

# BEAVERTON JR/SR HIGH SCHOOL

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the Beaverton Jr/Sr High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact the Beaverton Jr/Sr High School office for assistance.

The AER is available for you to review electronically by visiting the following web site **<http://bit.ly/2MK7yWR>** (SEE Q.7 AND Q.8 OF THE 2019-20 AER FAQ DOCUMENT FOR DIRECTIONS), or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

I would like to personally congratulate all of the students, parents, and school personnel who work to improve the achievement levels in Beaverton School District.

Go, Beavers!

Ryan Roberts

Principal, Beaverton Junior/Senior High School

## Key Challenges & Initiatives

Beaverton Junior/Senior High School will be working to increase our academic scores in all core areas and close any educational gaps that may occur between sub-groups. Beaverton Junior/Senior High School will be continuing to strive for 100% graduation rate. This school year's PD has been built around student engagement techniques to boost student focus, achievement, and attendance. The district calendar has built in time for teachers to analyze and evaluate data to drive their instruction. Finally, Beaverton Junior/Senior High School has implemented a WIN (What I Need) course that addresses social/emotional needs of all students.

### Initiatives

#### 1. English Language Arts

- The 7-12 English department has implemented a balanced literacy approach that is in its fourth year. The balanced literacy components included: independent reading, word study (Greek/Latin Roots), mentor sentences, and reading and writing mini lessons that are aligned to the Michigan Common Core State Standards.

#### 2. Common Quarterly/Unit Assessments have been created and implemented.

- We continue to review our assessments and rewrite them, if necessary, to make the transition to the Common Core State Standards from the Michigan High School Content Expectations.
- Our student assessment results are used to drive our instruction.
- Assessments are being rewritten to add higher depth of knowledge questions.

#### 3. Understand by Design Curriculum Development

- Teachers are continuing with the process of updating their curriculum using the Understanding by Design model. The curriculum development has produced pacing guides, scope and sequence, unit outlines, and assessments.

#### 4. Balanced Mathematics

- Balanced Mathematics has been ongoing in the Jr/Sr High School for the past several years. Teachers maintain the daily practices of daily math review, mental math, and math talk.

#### 6. Math & Reading Interventions

- This is the sixth year for math and reading interventions at the Jr/Sr High School. Math/Reading Intervention is a course that addresses individual academic needs of students. The purpose of this class is to help students who are struggling in math and reading with small group or one-on-one support in order to help individual students increase their math and reading knowledge.

#### 7. What I Need

- This is the first year for WIN (What I Need) courses. These courses meet 35 minutes daily. Students have been divided up amongst their grade level peers and receive instruction around social & emotional health, time management, life skills, and study habits. WIN teachers check in with students twice per week addressing students' needs including grades and any other concerns. The main focus of this class is to build relationships between both teachers and students and students with peers.

## Description of the School

Beaverton Jr/Sr High School serves students in grades 7 through 12. Programs and services provided at the school included National Free Breakfast and Lunch Programs for all students, At-Risk Math and Reading Interventions, Credit Recovery, Dual-Enrollment, Career and Technical Education, Vocal and Instrumental Music, Art Education, Business Education, and Spanish. Students also have the opportunity to join various clubs and extra-curricular activities including: Spanish, Art, Ski, and American Sign Language Clubs; Forensics; Drama; Robotics; and numerous school-sponsored athletic teams.

## Process for Assigning Pupils to the School

In the 2019-2020 school year, all district pupils in grades 7 through 12 were assigned to Beaverton Jr/Sr High School since there was only one building in this district that served this grade span of pupils. Students may also have been assigned to this building for a program offered that better meets their educational needs.

## Status of School Improvement Plan

A copy of the School Improvement Plan is available online at [beavertonschools.net](http://beavertonschools.net) and can be requested in print from the BJSHS office. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

GOALS: Tier I	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
Beaverton Junior/Senior High School students will ALL be proficient readers and writers.			
<p><b>STRATEGY 1:</b> Instructional Infrastructure: Effective Language Arts Instruction for All Students {TIER 1} –</p> <ul style="list-style-type: none"> <li>➤ All sixth through twelfth grade reading/language arts teachers will provide one class period of effective tier 1 instruction utilizing best practices in language arts daily to all students according to the District Literacy Profile.</li> <li>➤ The district expectation for K-12 English/Language Arts instruction includes:</li> </ul>		<b>X</b>	

