



School Improvement Plan

Beecher High School

Beecher Community School District

Mr. Lance Sumpter
1020 West Coldwater Rd
Flint, MI 48505-4831

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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.

Improvement Plan Assurance

Introduction

During the 2016-2017 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.

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.	

Title I Schoolwide Diagnostic

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).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Survey, data discussion results, and additional data sets were shared with staff for their own conversations and growth points. School staff meeting was held to discuss needs and expectations.

School process data was examined through PLC meetings, ILC presentations to our local ISD, and evaluations of Assessment data. The data was compared to school achievement data to help the effectiveness of our process.

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?

Our strengths include:

- Knowing our students, parents, and the greater community in which we serve
- Staff remaining constant for the last half of this school year
- Parents feeling empowered to come to campus
- Having a large community of support, including two local universities

Our challenges include:

- Needing our students to enhance their math
- Maintaining consistence with our teachers
- Growing our partnerships within the school and community

The data reviewed includes:

- Title I Survey results
- Attendance data
- NWEA results
- Classroom assessments
- Teacher Walk through data
- Discipline, attendance, and tardy data

Maintaining HQ staff with high school knowledge was a problem for the past year.

Staff transition for the 2017/2018 school year ended up having more that 50% of staff being new to the building. Some of the staff came with years of Beecher experience, but not Beecher High School Experience. One teacher was on maternity leave at the start of the school year and ended up on it again at the end of the year, causing long term substitute teachers to be placed in her room. two positions were left open for the entire year with long term substitutes being placed in them due to inability to find qualified candidates that showed up for interviews.

Attendance (17/18):

First hour continued to be a problem with regards to multiple absences and tardy students. Calls, letters, and meetings were held with court petitions being filed. We had 38% of our students with chronically absent concerns (10+ days). Improvements were made with small numbers of students. Student survey shows that 44% of students have skipped classes (not because they didn't feel safe, heard, prepared, family responsibilities). Our attendance rate went from first quarter at 94% to fourth quarter at 90%. 9th and 10th grade average number of days missed was 45 and 48 respectively (which is TOO high).

Culture / climate surveys:

survey toward the end of the year showed more than half of respondents feel students treat each other with respect; that teachers do not understand students life outside of school; students feel emotionally and physically safe in school (class / halls); that they belong (are accepted);

Survey showed that more than half of the students thought the staff do not value what the students have to say; students are not involved in decision making; that the teachers do not speak with the students one on one (lack of relationships).

Our referrals for the year (608) and suspensions (264) were higher than wanted for the school year. Only 39% of students did not receive a referral or suspension for the school year.

Academic (17/18):

We had at or above grade level from NWEA in spring- 7th grade = 3%, 8th grade = 17%, 9th grade = 16%, 10th grade = 34%, and 11th grade = 41% in math. For reading 7th grade = 16%, 8th grade = 14%, 9th grade = 21%, 10th grade = 25%, and 11th grade = 13%.

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.

Our school has not met its growth in content areas as expected along with making the required testing percentages. Staff have reviewed data and discussed where and why this has occurred. With a multitude of new staff this year, we have had to review and make sure structure and expectations are reset and established through the building. Therefore a common goal has been created in our plan that includes components all staff are expected to follow and put into place.

In looking over NWEA, past student scores, and the student population coming into the building, goals have focused around early intervention supports (additional writing course, behavior focus, and academic pushes with small student populations).

Unfortunately we had a guest teacher for all of the school year in our math and special education department. Our expectation is to continue with certified teachers and implement the state standards as expected. We have also reviewed attendance and culture (behavioral disruptions, student on task behavior) data to have another focal point for the years. While our behavior disruptions have decreased, they are not at a targeted low number for the school year. We will continue to work toward lowering behavioral disruptions, making sure that teachers set the bar for on task student behavior at 90% and above every day, and that instruction contains academic rigor. Our building's On Task percent for the school year averaged in the 80%'s, not high enough to meet our culture plan goal of 90%.

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?

Our entire building has disadvantaged students. We have a high poverty percentage (85%+), high percent of students in single family, foster, grandparent raising, and couch surfing, and high percents of students simply in need. The goals established are for all students, regardless of background, disadvantaged, special needs, bilingual, or other capacities.

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Additional time will be given to students that have multiple layers of needs. These will include: intervention support, intersession and summer school extended learning time, credit recovery, after school learning, and partnership support through the community.

