 1	Monitor	08/20/2018	06/14/2019	\$250	Title II Part A	School Improvement Leadership, Principal, State & Federal Programs Coordinator, Literacy Coach
Activity - Michigan Association for Computer Users in Learning (MACUL) Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The K-6 technology instructor will attend the MACUL annual conference on March 20-22 in Detroit, MI to receive training on best practices in technology instruction.	Professional Learning	Tier 1	Evaluate	08/20/2018	06/14/2019	\$1335	Title II Part A	Elementary Technology Instructor, Principal
Activity - MI-STAR Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Beaverton Elementary School

MI-STAR Academy training for one 6th grade science instructor in 2018. 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 grade by the 2019-2020 school year, and 2) a fully trained science instructor in 6th grade, who is prepared to begin implementation of the MI-STAR curriculum in the 2018-2019 school year and beyond.	Professional Learning	Tier 1	Evaluate	08/20/2018	06/14/2019	\$445	Title II Part A	6th Grade Science Teacher, Principal
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### Measurable Objective 2:

25% of Fifth grade students will demonstrate a proficiency score in Science by 06/30/2024 as measured by State Assessment.

### Strategy 1:

Science Instruction for Struggling Students - Science teaching staff will identify students not meeting the core academic expectation through At-Risk Eligibility Worksheets, Title 1 Needs Assessments, 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: Learning Support Systems

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 - 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	08/20/2018	06/14/2019	\$250	Section 31a	Intervention Teachers, State & Federal Programs Coordinator, Literacy Coach, Principal

### Strategy 2:

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.

## School Improvement Plan

Beaverton Elementary School

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).	Teacher Collaboration, Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/20/2018	06/14/2019	\$0	No Funding Required	K-6 teaching staff, Principal

## Goal 4: All students at Beaverton Elementary School will be proficient in social studies.

### Measurable Objective 1:

25% of Fifth grade students will demonstrate a proficiency score in Social Studies by 06/30/2024 as measured by the State Social Studies Assessment.

### Strategy 1:

Effective Social Studies Instruction for All Student (Tier I) - All kindergarten through third grade core classroom teachers will provide direct instruction in social studies, utilizing higher order thinking skills and reading in the content areas, for a minimum of two (2) times per week for a minimum of 30 minutes.

4th - 6th grade classes will provide direct instruction in social studies for a minimum of 150 minutes per week to all students.

Category: Social Studies

Research Cited: Fisher, Douglas and Frey, Nancy (2008). Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. Alexandria, VA: Association for Supervision and Curriculum Development.

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

# School Improvement Plan

Beaverton Elementary School

Tier: Tier 1

Activity - Data Driven Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 instruction will include use of both Nancy Boyle's and Cris Tovani's comprehension strategies, close reading techniques, Reading Apprenticeship strategies, and extended response tasks to reinforce reading and writing skills in all content areas. Beaverton Rural Schools will continue to build resource libraries of content appropriate literacy materials to encourage and support cross-curricular integration, especially for at-risk students.	Direct Instruction	Tier 1	Monitor	08/20/2018	06/21/2019	\$0	No Funding Required	Literacy Coach, All Teachers, Principal
Activity - Social Studies Instruction Using Gradual Release of Responsibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Social Sciences teachers will utilize the Gradual Release of Responsibility instructional model to plan and provide instruction to improve student performance in the social sciences using grade level/course MC3 curriculum units.	Direct Instruction	Tier 1	Evaluate	08/20/2018	06/21/2019	\$0	No Funding Required	Kindergarten - 6th grade Social Studies Teachers, Principal
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 teaching staff will meet at least once each week during early release time. Students will be released 1 hour early each Wednesday. During that 1 hour every week, all teachers will be engaged in collaborative inquiry around student data, student learning, instructional best practices, student instructional needs, curriculum alignment, and instructional and curriculum adjustments to meet student needs. These PLC meetings will occur as grade levels, departments, or across grade and departments as needed based upon student and program information for that time span. Meeting notes will be submitted electronically to building leadership via the district shared document drive.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/20/2018	06/21/2019	\$0	No Funding Required	All teaching staff, Principal, Literacy Coach, Math Coach, State & Federal Programs Coordinator, Special Education Director
Activity - Reflective Teaching Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Beaverton Elementary School

K-6 social science teachers will utilize reflective teaching practices to continuously improve and develop their curriculum and instructional practices. Results from both quality, common summative assessments and formative assessments will be collaboratively analyzed during PLC and/or grade level/department meetings to inform both curriculum and instructional decisions.	Curriculum Development	Tier 1	Monitor	08/20/2018	06/14/2019	\$0	No Funding Required	K-6 Social Studies teachers, Principal
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### Strategy 2:

Professional Learning - Teachers will participate in on-going, systemic professional development.

Category: Social Studies

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 2

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 MI-CSI 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. Dates are: December 12, 2018, January 29, February 26, March 18, April 23, and May 21, 2019	Professional Learning	Tier 1	Monitor	08/20/2018	06/14/2019	\$250	Title II Part A	School Improvement Leaders, Literacy Coach, State & Federal Programs Coordinator, Principal

Activity - MAS/FPS Fall Director's Conference Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Beaverton Elementary School

The district State & Federal Programs Coordinator will attend the MAS/FPS Fall Director's Conference. Conferences will focus on best practice strategies for programming.	Professional Learning	Tier 1	Monitor	10/02/2018	10/04/2018	\$712	General Fund	State & Federal Program Coordinator
<b>Activity - MEMSPA Conference for Elementary Principal Professional Learning</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Elementary Principal will attend the annual MEMSPA conference in Traverse City on December 5-7, 2018. Information will be brought back to district to improve instructional effectiveness at the elementary building.	Professional Learning	Tier 1	Monitor	12/05/2018	12/07/2018	\$648	General Fund	Principal
<b>Activity - Central Area Title 1 Council and MDE Consultation Professional Learning</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The district State & Federal programs coordinator and instructional early literacy coach will attend the Central Area Title 1 Council meetings and MDE consultations on October 12, December 14, 2018, February 22, and May 3, 2019, at GIRESD (Winding Brook). Information will be used to create Beaverton district systems for instructional support and compliance with state & federal laws.	Professional Learning	Tier 1	Monitor	08/21/2018	06/05/2019	\$206	General Fund	State & Federal Programs Coordinator, Literacy Coach

### Strategy 3:

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

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

<b>Activity - Incorporate Technology in Classroom Instruction</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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## School Improvement Plan