<ul style="list-style-type: none"> <li>○ Instruction based on the MI-EXCEL Blueprint Vision of High Quality English Language Arts Instruction document.</li> <li>○ Curriculum and assessment based on the Balanced Literacy Framework</li> <li>○ On-going instructional improvement</li> </ul> <p><b>STRATEGY 2:</b> Incorporate Technology in Instructional Programming {TIER 1} –</p> <ul style="list-style-type: none"> <li>➤ 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.</li> </ul> <p><b>STRATEGY 3:</b> Instructional Infrastructure: Professional Learning {TIER 1} - K-12 teachers will participate in on-going, systemic professional development.</p>			
<p>Beaverton Junior/Senior High School students will ALL be proficient in mathematics.</p>			
<p><b>Strategy 1:</b> Instructional Infrastructure: Effective Math Instruction for All</p> <ul style="list-style-type: none"> <li>➤ All seventh through eleventh grade mathematics teachers will provide one class period of effective tier 1 instruction utilizing best practices in mathematics daily to all students.</li> <li>➤ The district expectation for 7-12 mathematics instruction includes: <ul style="list-style-type: none"> <li>○ Instruction based on the MI-EXCEL Blueprint Vision of High Quality Mathematics Instruction document.</li> <li>○ Curriculum and assessment based on the Balanced Mathematics framework</li> </ul> </li> <li>• On-going instructional improvement</li> </ul> <p><b>Strategy 2:</b> Instructional Infrastructure: Effective Math Instruction for All Students {TIER 1} –</p> <ul style="list-style-type: none"> <li>➤ All seventh through eleventh grade mathematics teachers will provide one class period of effective tier 1 instruction utilizing best practices in mathematics daily to all students.</li> <li>➤ The district expectation for 7-12 mathematics instruction includes: <ul style="list-style-type: none"> <li>○ Instruction based on the MI-EXCEL Blueprint Vision of High Quality Mathematics Instruction document.</li> <li>○ Curriculum and assessment based on the Balanced Mathematics framework</li> <li>○ On-going instructional improvement</li> </ul> </li> </ul> <p><b>Strategy 3:</b> Instructional Infrastructure: Professional Learning {TIER 1} - K-12 teachers will participate in on-going, systemic professional development.</p>		<p><b>X</b></p>	
<p>Beaverton Junior/Senior High School students will ALL be proficient in science.</p>			
<p><b>STRATEGY 1:</b></p> <p>Instructional Infrastructure: Effective Science Instruction for All Students {TIER 1} –</p> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 4th - 6th grade classes will provide direct instruction in science daily for a minimum of 150 minutes per week to all students. <ul style="list-style-type: none"> <li>• 7th - 12th grade science teachers will provide one class period of effective tier 1 instruction utilizing best practices in science daily to all students.</li> </ul> </li> </ul>		<p><b>X</b></p>	

<ul style="list-style-type: none"> <li>• The district expectation for 7-12 science instruction includes: <ul style="list-style-type: none"> <li>○ Instruction based on the MI-EXCEL Blueprint Vision of High Quality Science Instruction document.</li> <li>○ Curriculum and assessment based on Phenomenal Science, MI-STAR, Moodle</li> <li>○ On-going instructional improvement</li> </ul> </li> </ul> <p><b>STRATEGY 2:</b> Incorporate Technology in Instructional Programming {TIER 1} –</p> <ul style="list-style-type: none"> <li>➤ 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.</li> </ul> <p><b>STRATEGY 3:</b> Instructional Infrastructure: Professional Learning {TIER 1} - K-12 teachers will participate in on-going, systemic professional development.</p>			
Beaverton Junior/Senior High School students will ALL be proficient in Social Studies			
<p><b>STRATEGY 1:</b> Instructional Infrastructure: Effective Science Instruction for All Students {TIER 1} –</p> <ul style="list-style-type: none"> <li>➤ 7th - 12th grade social studies teachers will provide one class period of effective tier 1 instruction utilizing best practices in social sciences daily to all students.</li> <li>➤ The district expectation for 7-12 science instruction includes: <ul style="list-style-type: none"> <li>○ Instruction based on the MI-EXCEL Blueprint Vision of High Quality Social Studies Instruction document.</li> <li>○ Curriculum and assessment based on the MC3 units</li> <li>○ On-going instructional improvement</li> </ul> </li> </ul> <p><b>STRATEGY 2:</b> Incorporate Technology in Instructional Programming {TIER 1} –</p> <ul style="list-style-type: none"> <li>➤ 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.</li> </ul> <p><b>STRATEGY 3:</b></p> <ul style="list-style-type: none"> <li>➤ Instructional Infrastructure: Professional Learning {TIER 1} - K-12 teachers will participate in on-going, systemic professional development.</li> </ul>		<b>X</b>	
Beaverton Junior/Senior High School students will have positive relationships and behavioral, social, and emotional support.			
<p><b>STRATEGY 1:</b> Effective Social-Emotional Intervention and Support for All Students {TIER 1} –</p> <ul style="list-style-type: none"> <li>➤ BJSHS 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.</li> <li>➤ Teachers will become proficient in use of strategies that build positive relationships, student perceptions, and building and classroom cultures.</li> </ul> <p><b>STRATEGY 2:</b> Intense Student Support Network: Effective Social-Emotional Intervention and Support for Struggling Students {TIER 2} –</p> <ul style="list-style-type: none"> <li>➤ BJSHS 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.</li> </ul> <p><b>STRATEGY 3:</b> Effective Social-Emotional Intervention and Support Professional Learning {TIER 1} –</p>		<b>X</b>	