Time is spent introducing students to possible futures. They take college tours, see guest speakers in multiple fields, attend career orientations, participate in interviews, and have the ability to start their college career while on campus.

Component 2: Schoolwide Reform Strategies

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

All strategies in the school wide plan focuses on helping all students reach the State's standards. These strategies include, classroom management (NNN), data studies, exit ticket and objective writing, integrating technology in all content areas, and other research based strategies. Any strategies that are not geared towards meeting this goal, are not included in the plan.

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).

Classroom management (through NNN) - allows students the opportunity to learn in a structured environment.

Questioning techniques (through NNN) - Research shows the type of questions, when asked, how asked, and with what intentionality increases student learning and understanding.

Consequencing / narration (through NNN) - shows increase in on task behavior; which in turn is increasing student learning.

Extended learning / intervention support - allows for additional targeted support, additional math, and ELA courses that allow the students coming in behind the opportunity to catch up.

Writing across the curriculum - gives staff outside the ELA department the understanding and expectations behind state requirements in testing and how to support them.

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

We have found that our students are coming in below grade level, therefore additional ELA / math courses have been implemented.

We have seen by our writing scores that students are not writing as the state mandates; therefore cross curriculum writing will be incorporated in all content areas.

From data obtained through walk through and observing on task behavior, we have found that classroom management needs investment.

Over the past few years, our management has increased, unfortunately in the past year we have had a major turn over in staff. The continuation of this management needs to improve as the current data shows regarding the new staff members.

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.

Levels of interventions include:

Extended learning through: Saturday school, after school, Credit Recovery, Intersession and summer school learning opportunities.

Targeted intervention support from highly qualified (HQ) staff will work with identified students in areas of needed growth.

School Social worker support.

These offerings will be based upon students need (NWEA scores, teacher references, and credits attained)

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

The school determines the students' needs are being met by frequently looking at data such as SAT, NWEA, MSTEP, and classroom assessments. SAT results determine areas of weakness and strength; allowing us the opportunity to grow in our instruction. NWEA results determine accommodations to fit students academically. The review of the retention rate, grades, and pass / fail courses are used to indicate which students are below grade level. Classroom walk through data show - the buildings on task behavior, the style of teaching (whole group / small group / all in one), the instructional style. Modifications are made based on walk though data.

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		

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.	No	We had 2 substitute teacher for the last half of the school year. The substitute was in middle school math, one in special education for middle school. The positions are posted and interviews will occur to have certified teachers in for our next school year. We have interviewed this year but not found a candidate that would take the position. The substitute teachers were highly qualified as substitutes.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

We have had a large change in staff for the high school this year. In all, 50% of the staff are new (within one school year) to the building and climate. Some came from the elementary building, others were hired this current school year, and others were hired in the prior school year.

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

Every teacher in the high school has prior teaching experience. One teacher was hired mid year. One teacher was brought over from the elementary teacher mid year. Six teachers, including the ones listed, have less than 1.5 years experience with the district. They came in with experience. They receive instructional support from their department and administrative staff. The remaining staff have been with the district for multiple years. All non-tenured teachers are assigned a mentor, have support of their department head, and are given time to attend new teacher trainings.

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

The school has implemented support systems to retain highly qualified teachers, including new teacher meetings, chances for additional paid opportunities, time for trainings, a balanced calendar for intermittent breaks, and frequent support through administration. Unfortunately we are not having large numbers of potential candidates apply, and of those that are invited in for an interview, many do not participate.

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

Open positions are posted in local papers and online through the GISD consortium. The school district offers a competitive employment and benefit package. There are opportunities for growth and expansion when remaining with the district. We have also posted openings throughout the state.

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?

Staff has left due to concerns over longevity, pay differences, and turn over in superintendent leadership. With the district bending in deficit, the department of treasury coming into the district, and MDE bringing in auditors, staff are worried about their future. To remedy this, we communicate. As a district we are not closing and we are not going anywhere. We have hired an energetic superintendent who has dedicated his time to ensuring we change thought patterns and grow again.

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.

Staff has received a variety of professional development including No Nonsense Nurturing, Marzano's High Yield Strategies, Writing Across the Curriculum Workshops, Technology Integration Workshops, professional developments provided for all content areas through GISD, Professional Learning Communities conference, and character education professional developments are just some of the conferences that our staff has attended. The focus of our building's trainings has been on culture and climate - knowing how to manage a classroom then pushing for academic rigor. We have maintained this level of expectation and training over the past three school years, increasing the rigor and intensity as each level is met.