Beaverton Elementary School

K-6 teaching staff will utilize technology in social science instruction by including online resources in lessons (i.e. Discovery Learning, Virtual Field Trips, web-based activities tied to social studies, Ipad and Iphone apps, and other webbased resources). The district will continue to increase device to pupil ratios as funding and resources allow to maximize the system's ability to provide technological integration into the curriculum. For 2018-2019 a minimum goal is to increase by 30 chromebook devices at the Elementary.	Technology	Tier 1	Monitor	08/20/2018	06/14/2019	\$2300	Title V Part A-C	K-6 teaching staff, Principal
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Activity - Google Tools Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Focus: In this 3-hour session participants will explore the many facets of Google Apps for Education and learn best practice implementation techniques. Instruction will be designed to meet the needs of both beginning and experienced users looking to maximize the power of Google as a dynamic resource for efficiency, collaboration, and engagement. Teachers will set up Google Classroom and investigate Google Sites as an option for creating a classroom web presence. Outcome: Each teacher will develop a personal plan for using Google Tools to enhance their instruction.	Professional Learning	Tier 1	Implement	08/20/2018	06/14/2019	\$0	No Funding Required	K-6 teachers, Principal

### Measurable Objective 2:

25% of Fifth grade students will demonstrate a proficiency score in Social Studies by 06/30/2024 as measured by State Assessment.

### Strategy 1:

Social Studies Instruction for Struggling Students - District staff will identify students not meeting the core academic expectation through At-Risk Eligibility Worksheets, Title 1 Needs Assessments, 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: Learning Support Systems

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.

Tier: Tier 2

Activity - Social Studies Intervention Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Beaverton Elementary School

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	08/20/2018	06/14/2019	\$250	Section 31a	Intervention Teachers, State & Federal Programs Coordinator
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### Strategy 2:

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
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).	Academic Support Program	Tier 2	Implement	08/20/2018	06/14/2019	\$0	No Funding Required	K-6 teaching staff, Principal

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

**Measurable Objective 1:**

collaborate to have an average of 90% of all students report positive student relationships and support by 06/30/2024 as measured by the Student Perception Survey .

**Strategy 1:**

Effective Behavioral, Social, & Emotional Intervention and Support for All Students - Beaverton Elementary School will use a MTSS (Multi-Tiered Systems 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

Activity - Conscious Discipline	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff of Beaverton Elementary School will implement the Conscious Discipline framework to support the establishment of effective relationships with students. On an as needed basis, Kendra Tomaski-Curtiss will be utilized during staff meetings, PLC times, or professional learning opportunities to provide consultation and coaching.	Behavioral Support Program	Tier 1	Implement	08/20/2018	06/21/2019	\$0	No Funding Required	K-6 instructional staff, Principal

Activity - Positive Behavior Intervention & Supports (PBIS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beaverton 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.	Behavioral Support Program	Tier 1	Implement	08/20/2018	06/21/2019	\$0	No Funding Required	K-6 instructional staff, Principal, Student Success Coordinator

Activity - Community and Family Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Beaverton Elementary School

<p>Elementary staff will encourage community engagement in all learning through a variety of activities and strategies. These may include: Open House, Parent/Teacher conferences, DARE program, Career Day, Community/Family Presentations &amp; Guest Speakers (Bike Safety, Unstoppable You, Bird Man), Art Fair, Science Fair, Frequent communication (i.e. use of school messenger, Skyward notifications, Newsletters, Progress Reports, etc.), and use of Community Volunteers.</p> <p>In addition, elementary staff will promote learning in specific content areas through a variety of activities. These will include:  <b>MATH:</b> Community/Family Math Night, Sending home curriculum information regularly, Summer Learning packets  <b>READING:</b> Community/Family Reading Night, Sending home curriculum information regularly, Summer Learning packets</p> <p>Finally, staff will develop strategies to increase community and family understanding of student data and achievement through Educational Support Team (EST) meetings, new student orientations, hosting a Data Explanations Night, progress reports, and other regular written communication methods.</p>	Parent Involvement, Community Engagement	Tier 1	Monitor	08/20/2018	06/14/2019	\$2800	Title I Part A	Teaching Staff, State & Federal Program Coordinator, Literacy Coach, Principal
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Activity - Second Step Social Emotional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 classroom teachers will implement the Second Step SEL Program to provide daily Tier 1 lessons in Social Emotional learning. The Second Step program features tools, teaching aids, activity guides, and resources for classroom teachers to ensure successful social-emotional skills instruction. In addition to the classroom materials, teacher may utilize online resources to help plan lessons, gain training, and communicate with families.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/20/2018	06/14/2019	\$7844	Section 31a	K-6 teaching staff, Principal

### Strategy 2:

Effective Social-Emotional Intervention and Support for Struggling Learners - Beaverton Elementary 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 - Student Success Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Beaverton Elementary School

Beaverton Elementary School will utilize a Student Success Specialists to provide Tier 2 and Tier 3 support for identified at-risk students. Beaverton Elementary's Student Support Specialist will focus on providing positive behavior intervention supports at Tier II and Tier III for identified at-risk students, assist those students in reaching both academic and behavioral proficiency, and empower families to support their children's success in school.	Behavioral Support Program	Tier 2	Evaluate	08/20/2018	06/07/2019	\$59486	Section 31a	Elementary Student Success Specialist, Principal
<b>Activity - Services to Homeless Students &amp; Families</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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-6 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.	Academic Support Program, Behavioral Support Program	Tier 2	Evaluate	08/20/2018	06/14/2019	\$15637	Title I Part A	K-6 staff, McKinney-Vento Certified Homeless Liaison, Principal
<b>Activity - Part-time School Nurse</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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.	Behavioral Support Program, Other - Health Services	Tier 2	Evaluate	08/20/2018	06/14/2019	\$0	General Fund	K-12 part-time contracted school nurse, Principals, Superintendent
<b>Activity - Educational Support Teams (EST)</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Beaverton Elementary 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).	Teacher Collaboration, Academic Support Program, Behavioral Support Program	Tier 2		08/20/2018	06/14/2019	\$0	No Funding Required	K-6 teaching staff, Literacy Coach, State & Federal Programs Coordinator, Principal
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### Strategy 3:

Effective Social-Emotional Intervention and Supports Professional Learning - Beaverton Elementary School 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 - Mindfulness Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
11 teachers will take the Mindfulness Fundamentals six-week on-line course. The course learning includes the basics of mindfulness meditation through a series of videos, readings, reflections, and guided mindfulness practices. This course also covers current scientific research on mindfulness and the brain, emotion regulation, and compassion. The course is facilitated by a highly experienced Guiding Teacher who directs the learning process by answering questions, providing ongoing feedback, and synthesizing emerging themes (www.mindfulness.org). The central objective of this course is to introduce participants to mindfulness meditation and help them cultivate a personal mindfulness practice.	Professional Learning	Tier 1	Getting Ready	08/20/2018	06/05/2019	\$2156	Title II Part A	K-6 instructional staff, Principal