➤ BJSHS 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.			
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## Core Curriculum Status

A copy of the Core Curriculum is available in the Junior/Senior High School in either paper or electronic format.

**English Language Arts**

The English Language Arts curriculum follows the Common Core State Standards approved by Michigan’s State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students.

**Mathematics**

The Mathematics curriculum follows the Common Core State Standards approved by Michigan’s State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students.

**Science**

The Science curriculum follows the Michigan Next Generation Science Standards approved by Michigan’s State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students.

**Social Studies**

The Social Studies curriculum follows the Michigan Social Studies Standards approved by Michigan’s State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students.

## Parent Conferences

2018

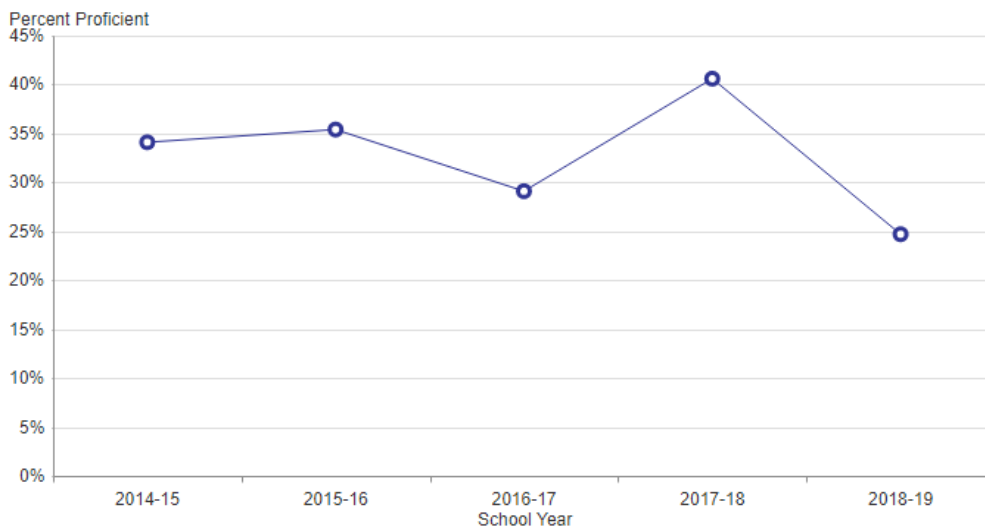
Grade Level	% in Attendance All Students	% Economically Disadvantaged	% Other Race/Ethnicity	% Special Education	% Homeless	% Male	% Female
7	29%	47%	0	42%	0	31%	27%
8	46%	25%	0	25%	0	46%	42%
9	38%	22%	3%	37%	0	30%	47%
10	30%	14%	0	29%	0	33%	26%
11	33%	17%	0	8%	0	36%	30%
12	25%	11%	3%	0	0	15%	36%