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

Professional developments are assigned according to the goals, strategies and activities associated with our School Improvement Plan. PDs are approved only if they are directly related to the plan. Teachers seek out training and conferences that seek to expand their knowledge to help with student achievement.

Each year after review of student data, professional developments for the whole staff are determined and installed for the next school year. Surveys are conducted and results are shared with staff, Administration follows up to ensure that the concepts from the PDs are being used in the classroom to ensure sustained and ongoing professional development.

The focus of our building's trainings has been on culture and climate - knowing how to manage a classroom then pushing for academic rigor. We have maintained this level of expectation and training over the past five school years, increasing the rigor and intensity as each level is met. With the addition of new staff, we have had to bring back the culture management component.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

Component 6: Strategies to Increase Parental Involvement

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

Our parents hold a weekly parent involvement meeting. Goals of the plan are discussed, reviewed, and upcoming changes are presented in these meetings. Parent are solicited to give their thoughts and opinions on focus points for the year through discussions and surveys. The plan is posted online for review.

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

We use our Parent facilitator to host Title functions to engage parents in the implementation of the schoolwide plan. We also invite parents through parent meetings and other meetings that involve student achievement. We also list the goals and their implementation within our annual report.

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

Title I plan and services are reviewed and evaluated by parents at the annual Title I meeting/dinner; the parent facilitator reviews Title I services in the weekly meetings, and evaluations are taken at the meeting.

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		

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

- Parent Conferences (Fall and spring, additional conferences available upon request)
- Parent copy of Grade Level Content Expectations available on line
- ELPA results for ELL students sent to parents
- Local assessment information (NWEA) shared with parents at conferences
- Students receiving additional assistance will be progress monitored on a monthly or bi-weekly basis depending on student need. Information will be shared with parents when appropriate.
- Frequent mailings regarding student standing and assessment completion

- Parent Workshops
- Weekly parent meetings
- Provide lists of community resources to individual parents and assistance in accessing these resources, as needed
- Intersession and Summer Programming

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- School newsletters, Classroom newsletters, District publications
- District Website Parent Tab - provides parents with materials and resources to help their child achieve success
- Beecher High School values and respects parent involvement in the school community. Parent involvement will be part of the professional development plan. Staff will attend workshops and implement new ideas for effective parent communication. When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact. District will in-service teachers on how to utilize district website to post classroom newsletters and add materials and resources to the Parent Tab.
- Bilingual interpreter, as needed, through GISD for all parent contacts
- Phone translation services for bilingual parents
- Additional support as alternative languages are represented

Beecher High School will work to coordinate programs to ensure success for all:

- After school tutoring
- Support groups
- Trainings
- Working together for the student's academic success

Beecher High School will provide:

- Flexible meeting times
- Handicapped Accessible Facilities
- Home Visits
- Phone Conferences (Bilingual interpreter, as needed, through GISD for all parent contacts)
- School Newsletter, District Newsletters
- Accommodations for deaf parents
- Collaboration with community agencies; i.e., Community Mental Health
- Transportation Assistance

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

Parents are surveyed to evaluate the parent involvement component of the schoolwide plan.

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

We want to make sure that parents know that their input into the schoolwide program is valuable and wanted. By using the results from the survey to make changes to the plan, parents will know they are true stakeholders. The results of the survey are discussed with staff and goals are reviewed to see if and how changes could be made.

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

A school/student/parent compact was created with the input of staff, community members and administration a few years ago and has been updated, when necessary, yearly. This compact is on file in the district. Each year before new implementation, the compact is reviewed by the high school staff, representatives of parents and administration. this review group determines any necessary changes and adjust accordingly.

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

N/A

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

The Parent compact is shared with parents at school open houses, student orientations, and parent conferences.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		

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

Progress reports are sent mid-quarter; report cards are sent quarterly; Parent/Teacher conferences are held 2 times annually - scores, grades and assessments are reviewed; weekly parent meetings are held with the parent facilitator; parents are able to access student grades, academic progress, and attendance reports in real time using the web based Parent Vue program; individual parent concerns are directed to the correct staff by the parent facilitator; translation services are available if the need arises. Bilingual support services are available through a translation service and on site ELS tutor.

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?

N/A

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?

N/A

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?