Activity - Community and Family Engagement Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Beaverton Elementary School

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	08/20/2018	06/14/2019	\$0	No Funding Required	K-6 teaching staff, State & Federal Program Coordinator, Principal
<b>Activity - Full Scale Exercise Professional Learning</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
On August 23, 2018, all district staff will be involved in a full scale exercise professional learning day. The Full-Scale Exercise will test and evaluate functions of Beaverton Rural School District's Emergency Operations Plan (EOP) and operational capability of the emergency management system in an interactive manner. Participants will include policy makers, coordination planners, all District staff, operations personnel, and law enforcement/emergency responders. Participants will respond to exercise as if it is a real event. Staff will increase awareness of the emergency management program.	Professional Learning	Tier 1	Evaluate	08/23/2018	08/23/2018	\$0	No Funding Required	Superintendent, Principals
<b>Activity - Special Populations Conference Professional Learning</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The Certified Homeless Liaison will attend the Special Populations Conference. Focus: Conferences will focus on best practice strategies for programming. The district school improvement plan includes professional development activities in its social emotional goal and the conference focuses on best practices in providing organizational leadership that promotes the efficiency of the organization to meet the needs of homeless families and at-risk learners to accelerate and improve achievement.	Professional Learning	Tier 1	Evaluate	09/20/2018	09/21/2018	\$173	Title II Part A	Certified Homeless Liaison
<b>Activity - Crisis Prevention Institute (CPI Training) Professional Learning</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The crisis intervention team for Beaverton Elementary will attend an in-house, one-day professional learning refresher course on CPI. This program is considered the global standard for crisis prevention and intervention training. Following training, the team will continue to provide support and information to staff through staff meetings, collaboration at PLC time, and input during EST (Educational Support Team) meetings.	Professional Learning	Tier 1	Evaluate	08/20/2018	06/14/2019	\$979	Other	Crisis Prevention Team

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Conscious Discipline	All staff of Beaverton Elementary School will implement the Conscious Discipline framework to support the establishment of effective relationships with students. On an as needed basis, Kendra Tomaski-Curtiss will be utilized during staff meetings, PLC times, or professional learning opportunities to provide consultation and coaching.	Behavioral Support Program	Tier 1	Implement	08/20/2018	06/21/2019	\$0	K-6 instructional staff, Principal
Science Instruction Using Gradual Release of Responsibility	All k-6th grade Science teachers will utilize the Gradual Release of Responsibility instructional model to plan and provide instruction to improve student performance in science..	Direct Instruction	Tier 1	Evaluate	08/20/2018	06/21/2019	\$0	Kindergarten - 6th Grade Science Teachers, Principal
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).	Academic Support Program	Tier 2	Implement	08/20/2018	06/14/2019	\$0	K-6 teaching staff, Principal

## School Improvement Plan

Beaverton Elementary School

Reflective Teaching Practices	K-6 language arts teachers will utilize reflective teaching practices to continuously improve and develop their curriculum and instructional practices. Results from both quality, common summative assessments and formative assessments will be collaboratively analyzed during PLC and/or grade level/department meetings to inform both curriculum and instructional decisions.	Curriculum Development	Tier 1	Monitor	08/20/2018	06/14/2019	\$0	K-6 teaching staff, Principal
Data Driven Instruction	K-6 instruction will include use of both Nancy Boyle's and Cris Tovani's comprehension strategies, close reading techniques, Reading Apprenticeship strategies, and extended response tasks to reinforce reading and writing skills in all content areas. Beaverton Rural Schools will continue to build resource libraries of content appropriate literacy materials to encourage and support cross-curricular integration, especially for at-risk students.	Direct Instruction	Tier 1	Monitor	08/20/2018	06/21/2019	\$0	Literacy Coach, All Teachers, Principal
Positive Behavior Intervention & Supports (PBIS)	Beaverton 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.	Behavioral Support Program	Tier 1	Implement	08/20/2018	06/21/2019	\$0	K-6 instructional staff, Principal, Student Success Coordinator
Google Tools Professional Learning	Focus: In this 3-hour session participants will explore the many facets of Google Apps for Education and learn best practice implementation techniques. Instruction will be designed to meet the needs of both beginning and experienced users looking to maximize the power of Google as a dynamic resource for efficiency, collaboration, and engagement. Teachers will set up Google Classroom and investigate Google Sites as an option for creating a classroom web presence. Outcome: Each teacher will develop a personal plan for using Google Tools to enhance their instruction.	Professional Learning	Tier 1	Implement	08/20/2018	06/14/2019	\$0	Teaching Staff, Principal

# School Improvement Plan

Beaverton Elementary School

Language Arts Instruction Using Gradual Release of Responsibility	All ELA teachers will utilize the Gradual Release of Responsibility instructional model to plan and provide instruction to improve student performance in language arts. K-6 teachers will incorporate a balanced literacy framework for ELA instruction which includes the following components: read aloud, guided reading, shared reading, independent reading, reading/writing conferences, interactive writing, shared writing and word study.	Direct Instruction	Tier 1	Monitor	08/20/2018	06/21/2019	\$0	All Teaching Staff, Literacy Coach, Building Principal
Social Studies Instruction Using Gradual Release of Responsibility	All Social Sciences teachers will utilize the Gradual Release of Responsibility instructional model to plan and provide instruction to improve student performance in the social sciences using grade level/course MC3 curriculum units.	Direct Instruction	Tier 1	Evaluate	08/20/2018	06/21/2019	\$0	Kindergarten - 6th grade Social Studies Teachers, Principal
Cross-curricular Integration	K-6 teachers will use the comprehension strategies from Nancy Boyle, close reading (especially in Problem Solving), K-5 MathStart books, and extended response tasks to reinforce reading and writing skills in Mathematics.	Direct Instruction	Tier 1	Monitor	08/20/2018	06/21/2019	\$0	Literacy Coach, all Teachers and Principal
Cross-curricular Integration	K-6 instruction will include use of both Nancy Boyle's and Cris Tovani's comprehension strategies, close reading techniques, Reading Apprenticeship strategies, and extended response tasks to reinforce reading and writing skills in all content areas.	Direct Instruction	Tier 1	Monitor	08/20/2018	06/14/2019	\$0	K-6 teaching staff, Principal
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	Teacher Collaboration, Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/20/2018	06/14/2019	\$0	Teaching staff, Principal, State & Federal Programs Coordinator, Literacy Coach, School Psychologist, School Social Worker, Speech & Language Pathologists, Occupational Therapist