2019

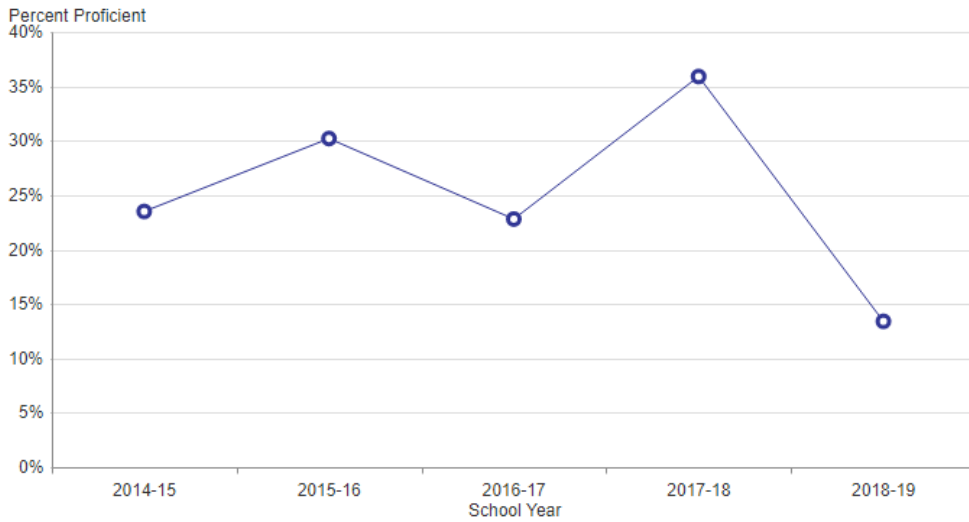
Grade Level	% in Attendance All Students	% Economically Disadvantaged	% Other Race/Ethnicity	% Special Education	% Homeless	% Male	% Female
7	50%	33%	1%	44%	0	55%	45%
8	34%	23%	1%	47%	0	37%	31%
9	48%	25%	3%	25%	0	39%	56%
10	26%	12%	3%	25%	0	19%	33%
11	26%	13%	1%	29%	1%	24%	27%
12	17%	5%	0	8%	0	17%	18%