Annually teachers review and modify quarterly targets. These are kept by administration and accessible for multiple years. The targets adjust based upon state expectations and content standards. Exams are created by teachers. Support for exams come from curricular companies and the teaching staff themselves.

Teachers are actively involved in curriculum writing and planning for the development and use of common assessments aligned to state grade level content expectations in all academic areas. Teachers are actively involved in planning for the use of assessments. Teachers use assessments to guide instruction, evaluate for re-teaching needs, recommendations for student interventions, recommendation for future classes. Standardized test results are used to help determine areas of weakness for extra attention within the curriculum. Assessment results are also used to facilitate communication with parents.

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

The analysis of SAT, NWEA, and Instructional Learning Cycles through Professional Learning Communities weekly meetings. Additional data, management, and student achievement data is also reviewed and takes place during department meetings, Instructional Learning Cycle presentations, and PLC times.

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.

The analysis of SAT and other student achievement data has taken place during department meetings, Professional Learning Communities and in professional development meetings. Using this data, our academic interventions along with the teaching staff can address the needs from data provided from our SAT results.

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?

Students are given the opportunity to be involved with our Extended Learning activities after school, on Saturdays, and during the summer. Teachers also use the results from the SAT, NWEA, and classroom data reports to review concepts that students are not proficient in during classes. Our academic interventionists also assist with providing additional assistance along with some of our community partners.

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

Differentiated instruction strategies that are currently being used include the following: choice of assignments, alternative reading materials, use of technology to adapt lessons, cooperative learning, exit tickets, assignment options, curriculum adaptations, manipulatives, note cards, pre and post- testing, learning styles inventories, consistent feedback, varied delivery of instruction to address all learning modalities, anchor activities, extended deadlines for work to be completed, graphic organizers, non-linguistic representations, student planners, and study guides.

Student grouping during classes is varied by the teachers with strategic seating plans and cooperative learning. A variety of online platforms such as Google Classroom, Schoology, Blackboard and Edmodo, teacher websites, and email are also used to meet the needs of students in the classroom who may need assistance.

Assessments are varied by using pre and post- testing, testing adaptations or projects and choice boards, with ability, interest, or readiness, instead of common pen and paper tests. Exit tickets and questioning enable teachers to identify those students immediately and take action to differentiate instruction for those students requiring it.

All teachers have the opportunity to receive coaching in classroom management to increase rigor and thereby, deepen student engagement. Interventionists work with small groups of students on a daily basis as well.

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.

All programs are evaluated to make sure that they are directly related to goals, strategies and activities in the School Improvement Plan.

Title I, Part A School wide Title I Component Supported

- Reform Strategies - Professional Development - Instruction by HQ staff - Parent Involvement - Timely Assistance - Assessment Decisions - behavior intervention work support - technological integration

Description of Support Provided: Title I funds are used in the following areas: - Intervention specialist, professional development for teachers, credit recovery, extended learning (outside of the school day, intersession learning, and summer school), school academic counseling groups, technology integration, field trips, school social worker, supplies, parent facilitator, outside contracted support for cultural and instructional improvement, and supplemental student assessment.

Title II, Part A Professional Development

- Professional Development: Support and enhance continuous improvement of classroom instruction; research-based and evidence based. - Mentor Support: Coaching and support for new teachers to meet state standards and continuously increase student achievement.

Section 31a At Risk Reform Strategies, Timely Assistance

31a funds are used in the following areas: - Special Education School Social Worker -social workers - Security

S3 funds (Safe, Supportive Schools Grant)

These funds are used to support a Liaison who works with the building on cultural components of our school improvement plan, focused upon instruction instead of behavioral disruptions.

The following are details of support provided: - Ensures meeting the goals of special needs students - Works with students on behavioral issues to support increased academic achievement - Allows children to remain in school and continue education process - Supports maintaining a safe and orderly environment to continue academic excellence.

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.

All Title funding is committed to implement the ten required schoolwide components. Funding is geared towards implementing the goals, strategies and activities outlined in the School Improvement Plan. The school is given a Title budget allocation that is used to make sure we are meeting the needs of the schoolwide components within our building and plans.

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.

N/A

Evaluation:

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

The school improvement plan is revised by the school improvement team each year based on the data analysis. Data from within the building is continually reviewed, including attendance, tardy, academic, testing, and building culture. From these reviews, discussions are held regarding where the building needs to go and with what direction. Any revisions that are made are shared with the whole staff and input is requested. An annual review of title funding and programming is held with parent input. The results are shared with the staff and parent group to make sure everyone is on the same page.