# School Improvement Plan

Beaverton Elementary School

<p>1-Hour Monthly Staff Professional Learning</p>	<p>K-6 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. This professional learning will include (in part) facilitation by the math curriculum lead to learn and develop skills and instructional strategies for teaching student-centered mathematics. Professional learning will include a book study of Math in Practice: A Guide for Teachers. The Guide for Teachers lays out big ideas in best-practice math instruction, including topics such as math talk, modeling, and differentiation. Topics addressed include: 1) Asking questions that stimulate student thinking, 2) Making sense of and connections between mathematical ideas, 3) Using representations and models effectively, 4) Helping students communicate about math, and 5) Learning from meaningful formative assessment.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/20/2018</p>	<p>06/14/2019</p>	<p>\$0</p>	<p>Principal, Instructional staff</p>
<p>Google Tools Professional Learning</p>	<p>Focus: In this 3-hour session participants will explore the many facets of Google Apps for Education and learn best practice implementation techniques. Instruction will be designed to meet the needs of both beginning and experienced users looking to maximize the power of Google as a dynamic resource for efficiency, collaboration, and engagement. Teachers will set up Google Classroom and investigate Google Sites as an option for creating a classroom web presence. Outcome: Each teacher will develop a personal plan for using Google Tools to enhance their instruction.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/20/2018</p>	<p>06/14/2019</p>	<p>\$0</p>	<p>K-6 teachers, Principal</p>
<p>Educational Support Teams (EST)</p>	<p>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).</p>	<p>Teacher Collaboration, Academic Support Program, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/20/2018</p>	<p>06/14/2019</p>	<p>\$0</p>	<p>K-6 staff, itinerant staff, Principal</p>

## School Improvement Plan

Beaverton Elementary School

Professional Learning Communities	K-6 teaching staff will meet at least once each week during early release time. Students will be released 1 hour early each Wednesday. During that 1 hour every week, all teachers will be engaged in collaborative inquiry around student data, student learning, instructional best practices, student instructional needs, curriculum alignment, and instructional and curriculum adjustments to meet student needs. These PLC meetings will occur as grade levels, departments, or across grade and departments as needed based upon student and program information for that time span. Meeting notes will be submitted electronically to building leadership via the district shared document drive.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/20/2018	06/21/2019	\$0	All teaching staff, Principal, Literacy Coach, Math Coach, State & Federal Programs Coordinator, Special Education Director
Reflective Teaching Practices	K-6 science teachers will utilize reflective teaching practices to continuously improve and develop their curriculum and instructional practices. Results from both quality, common summative assessments and formative assessments will be collaboratively analyzed during PLC and/or grade level/department meetings to inform both curriculum and instructional decisions.	Other - Reflective Teaching Practices	Tier 1	Monitor	08/20/2018	06/14/2019	\$0	K-3 Teaching Staff, Principal
Reflective Teaching Practices	K-6 social science teachers will utilize reflective teaching practices to continuously improve and develop their curriculum and instructional practices. Results from both quality, common summative assessments and formative assessments will be collaboratively analyzed during PLC and/or grade level/department meetings to inform both curriculum and instructional decisions.	Curriculum Development	Tier 1	Monitor	08/20/2018	06/14/2019	\$0	K-6 Social Studies teachers, Principal
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	08/20/2018	06/14/2019	\$0	K-6 teaching staff, State & Federal Program Coordinator, Principal

## School Improvement Plan

Beaverton Elementary School

Professional Learning Communities	K-12 teaching staff will meet at least once each week during early release time. Students will be released 1 hour early each Wednesday. During that 1 hour every week, all teachers will be engaged in collaborative inquiry around student data, student learning, instructional best practices, student instructional needs, curriculum alignment, and instructional and curriculum adjustments to meet student needs. These PLC meetings will occur as grade levels, departments, or across grade and departments as needed based upon student and program information for that time span. Meeting notes will be submitted electronically to building leadership via the district shared document drive.	Teacher Collaboration	Tier 1	Monitor	08/20/2018	06/21/2019	\$0	Title I staff, General & Special Education Teachers, Principal
Full Scale Exercise Professional Learning	On August 23, 2018, all district staff will be involved in a full scale exercise professional learning day. The Full-Scale Exercise will test and evaluate functions of Beaverton Rural School District's Emergency Operations Plan (EOP) and operational capability of the emergency management system in an interactive manner. Participants will include policy makers, coordination planners, all District staff, operations personnel, and law enforcement/emergency responders. Participants will respond to exercise as if it is a real event. Staff will increase awareness of the emergency management program.	Professional Learning	Tier 1	Evaluate	08/23/2018	08/23/2018	\$0	Superintendent, Principals
Data Driven Instruction	Beaverton Rural Schools will engage in the assessment of students according to the District Assessment Matrix. Substitute teachers will be provided for K-5 classroom teachers to allow release time to administer assessments which require one-on-one testing. K-6 teachers will frequently analyze formative and benchmark assessment data including NWEA (MAP), State Assessment (MSTEP), SAT, PSAT, DIBELS Reading, BAS Text Leveling, and common assessments. Teachers will use the information to inform instruction, determine targets for intervention, evaluate instructional effectiveness, and monitor student progress	Other - Assessment & Data	Tier 1	Monitor	08/20/2018	06/14/2019	\$0	K-6 teaching staff, Principal

**School Improvement Plan**

Beaverton Elementary School

<p>Professional Learning Academies</p>	<p>K-6 teachers will engage in 4, 1/2 day professional learning opportunities in order to utilize the backward design process to continuously improve and develop instructional practices, instructional programming, and curriculum. Specific 2018 - 2019 activities include: Emphasis will be on instructional frameworks (Gradual Release of Responsibility, Balanced Mathematics), High Quality Mathematics Instruction, Collaborative Learning, Effective Questioning &amp; Feedback and Student Engagement). Session outcomes will be development and improvement of quality course assessments based on standards and then backwards planning for instruction including development of unit plans. Training will be facilitated by district leadership team members.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/20/2018</p>	<p>06/14/2019</p>	<p>\$0</p>	<p>K-6 teaching staff, Literacy Coach, Vice-Principal, Principal</p>
<p>Data Driven Instruction</p>	<p>Beaverton Rural Schools will engage in the assessment of students according to the District Assessment Matrix. K-12 teachers will frequently analyze formative and benchmark assessment data including NWEA (MAP), State Assessment (KRA, M-STEP, SAT), MME, PSAT, DIBELS Reading &amp; Math, BAS, and common assessments. Teachers will use the information to inform instruction, determine targets for intervention, evaluate instructional effectiveness, and monitor student progress.  Progress monitoring using Daily Math Review (DMR) information and unit math assessment results will be submitted by K-12 mathematics instructors to the district leadership mathematics representative for monthly review by the District Leadership Team.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/20/2018</p>	<p>06/14/2019</p>	<p>\$0</p>	<p>K-6 Teaching Staff, Principal</p>