## Student Achievement Results

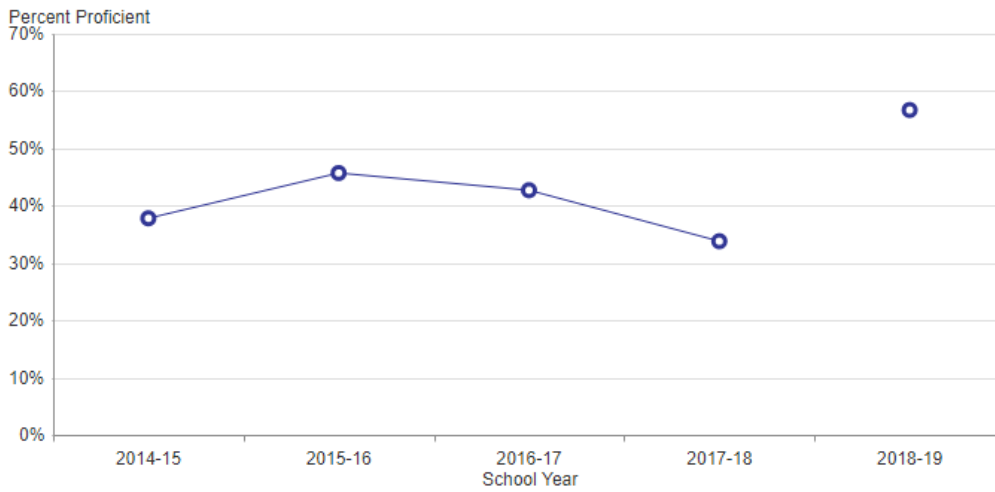
### 7<sup>th</sup> Grade ELA MSTEP



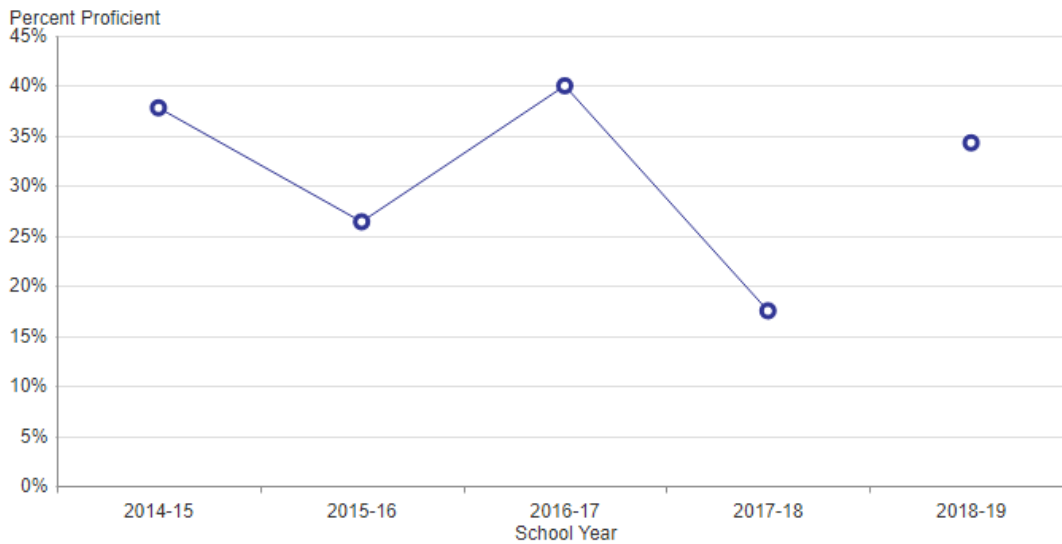
## 7<sup>th</sup> Grade Math MSTEP



## 8<sup>th</sup> Grade ELA MSTEP/EBRW PSAT

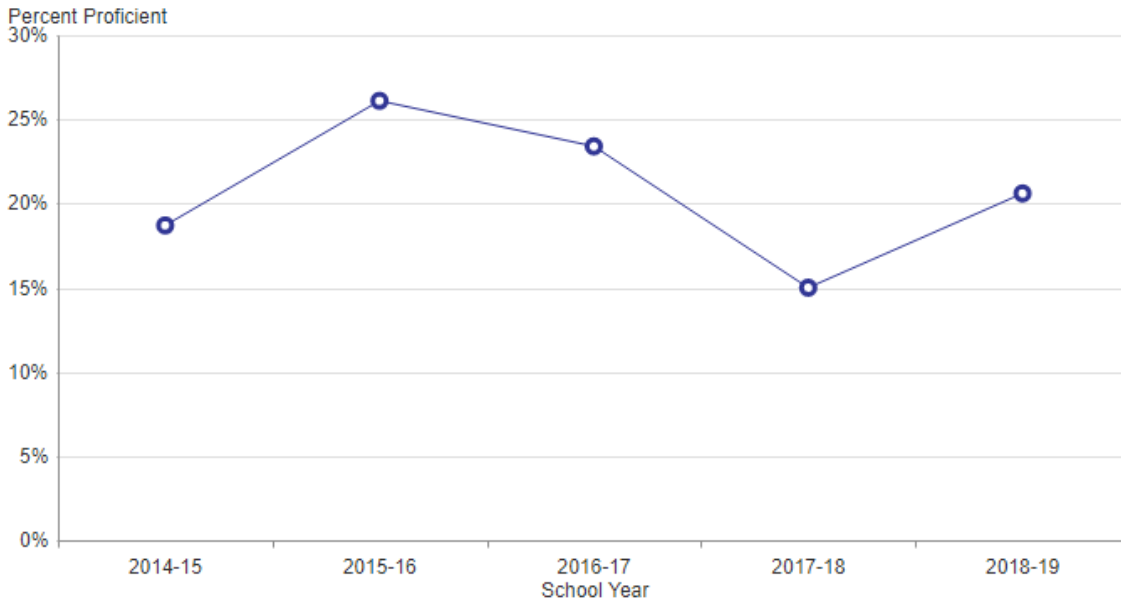


## 8<sup>th</sup> Grade Math MSTEP/PSAT



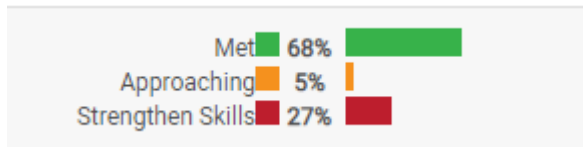


## 8th Grade

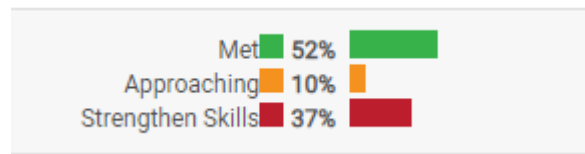


## 9th Grade EBRW PSAT

2018

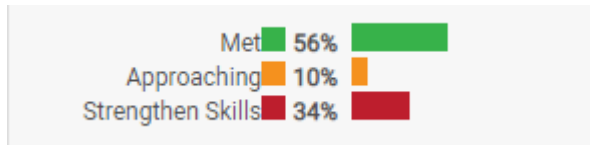


2019

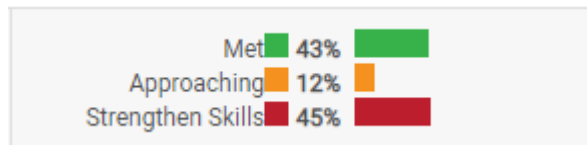


## 9th Grade Math PSAT

2018