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.

Evaluation is done through surveys created and reviewed by the school administration and staff. In addition to the surveys, we review and analyze various assessments such as report cards, mid-term and final exams, State data is reviewed once the data is released from MDE. We will also take into consideration behavioral reports, attendance reports, our district testing through NWEA, and graduation rates.

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 effectiveness of our plans and programs are measured with data from the component. Either pre and post evaluations are conducted or NWEA scores are reviewed to see growth. Programs designed to work on student achievement are measured with behavioral data and attendance data (Focus Room support) or the number of parents responding to meetings (Parent Facilitator).

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?

All stakeholders including staff, administration, parents, support staff, counselor, students, educational partners, and the community are shown the school improvement goals and asked for their input for revisions.

Evaluation is done through surveys discussions and reviewed by the school administration and staff. In addition to the surveys, we review and analyze various assessments such as report cards, mid-term and final exams, ACT, state tests, and NWEA scores. We will also take into consideration behavioral reports, attendance reports, and graduation rates.

These evaluations held during parent teacher conferences, open houses, parent night, staff meetings, and PLC meetings. They are ongoing throughout the school year.

The effectiveness of our plans and programs is measured within each program and annually through school wide evaluations. Programs that are designed to specifically impact student achievement are evaluated by the individual program individual program evaluation process.

Goals for 2018/2019

Overview

Plan Name

Goals for 2018/2019

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Beecher High School will become proficient in Science	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$47000
2	All students at Beecher High School will become proficient in Social Studies.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$55000
3	All students at Beecher High School will become proficient in Math.	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$83000
4	All students at Beecher High School will be proficient in Writing.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$71000
5	All students at Beecher High School will be proficient in Reading.	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$45000
6	All students at Beecher High School will be college and career ready upon graduation.	Objectives: 1 Strategies: 5 Activities: 17	Academic	\$642000

Goal 1: All students at Beecher High School will become proficient in Science

Measurable Objective 1:

52% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in general science concepts in Science by 07/01/2019 as measured by proficiency rating on the science portion of the MStep, Mi-Access, PSAT, NWEA, or SAT (85% proficiency by 2022) and monitored annually for growth..

Strategy 1:

Evidence/Research-Based Instruction for All Students - Staff will provide evidence/research-based science instruction to all students.

Category: Science

Research Cited: Research Cited: Barak, R. (2012, April 1). Principle of Instruction: Research-Based Strategies that all Teachers Should Know. American Educator, 12-39.

Danielson, C. (2007). Enhancing Professional Practice: A Framework for Teaching, 2nd Edition. Alexandria, VA: ASCD.

Dean, C., Hubbell, E., Pitler, H., Stone, B. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition. Alexandria, VA: ASCD.

Lemov, D. (2015). Teach Like a Champion, 2.0. San Francisco, CA: Jossey-Bass.

US Department of Education NCEE 2009-012 Report from What Works Clearinghouse: Structuring Out of School time to Improve Student Achievement: A Practice Guide, Institute of Education Services, Beckett,

Borman, Capizzano, Parsley, Ross, Schirm, and Taylor (July 2009) also recommends extended learning time.

Tier: Tier 1

Activity - Address Targeted Areas of Difficulty	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on student data, special emphasis will be given to non-linguistic representation and real-world applications of science.	Curriculum Development, Direct Instruction, Implementation	Tier 1	Monitor	07/01/2018	06/30/2020	\$1000	Title II Part A	All highly-qualified Science teaching staff.

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Activity - Academic Vocabulary:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will implement strategies for teaching academic vocabulary in their classes to increase vocabulary knowledge and skills	Curriculum Development, Direct Instruction, Implementation	Tier 1	Implement	07/01/2018	06/30/2020	\$1000	Title II Part A	All highly-qualified Science teaching staff.
Activity - Modeling in Science:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will implement modeling strategies in their classes for teaching concepts and phenomena in an attempt to increase student's scientific and critical thinking.	Academic Support Program, Materials, Curriculum Development, Direct Instruction, Implementation	Tier 1	Getting Ready	07/01/2018	06/30/2020	\$7500	Title II Part A, Title I Part A	All highly-qualified Science teaching staff

Strategy 2:

Professional Development Learning to Close Achievement Gaps - Staff will engage in strategically designed PD to address achievement gaps and support student learning in Science.