## School Improvement Plan

Beaverton Elementary School

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).	Teacher Collaboration, Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/20/2018	06/14/2019	\$0	K-6 teaching staff, Principal
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).	Teacher Collaboration, Academic Support Program, Behavioral Support Program	Tier 2		08/20/2018	06/14/2019	\$0	K-6 teaching staff, Literacy Coach, State & Federal Programs Coordinator, Principal
Professional Learning Communities	Kindergarten - 6th grade teaching staff will meet at least once each week during early release time. Students will be released 1 hour early each Wednesday. During that 1 hour every week, all teachers will be engaged in collaborative inquiry around student data, student learning, instructional best practices, student instructional needs, curriculum alignment, and instructional and curriculum adjustments to meet student needs. These PLC meetings will occur as grade levels, departments, or across grade and departments as needed based upon student and program information for that time span. Meeting notes will be submitted electronically to building leadership via the district shared document drive.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	08/21/2017	06/15/2018	\$0	Teaching Staff and Principal

## School Improvement Plan

Beaverton Elementary School

Professional Learning Academies	K-6 teachers will engage in 4, 1/2 day professional learning opportunities in order to utilize the backward design process to continuously improve and develop instructional practices, instructional programming, and curriculum. Specific 2018 - 2019 activities include: Emphasis will be on instructional frameworks (Gradual Release of Responsibility, Balanced Mathematics), High Quality Mathematics Instruction, Collaborative Learning, Effective Questioning & Feedback and Student Engagement). Session outcomes will be development and improvement of quality course assessments based on standards and then backwards planning for instruction including development of unit plans. Training will be facilitated by district leadership team members.	Professional Learning	Tier 1	Implement	08/20/2018	06/14/2019	\$0	K-6 teaching staff, Principal
1-Hour Monthly Staff Professional Learning	K-6 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	Tier 1	Implement	08/20/2018	06/14/2019	\$0	K-6 teaching staff, Literacy Coach, State & Federal Program Coordinator, Vice-Principal, Principal
Cross-curricular Integration	K-6 instruction will include use of both Nancy Boyle's and CrisTovani's comprehension strategies, close reading techniques, Reading Apprenticeship strategies, and extended response tasks to reinforce reading and writing skills in all content areas. Beaverton Rural Schools will continue to build resource libraries of content appropriate literacy materials to encourage and support cross-curricular integration, especially for at-risk students.	Direct Instruction, Career Preparation /Orientation	Tier 1	Monitor	08/20/2018	06/21/2019	\$0	Literacy Coach, Teachers, Principal

## School Improvement Plan

Beaverton Elementary School

Mathematics Instruction Using Gradual Release of Responsibility	Kindergarten - 6th grade classroom teachers will provide effective Tier I Balanced Mathematics instruction daily for a minimum of 60 minutes. Teaching staff will utilize the Gradual Release of Responsibility model when preparing lessons. Teachers will also conduct benchmark universal screenings (ex. MAP, DIBELS-Math, etc.), input the data into the data warehouse, integrate it with other sources of data, and prepare appropriate reports for data analysis to drive further instruction.	Direct Instruction	Tier 1	Implement	08/20/2018	06/21/2019	\$0	K - 6th Grade Math Teachers, Title I Teachers, Principal
Google Tools Professional Learning	Focus: In this 3-hour session participants will explore the many facets of Google Apps for Education and learn best practice implementation techniques. Instruction will be designed to meet the needs of both beginning and experienced users looking to maximize the power of Google as a dynamic resource for efficiency, collaboration, and engagement. Teachers will set up Google Classroom and investigate Google Sites as an option for creating a classroom web presence. Outcome: Each teacher will develop a personal plan for using Google Tools to enhance their instruction.	Professional Learning	Tier 1	Implement	08/20/2018	06/14/2019	\$0	K-6 teaching staff, Principal
Google Tools Professional Learning	Focus: In this 3-hour session participants will explore the many facets of Google Apps for Education and learn best practice implementation techniques. Instruction will be designed to meet the needs of both beginning and experienced users looking to maximize the power of Google as a dynamic resource for efficiency, collaboration, and engagement. Teachers will set up Google Classroom and investigate Google Sites as an option for creating a classroom web presence. Outcome: Each teacher will develop a personal plan for using Google Tools to enhance their instruction.	Technology	Tier 1	Implement	08/20/2018	06/14/2019	\$0	K-6 teaching staff, Principal
Reflective Teaching Practices	K-6 mathematics teachers will utilize reflective teaching practices to continuously improve and develop their curriculum and instructional practices. Results from both quality, common summative assessments and formative assessments will be collaboratively analyzed during PLC and/or grade level/department meetings to inform both curriculum and instructional decisions.	Other - Reflective Teaching Practices	Tier 1	Monitor	08/20/2018	06/14/2019	\$0	K-6 Teaching Staff, Principal

**School Improvement Plan**

Beaverton Elementary School

**Title I Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Language Arts Intervention Instruction	K - 3 grade language arts intervention instruction will be provided for non-proficient students a minimum of 30 minutes per day. Teaching staff will group students based on academics need as determined by analysis of national, state, and local data including needs assessments, formative assessments, and benchmark assessments. K - 3rd grade students who have met proficiency expectations will participate in enrichment/extension activities during these intervention blocks. K-3 interventions will utilize the Fountas & Pinnell Leveled Literacy Intervention System with struggling readers as evidenced by the Title 1 needs assessment. Daily take-home books for the LLI System must be purchased to implement this activity to fidelity. 4 - 6th grade students will receive additional minutes of intervention instruction with increased intensity based on need determined by formative data through progress monitoring. Additional minutes may be provided through extended day tutoring, outside of core instruction tutoring, small group instruction, and coordination with SPARKS.	Academic Support Program	Tier 2	Monitor	08/20/2018	06/14/2019	\$1750	K-6 teaching staff, Principal
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-6 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.	Academic Support Program, Behavioral Support Program	Tier 2	Evaluate	08/20/2018	06/14/2019	\$15637	K-6 staff, McKinney-Vento Certified Homeless Liaison, Principal

**School Improvement Plan**

Beaverton Elementary School

<p>Academic Support Services - Title I and 31A (At Risk) Certified Intervention Teachers</p>	<p>The district will provide 3.0 FTE Title 1, Part A for grades K-3. These teachers will provide, for part of their instructional day, direct mathematics instruction in intervention groups for the most at-risk students. They will 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, push in (small groups, team instruction), pull out (small groups, reteaching), extended day/time, and common intervention instruction blocks. Cost includes wages and benefits and allocates for estimated substitute costs.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/20/2018</p>	<p>06/14/2019</p>	<p>\$192000</p>	<p>Title I, Part A and 31A (At Risk) Certified Intervention Teachers, State &amp; Federal Programs Coordinator , Principal</p>
<p>Academic Support Services - Title I and 31A (At Risk) Certified Intervention Teachers</p>	<p>The district will provide 3.0 FTE Title 1, Part A and 1.0 FTE 31-A Certified Intervention Teachers for grades K-6th (Elementary). These teachers will provide, for part of their instructional day, direct language arts instruction in intervention groups for the most at-risk students of each grade level. They will 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, push in (small groups, team instruction), pull out (small groups, reteaching), extended day/time, and common intervention instruction blocks. Cost includes wages and benefits and allows for substitute costs.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/20/2018</p>	<p>06/14/2019</p>	<p>\$235083</p>	<p>Title I, Part A and 31-a (At Risk) Certified Intervention Teachers, State &amp; Federal Program Coordinator , Principal</p>