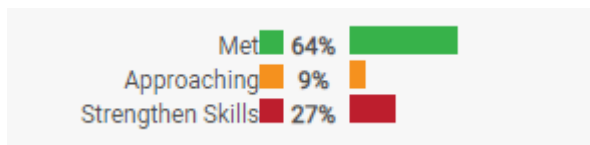


2019

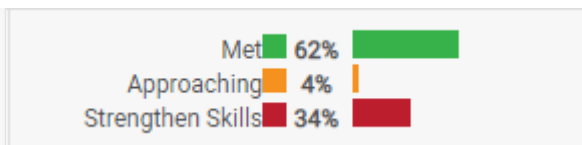


## 10th Grade EBRW PSAT

2018

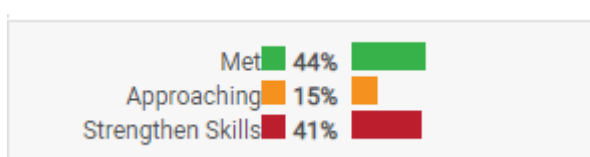


2019

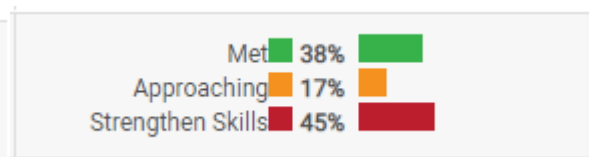


## 10th Grade Math PSAT

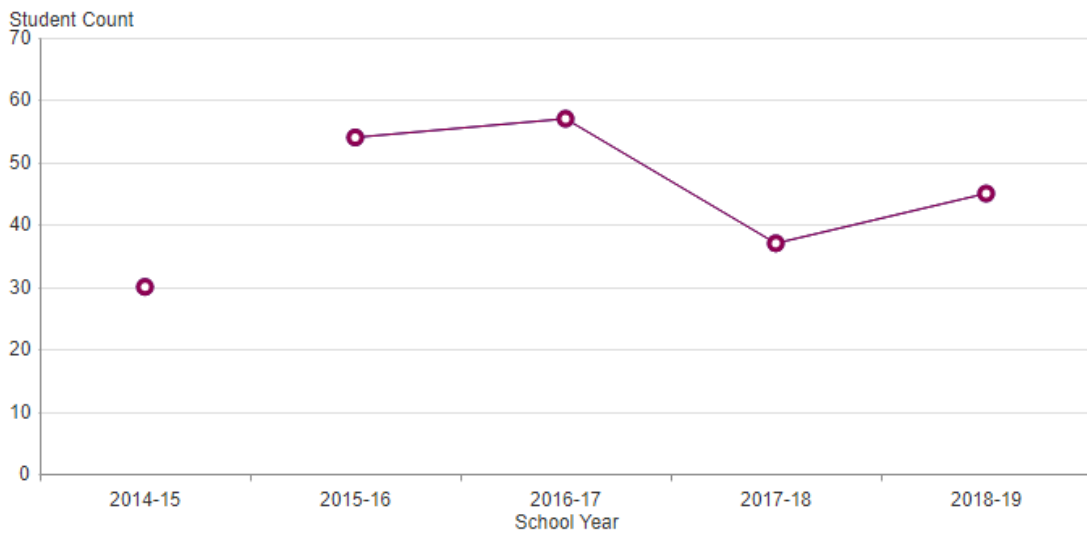
2018



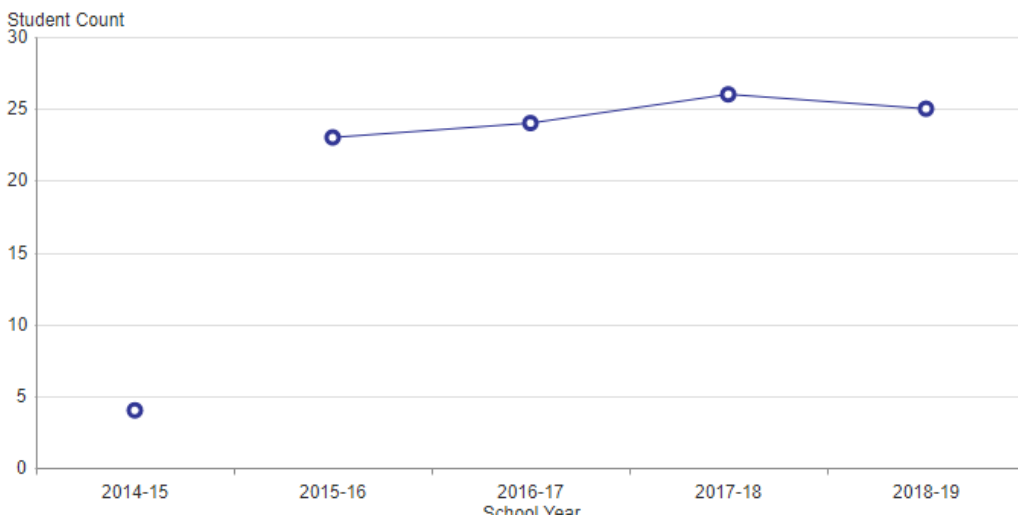
2019



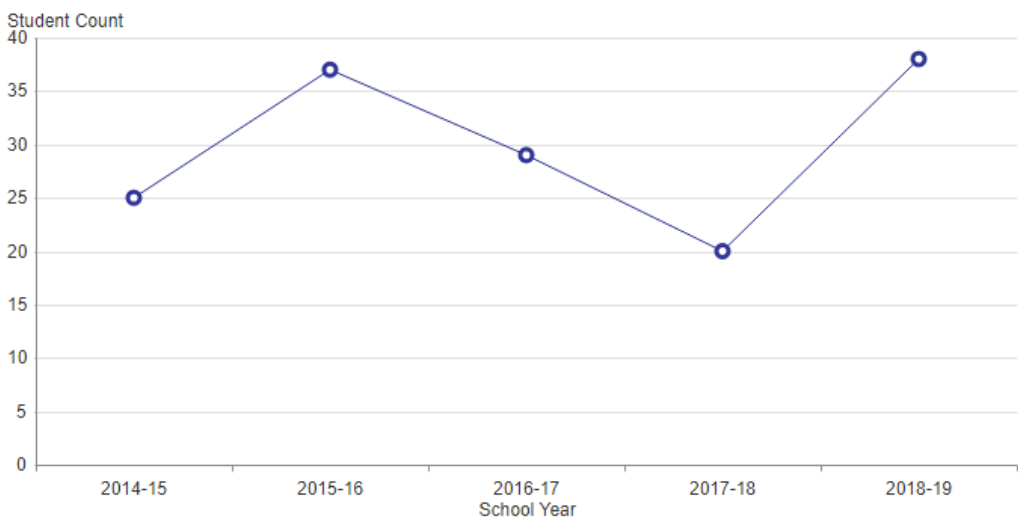
## 11<sup>th</sup> grade EBRW SAT



## 11<sup>th</sup> Grade Math SAT



## 11<sup>th</sup> Grade Social Studies MSTEP



## **Postsecondary Enrollments**

In the fall of 2019 there were 59 students enrolled in dual enrollment courses through MidMichigan College, 24% of our students in grades 10-12. They took 241 college credits, 81 courses. In the winter of 2020 there are 59 students enrolled in dual enrollment. They took 242 college credits, 81 courses.

In the 2019-2020 school year there were 72 11<sup>th</sup> & 12<sup>th</sup> grade students enrolled in Career Technical Education program.

In the fall of 2019 there were 9 students who took 11 courses through the Michigan Virtual University. In the winter 2020 there were 10 students who took 13 courses.