Category: Science

Research Cited: Banilower, E.R., Heck, D., and Weiss, I. (2007). Can professional development make the vision of standards a reality? The impact of the National Science Foundation's local systemic change through teacher enhancement initiative. *Journal of Research in Science Teaching*, 44(3), 375-395.

Furtak, E.M., Shavelson, R.J., Shemwell, J.T., and Figueroa, M. (2012). To teach or not to teach through inquiry: Is that the question? In S.M. Carver and J. Shrager (Eds.), *The Journey from Child to Scientist: Integrating Cognitive Development and the Education Sciences* (pp.227-244). Washington, D.C.: American Psychological Association.

Krajcik, J., Codere, S., Dahsah, C., Bayer, R., and Mun, K. (2014). Planning instruction to meet the intent of the Next Generation Science Standards. *Journal of Science Teacher Education*, 25(2), 157-175.

Mortimer, E.F. and Scott, P.H. (2003). *Meaning Making in Secondary Science Classrooms*. Buckingham, UK: Open University Press.

Pellegrino, J.W., Hilton, M.L., Eds. (2012). *Education for Life and Work: Developing transferable knowledge and skills in the 21st century*. Washington, D.C.: National

School Improvement Plan

Beecher High School

Research Council.

Tier: Tier 1

Activity - Curriculum Alignment:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science instructional staff will be involved in professional development and/ or learning related to curricular alignment and adjustment to the Next Generation Science Standards	Curriculum Development, Professional Learning	Tier 1	Getting Ready	07/01/2018	06/30/2020	\$2500	Title II Part A	All highly qualified Science teaching staff, curriculum support staff
Activity - Instruction and Pedagogy:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science instructional staff will participate in professional development and/or learning related to instruction and pedagogy associated with the Next Generation Science Standards	Direct Instruction, Monitor	Tier 1	Implement	07/01/2018	06/30/2020	\$10000	Title II Part A	All highly qualified Science teaching staff and administration
Activity - Student Engagement:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science instructional staff will participate in professional development and/or learning related to student engagement in science	Direct Instruction, Monitor, Implementation	Tier 1	Implement	07/01/2018	06/30/2020	\$10000	Title II Part A	All highly qualified Science teaching staff and administration.
Activity - Conferences and Training:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science instructional and support personnel will actively seek out opportunities to participate in conferences and trainings that relate to best and/or current practices in science instruction.	Professional Learning	Tier 1	Getting Ready	07/01/2018	06/30/2020	\$15000	Title II Part A	All highly qualified Science teaching staff and administration

Goal 2: All students at Beecher High School will become proficient in Social Studies.

Measurable Objective 1:

53% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Social Studies in Social Studies by 07/01/2019 as measured by the proficiency rating on the social studies portion of the MStep, Mi-Access, PSAT, SAT or local assessments (85% proficiency by 2022) and monitored annually for growth..

Strategy 1:

Professional Development Learning to Close Achievement Gaps - Staff will engage in strategically designed PD to address achievement gaps and support student learning in Social Studies.

Category: Social Studies

Research Cited: Bain, R. B.. (2008). Into the Breach: Using Research and Theory to Shape History Instruction. The Journal of Education, 189(1/2), 159–167. Retrieved from <http://www.jstor.org/stable/42748666>

Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. Educational researcher, 38(3), 181-199.

Lawless, K. A., & Pellegrino, J. W. (2007). Professional development in integrating technology into teaching and learning: Knowns, unknowns, and ways to pursue better questions and answers. Review of educational research, 77(4), 575-614.

Tier: Tier 1

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies instructional staff will be involved in professional development and/ or learning related to curricular alignment and adjustment to the successor to Social Studies High School Content Expectations.	Professional Learning	Tier 1	Getting Ready	07/01/2018	06/30/2020	\$10000	Title II Part A	Social Studies teaching staff, curriculum and PD support staff and administration

Activity - Instruction and Pedagogy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Beecher High School

Social Studies instructional staff will be involved in professional development and/or learning related to instruction and pedagogy associated with the successor to Social Studies High School Content Expectations.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	07/01/2018	06/30/2020	\$10000	Title II Part A	Social Studies teaching staff, interdepartmental staff and administration
Activity - Conferences and Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies instructional staff will be involved in professional development and/or learning related to activities that support the strategy above professional learning to close achievement gaps.	Professional Learning	Tier 1	Getting Ready	07/01/2018	06/30/2020	\$10000	Title II Part A	Social Studies teaching staff and administration

Strategy 2:

Evidence/Research-Based Teaching for All Students - Staff will provide evidence/research-based social studies instruction to all students.