## School Improvement Plan

Beaverton Elementary School

Community and Family Engagement	<p>Elementary staff will encourage community engagement in all learning through a variety of activities and strategies. These may include: Open House, Parent/Teacher conferences, DARE program, Career Day, Community/Family Presentations &amp; Guest Speakers (Bike Safety, Unstoppable You, Bird Man), Art Fair, Science Fair, Frequent communication (i.e. use of school messenger, Skyward notifications, Newsletters, Progress Reports, etc.), and use of Community Volunteers.</p> <p>In addition, elementary staff will promote learning in specific content areas through a variety of activities. These will include:  <b>MATH:</b> Community/Family Math Night, Sending home curriculum information regularly, Summer Learning packets  <b>READING:</b> Community/Family Reading Night, Sending home curriculum information regularly, Summer Learning packets</p> <p>Finally, staff will develop strategies to increase community and family understanding of student data and achievement through Educational Support Team (EST) meetings, new student orientations, hosting a Data Explanations Night, progress reports, and other regular written communication methods.</p>	Parent Involvement, Community Engagement	Tier 1	Monitor	08/20/2018	06/14/2019	\$2800	Teaching Staff, State & Federal Program Coordinator, Literacy Coach, Principal
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### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Special Populations Conference Professional Learning	The Certified Homeless Liaison will attend the Special Populations Conference. Focus: Conferences will focus on best practice strategies for programming. The district school improvement plan includes professional development activities in its social emotional goal and the conference focuses on best practices in providing organizational leadership that promotes the efficiency of the organization to meet the needs of homeless families and at-risk learners to accelerate and improve achievement.	Professional Learning	Tier 1	Evaluate	09/20/2018	09/21/2018	\$173	Certified Homeless Liaison

## School Improvement Plan

Beaverton Elementary School

MI-STAR Professional Learning	MI-STAR Academy training for one 6th grade science instructor in 2018. 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 grade by the 2019-2020 school year, and 2) a fully trained science instructor in 6th grade, who is prepared to begin implementation of the MI-STAR curriculum in the 2018-2019 school year and beyond.	Professional Learning	Tier 1	Evaluate	08/20/2018	06/14/2019	\$445	6th Grade Science Teacher, Principal
Guided School Improvement Professional Learning	School Improvement Team leadership and building principals will attend MI-CSI 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. Dates are: December 12, 2018, January 29, February 26, March 18, April 23, and May 21, 2019	Professional Learning	Tier 1	Monitor	08/20/2018	06/14/2019	\$200	School Improvement Leadership, Principal
Guided School Improvement Professional Learning	School Improvement Team leadership and building principals will attend MI-CSI 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. Dates are: December 12, 2018, January 29, February 26, March 18, April 23, and May 21, 2019	Professional Learning	Tier 1	Monitor	08/20/2018	06/14/2019	\$250	School Improvement Leadership, Principal, State & Federal Programs Coordinator, Literacy Coach
Michigan Association for Computer Users in Learning (MACUL) Professional Learning	The K-6 technology instructor will attend the MACUL annual conference on March 20-22 in Detroit, MI to receive training on best practices in technology instruction.	Professional Learning	Tier 1	Evaluate	08/20/2018	06/14/2019	\$1335	Elementary Technology Instructor, Principal

## School Improvement Plan

Beaverton Elementary School

<p>Guided School Improvement Professional Learning</p>	<p>School Improvement Team leadership and building principals will attend MI-CSI 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. Dates are: December 12, 2018, &amp; January 29, February 26, March 18, April 23, and May 21, 2019</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/20/2018</p>	<p>06/14/2019</p>	<p>\$225</p>	<p>School Improvement Chairperson, Literacy Coach, State &amp; Federal Program Coordinator, Vice Principal, Principal</p>
<p>Guided School Improvement Professional Learning</p>	<p>School Improvement Team leadership and building principals will attend MI-CSI 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. Dates are: December 12, 2018, January 29, February 26, March 18, April 23, and May 21, 2019</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/20/2018</p>	<p>06/14/2019</p>	<p>\$250</p>	<p>School Improvement Leaders, Literacy Coach, State &amp; Federal Programs Coordinator, Principal</p>
<p>Literacy Coach</p>	<p>Instructional coaching will be provided by a certified Literacy Coach funded 0.34 through Title IIA and 0.66 through 31A funding to model and assist teaching staff in the achievement of best practices in the teaching of reading and language arts.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Evaluate</p>	<p>08/20/2018</p>	<p>06/21/2019</p>	<p>\$38750</p>	<p>Teaching staff, Literacy Coach, Principal</p>

## School Improvement Plan

Beaverton Elementary School

Mindfulness Professional Learning	11 teachers will take the Mindfulness Fundamentals six-week on-line course. The course learning includes the basics of mindfulness meditation through a series of videos, readings, reflections, and guided mindfulness practices. This course also covers current scientific research on mindfulness and the brain, emotion regulation, and compassion. The course is facilitated by a highly experienced Guiding Teacher who directs the learning process by answering questions, providing ongoing feedback, and synthesizing emerging themes ( <a href="http://www.mindfulness.org">www.mindfulness.org</a> ). The central objective of this course is to introduce participants to mindfulness meditation and help them cultivate a personal mindfulness practice.	Professional Learning	Tier 1	Getting Ready	08/20/2018	06/05/2019	\$2156	K-6 instructional staff, Principal
Academic Support Services - Title I and 31A (At Risk) Certified Intervention Paraprofessionals	The district will provide 1 - 0.5 FTE Title 1, Part A Intervention Instructional Paraprofessionals for grades K - 3rd (Elementary) and 1 - 0.5 FTE 31A (At Risk) Instructional Paraprofessional for grades K-3rd (Elementary). These instructional assistants will assist, during part of their instructional time, in providing language arts instruction during common intervention groups (SMILE clubs). Cost includes wages and benefits and estimated allocation for substitute costs.	Academic Support Program	Tier 2	Monitor	08/20/2018	06/14/2019	\$13271	Instructional Paraprofessionals, State & Federal Program Coordinator, Literacy Coach, Principal
Michigan Art Education Association Conference	K-6 Art Instructor will attend the Michigan Art Education Association State Conference in Kalamazoo on October 25-29 to receive training on literacy in art instruction.	Professional Learning	Tier 1	Evaluate	10/25/2018	10/28/2018	\$642	K-6 Art Instructor, Principal
Michigan Music Conference	One elementary music instructor will attend the Michigan Music Conference in Grand Rapids, Michigan on January 24-26, 2018. The conference will help advance the instructor's knowledge of music education strategies.	Professional Learning	Tier 1	Evaluate	01/24/2019	01/26/2019	\$678	K-6 Music Instructor, Principal