Category: Social Studies

Research Cited: Barak, R. (2012, April 1). Principle of Instruction: Research-Based Strategies that all Teachers Should Know. American Educator, 12-39.

Danielson, C. (2007). Enhancing Professional Practice: A Framework for Teaching, 2nd Edition. Alexandria, VA: ASCD.

Dean, C., Hubbell, E., Pitler, H., Stone, B. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition. Alexandria, VA: ASCD.

Lemov, D. (2015). Teach Like a Champion, 2.0. San Francisco, CA: Jossey-Bass.

Tier: Tier 1

Activity - Address Targeted Areas of Difficulty	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on student data, special emphasis will be given to non-linguistic representation and real-world applications of Social Studies.	Direct Instruction	Tier 1	Implement	07/01/2018	06/30/2020	\$10000	Title I Schoolwide	Social Studies teaching staff

School Improvement Plan

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Activity - Note-Taking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will implement strategies for teaching note-taking in their classes to increase comprehension and knowledge acquisition.	Implementation	Tier 1	Monitor	07/01/2018	06/30/2020	\$10000	Title I Schoolwide	Social Studies teaching staff
Activity - Compare and Contrast	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will implement strategies for instructing comparison and contrast in their classes to increase comprehension and knowledge acquisition.	Monitor	Tier 1	Implement	07/01/2018	06/30/2020	\$5000	Title I Schoolwide	Social Studies teaching staff

Goal 3: All students at Beecher High School will become proficient in Math.

Measurable Objective 1:

51% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of math skills in Mathematics by 07/01/2019 as measured by proficiency rating on the math portion of the Michigan Merit Exam (85% proficiency by 2022) and monitored annually for growth..

Strategy 1:

Evidence/Research - Based Instruction for All Students: - Staff will administer evidence/research - based math instruction to all students.

Category: Mathematics

Research Cited: Barak, R. (2012, April 1). Principle of Instruction: Research-Based Strategies that all Teachers Should Know. American Educator, 12-39.

Danielson, C. (2007). Enhancing Professional Practice: A Framework for Teaching, 2nd Edition. Alexandria, VA: ASCD.

Dean, C., Hubbell, E., Pitler, H., Stone, B. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition. Alexandria, VA: ASCD.

Lemov, D. (2015). Teach Like a Champion, 2.0. San Francisco, CA: Jossey-Bass.

Tier: Tier 1

SY 2018-2019

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Activity - Address targeted areas of difficulty:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on student data, specific emphasis will be given to real-world applications of math	Curriculum Development, Direct Instruction	Tier 1	Implement	07/01/2018	06/30/2020	\$1000	Title II Part A	Math teaching staff, coaches, and intervention staff
Activity - Academic Vocabulary:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will implement strategies for teaching academic vocabulary in their classes to increase vocabulary knowledge and skills.	Curriculum Development, Direct Instruction	Tier 1	Implement	07/01/2018	06/30/2020	\$3000	Title II Part A	Math teaching staff, coaches, and intervention staff
Activity - Number Sense	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will provide strategies to increase number sense (number meanings, number relationships, number magnitude, operations involving numbers and referents for number, and referents for numbers and quantities).	Curriculum Development, Direct Instruction	Tier 1	Getting Ready	07/01/2018	06/30/2020	\$3000	Title II Part A	Math teaching staff, coaches, and intervention staff
Activity - Curricular Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic interventionists will administer individual and small group strategy lessons to identified students in an effort to increase student achievement. Lessons will be designed to close learning gaps identified through formative and summative assessments.	Academic Support Program	Tier 2	Implement	07/01/2018	06/30/2020	\$35000	Title I Schoolwide	Title I Coaches and Academic Interventionists

Strategy 2:

Professional Learning to Close Achievement Gaps - - Staff will engage in strategically designed PD to address achievement gaps and support student learning in Math.