## School Improvement Plan

Beaverton Elementary School

Professional Learning Communities	K-12 teaching staff will meet at least once each week during early release time. Students will be released 1 hour early each Wednesday. During that hour every week, all teachers will be engaged in collaborative inquiry around student data, student learning, instructional best practices, student instructional needs, curriculum alignment, and instructional and curriculum adjustments to meet student needs. These PLC meetings will occur as grade levels, departments, or across grade and departments as needed based upon student and program information for that time span. Meeting notes will be submitted electronically to building leadership via the district shared document drive. K-5 PLC groups will also have access to professional learning through The Daily Cafe by the Instructional Early Literacy Coach. 6-12 World Language PLC will include a once per month study of text Book Love continuing from 2017-1018.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/20/2018	06/21/2019	\$69	K-6 teaching staff, Principal, Literacy Coach
Data Drive Instruction	Beaverton Rural Schools will engage in the assessment of students according to the District Assessment Matrix. K-12 teachers will frequently analyze formative and benchmark assessment data including NWEA (MAP), State Assessment (KRA, M-STEP, SAT), MME, PSAT, DIBELS Reading & Math, BAS, and common assessments. Teachers will use the information to inform instruction, determine targets for intervention, evaluate instructional effectiveness, and monitor student progress.	Teacher Collaboration	Tier 1	Monitor	08/20/2018	06/21/2019	\$338	Building Council Leaders, Principal, Teaching Staff
Michigan Reading Association State Conference	Members of the K-12 literacy task force will attend the Michigan Reading Association state conference during the 2018-2019 school year. Upon return to the district, they will share information with district and building leadership and the board of education, including new learned information and it's implication for the continued implementation of the District Literacy Profile. They will also share information, as appropriate, with staff to improve current instructional programs. Information will be shared in staff meetings, PLC meetings, school improvement meetings, etc.	Professional Learning	Tier 1	Monitor	08/20/2018	06/14/2019	\$775	Literacy Task Force Members, Literacy Coach, Principal

## School Improvement Plan

Beaverton Elementary School

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Part-time School Nurse	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.	Behavioral Support Program, Other - Health Services	Tier 2	Evaluate	08/20/2018	06/14/2019	\$0	K-12 part-time contracted school nurse, Principals, Superintendent
MEMSPA Conference for Elementary Principal Professional Learning	Elementary Principal will attend the annual MEMSPA conference in Traverse City on December 5-7, 2018. Information will be brought back to district to improve instructional effectiveness at the elementary building.	Professional Learning	Tier 1	Monitor	12/05/2018	12/07/2018	\$648	Principal
MAS/FPS Fall Director's Conference Professional Learning	The district State & Federal Programs Coordinator will attend the MAS/FPS Fall Director's Conference. Conferences will focus on best practice strategies for programming.	Professional Learning	Tier 1	Monitor	10/02/2018	10/04/2018	\$712	State & Federal Program Coordinator
Central Area Title 1 Council and MDE Consultation Professional Learning	The district State & Federal programs coordinator and instructional early literacy coach will attend the Central Area Title 1 Council meetings and MDE consultations on October 12, December 14, 2018, February 22, and May 3, 2019, at GIRESD (Winding Brook). Information will be used to create Beaverton district systems for instructional support and compliance with state & federal laws.	Professional Learning	Tier 1	Monitor	08/21/2018	06/05/2019	\$206	State & Federal Programs Coordinator, Literacy Coach

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

Beaverton Elementary School

Second Step Social Emotional Learning	K-6 classroom teachers will implement the Second Step SEL Program to provide daily Tier 1 lessons in Social Emotional learning. The Second Step program features tools, teaching aids, activity guides, and resources for classroom teachers to ensure successful social-emotional skills instruction. In addition to the classroom materials, teacher may utilize online resources to help plan lessons, gain training, and communicate with families.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/20/2018	06/14/2019	\$7844	K-6 teaching staff, Principal
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	08/20/2018	06/14/2019	\$250	Intervention Teachers, State & Federal Programs Coordinator
Tier III Tutoring and Interventions	Beaverton Elementary School will provide opportunities through its 31-a programming for select teachers to work with students at risk of failure during extended day opportunities in very intense (one-on-one / one-on-two) groups to address misconceptions and learning delays.	Academic Support Program	Tier 3	Monitor	08/20/2018	06/14/2019	\$500	Elementary teaching staff, Literacy Coach, Principal
Academic Support Services - Title I and 31A (At Risk) Certified Intervention Paraprofessionals	The district will provide 1 - 0.5 FTE Title 1, Part A Intervention Instructional Paraprofessionals for grades K - 3rd (Elementary) and 1 - 0.5 FTE 31A (At Risk) Instructional Paraprofessional for grades K-3rd (Elementary). These instructional assistants will assist, during part of their instructional time, in providing language arts instruction during common intervention groups (SMILE clubs). Cost includes wages and benefits and estimated allocation for substitute costs.	Academic Support Program	Tier 2	Monitor	08/20/2018	06/14/2019	\$13271	Instructional Paraprofessionals, State & Federal Program Coordinator, Literacy Coach, Principal
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	08/20/2018	06/14/2019	\$250	Intervention Teachers, State & Federal Programs Coordinator, Literacy Coach, Principal

## School Improvement Plan

Beaverton Elementary School

Student Success Specialist	Beaverton Elementary School will utilize a Student Success Specialists to provide Tier 2 and Tier 3 support for identified at-risk students. Beaverton Elementary's Student Support Specialist will focus on providing positive behavior intervention supports at Tier II and Tier III for identified at-risk students, assist those students in reaching both academic and behavioral proficiency, and empower families to support their children's success in school.	Behavioral Support Program	Tier 2	Evaluate	08/20/2018	06/07/2019	\$59486	Elementary Student Success Specialist, Principal
Literacy Coach	Instructional coaching will be provided by a certified Literacy Coach funded 0.34 through Title IIA and 0.66 through 31A funding to model and assist teaching staff in the achievement of best practices in the teaching of reading and language arts.	Academic Support Program	Tier 1	Evaluate	08/20/2018	06/21/2019	\$75220	Teaching staff, Literacy Coach, Principal
Academic Support Services - Title I and 31A (At Risk) Certified Intervention Teachers	The district will provide 3.0 FTE Title 1, Part A and 1.0 FTE 31-A Certified Intervention Teachers for grades K-6th (Elementary). These teachers will provide, for part of their instructional day, direct language arts instruction in intervention groups for the most at-risk students of each grade level. They will 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, push in (small groups, team instruction), pull out (small groups, reteaching), extended day/time, and common intervention instruction blocks. Cost includes wages and benefits and allows for substitute.	Academic Support Program	Tier 2	Monitor	08/20/2018	06/14/2019	\$78360	Title I, Part A and 31-a (At Risk) Certified Intervention Teachers, State & Federal Program Coordinator, Principal
Tier III Tutoring and Interventions	Beaverton Elementary School will provide opportunities through its 31a programming for select teachers to work with students at risk of failure during extended day opportunities in very intense (one-on-one / one-on-two) groups to address misconceptions and learning delays.	Academic Support Program	Tier 3	Monitor	08/20/2018	06/14/2019	\$500	Teaching Staff, State & Federal Programs Coordinator, Principal

## School Improvement Plan

Beaverton Elementary School

Mathematics Intervention Instruction	Through an inclusive model, K-3 students not proficient at grade-level mathematics expectations will receive additional tier 2 support for at least 20 minutes per day during integrated Tier 2 Daily Math Review. Using on-going class data, teachers will identify skills/standards to reteach and review during each 5-day cycle of Daily Math Review. Using an inclusion model, classroom teachers will team with an additional support teacher to group students by specific need and utilize research-based math interventions to scoop and reteach students to increase overall proficiency on these skills to a minimum of 85% class mastery before a new skill is added to the 5-day cycle. 4 - 6th grade students will receive additional minutes of intervention instruction with increased intensity based on need determined by formative data through progress monitoring. Additional minutes may be provided through extended day tutoring, outside of core instruction tutoring, small group instruction, and coordination with SPARKS.	Academic Support Program	Tier 2	Monitor	08/20/2018	06/14/2019	\$250	Mathematics teaching staff, Title I/31-a teaching staff, principal
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### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Literacy Essentials Professional Learning	The district's early literacy coach will train K-3 classroom teachers during 5 breakout sessions during the 2018-2019 school year on the Early Literacy Essentials.	Professional Learning	Tier 1	Monitor	08/20/2018	06/14/2019	\$1435	Literacy Coach, K-3 classroom teachers, Principal
Crisis Prevention Institute (CPI Training) Professional Learning	The crisis intervention team for Beaverton Elementary will attend an in-house, one-day professional learning refresher course on CPI. This program is considered the global standard for crisis prevention and intervention training. Following training, the team will continue to provide support and information to staff through staff meetings, collaboration at PLC time, and input during EST (Educational Support Team) meetings.	Professional Learning	Tier 1	Evaluate	08/20/2018	06/14/2019	\$979	Crisis Prevention Team

### Title V Part A-C

## School Improvement Plan

Beaverton Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Kits	Beaverton Elementary School will purchase Science Kits that Kindergarten - 6th grade teachers can use to implement the K-6 Science benchmarks and standards. These kits will include the lesson plans and materials necessary for this implementation.	Materials	Tier 1	Getting Ready	08/20/2018	06/21/2019	\$7000	Principal, Science Curriculum Committee, K-6th grade Science Teachers
Elementary Summer School	Entering 1st, 2nd, and 3rd grade students who are most at-risk of academic failure in mathematics will be identified based on needs assessments using multiple data sources. These students will be invited to participate in a summer school learning opportunity in the summer of 2019. Pre and Post testing will determine the effectiveness of the intervention/reteaching research based program utilized.	Academic Support Program	Tier 2	Monitor	06/03/2019	08/15/2019	\$3236	Summer school teaching staff, Principal, Literacy Coach, State & Federal Programs Coordinator
Incorporate Technology in Classroom Instruction	K-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-108 calculators in elementary mathematics classes). The district will continue to increase device to pupil ratios as funding and resources allow to maximize the system's ability to provide technological integration into the curriculum. For 2018-2019, a minimum goal is to increase by 30 chromebook devices at the Elementary.	Technology	Tier 1	Monitor	08/20/2018	06/14/2019	\$2300	Teaching Staff, Principal
Elementary Summer School	Entering 1st, 2nd, and 3rd grade students who are most at-risk of academic failure in mathematics will be identified based on needs assessments using multiple data sources. These students will be invited to participate in a summer school learning opportunity in the summer of 2019. Pre- and Post-testing will determine the effectiveness of the intervention/reteaching research based program utilized.	Academic Support Program, Extra Curricular	Tier 2	Monitor	07/29/2019	08/16/2019	\$3236	Summer School teachers & coordinator, Principal

**School Improvement Plan**

Beaverton Elementary School

<p>Incorporate Technology in Classroom Instruction</p>	<p>K-6 teaching staff will utilize technology in social science instruction by including online resources in lessons (i.e. Discovery Learning, Virtual Field Trips, web-based activities tied to social studies, Ipad and Iphone apps, and other webbased resources). The district will continue to increase device to pupil ratios as funding and resources allow to maximize the system's ability to provide technological integration into the curriculum. For 2018-2019 a minimum goal is to increase by 30 chromebook devices at the Elementary.</p>	<p>Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/20/2018</p>	<p>06/14/2019</p>	<p>\$2300</p>	<p>K-6 teaching staff, Principal</p>
<p>Incorporate Technology in Classroom Instruction</p>	<p>Teaching staff will utilize technology in language arts instruction by including online resources in lessons (i.e. Read Naturally, SAT/PSAT and M-STEP practice items, WriteSteps, I-pad and I-phone apps, and other web-based resources). The district will continue to increase device to pupil ratios as funding and resources allow to maximize the system's ability to provide technological integration into the curriculum. For 2018-2019, a minimum goal is to increase by 30 chromebook devices at the Elementary.</p>	<p>Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/20/2018</p>	<p>06/14/2019</p>	<p>\$2294</p>	<p>K-6 teaching staff, Principal</p>
<p>Incorporate Technology in Classroom Instruction</p>	<p>K-6 teaching staff 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, I-pad and I-phone apps, and other web-based resources). The district will continue to increase device to pupil ratios as funding and resources allow to maximize the system's ability to provide technological integration into the curriculum. For 2018-2019 a minimum goal is to increase by 30 chromebook devices at the Elementary.</p>	<p>Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/20/2018</p>	<p>06/21/2019</p>	<p>\$2300</p>	<p>K-6 teaching staff, Principal</p>