Category: Mathematics

School Improvement Plan

Beecher High School

Tier: Tier 1

Activity - Curriculum Alignment:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math instructional staff will be involved in professional development and or learning related to curricular alignment and adjustment to the Common Core State Standards.	Curriculum Development, Professional Learning	Tier 1	Implement	07/01/2018	06/30/2020	\$5000	Title II Part A	Math teaching staff, coaches, and administration

Activity - Instruction and Pedagogy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math instructional staff will be involved in professional development and/or learning related to instruction and pedagogy associated with the Common Core State Standards	Curriculum Development, Direct Instruction, Professional Learning	Tier 1	Implement	07/01/2017	06/30/2020	\$10000	Title II Part A	Math teaching staff, coaches, and administration

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math instructional staff will be participating in professional development and/or learning related to student engagement in math.	Direct Instruction, Professional Learning	Tier 1	Implement	07/01/2018	06/30/2020	\$5000	Title II Part A	Math teaching staff, coaches, and administration

Activity - Conferences and Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math instructional and support personnel will actively seek out opportunities to participate in conferences and training that relate to best and/or current practices in math instruction.	Professional Learning	Tier 1	Implement	07/02/2018	06/30/2020	\$15000	Title II Part A	Math teaching staff, coaches, and administration

School Improvement Plan

Beecher High School

Strategy 3:

Math Across the Curriculum: - Staff will promote the use of math practices in all content areas.

Category: Mathematics

Research Cited: Back, J. (2007, September 10). Creative Approaches to Mathematics Across the Curriculum. Retrieved May 9, 2016, from <http://nrich.maths.org/4770>

Bieniemy, B. A., & St. Cyr, A. (n.d.). Math Across the Curriculum. Lecture. Retrieved May 9, 2016, from <http://www.slideshare.net/bbieniemy/mathacrossthecurriculum2b>

Kleiman, G. M. (1991). Mathematics Across the Curriculum. Educational Leadership,(October), 48-51. doi:10.1142/matc

Leoni, D., & Vredevelt, B. (n.d.). Mathematics Across the Curriculum - A Strategy for Quantitative Literacy. Lecture. Retrieved May 9, 2016, from http://www.mac3.matyc.org/resourses/MtSi_HS_Presentation_Aug08_final.pdf

Starr, L. (2010, April 26). You're Not In Math Class Anymore: Integrating Math Across the Curriculum. Retrieved May 9, 2016, from http://www.educationworld.com/a_curr/curr146.shtml

Tier: Tier 1

Activity - Use of Math in Other Core Content Areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math instructional staff and coaches will be involved in promoting math-content activities for ELA, science, world languages, and social studies that seek to support Math Strategy 1.	Teacher Collaboration, Direct Instruction	Tier 1	Getting Ready	07/01/2018	06/30/2020	\$3000	Title II Part A	Math teaching staff, coaches, and intervention staff

Activity - Data-Driven Activities:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math instructional staff will determine quarterly foci for activities based upon assessment data (NWEA, SAT, PSAT, M-Step, etc.). Tier: 1 Phase: Getting Ready	Curriculum Development, Evaluation	Tier 1	Getting Ready	07/02/2018	06/30/2020	\$3000	Title II Part A	Math teaching staff, coaches, and intervention staff

Goal 4: All students at Beecher High School will be proficient in Writing.

Measurable Objective 1:

55% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing skills in English Language Arts by 07/01/2019 as measured by proficiency rating on the writing portion of the MStep, Mi-Access, PSAT, NWEA, or SAT (85% proficiency by 2022) and monitored annually for growth. .

Strategy 1:

Evidence/Research-Based Instruction for All Students - - Staff will provide evidence/research-based Writing instruction to all students.

Category: English/Language Arts

Research Cited: Culham, Ruth. 6+1 Traits of Writing. New York. Scholastic Books. 2003. Print.

Lemov, Doug. Teach like a Champion: 49 Techniques That Put Students on the Path to College. San Francisco: Jossey-Bass, 2010. Print.

Tier: Tier 1

Activity - Title I Coaches:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provides instructional support to all teaching staff.	Academic Support Program	Tier 1	Monitor	07/01/2018	06/30/2020	\$1000	Title II Part A, Title I Schoolwide	ELA teaching staff & Title I Coach

Activity - Summarizing:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will implement strategies for teaching summarization to improve interpretative and analytical writing skills.	Direct Instruction	Tier 1	Implement	07/01/2018	06/30/2020	\$1000	Title II Part A	ELA teaching staff

Activity - Supplemental Text:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional writing textbooks to supplement the Beecher Board-Adopted SpringBoard curriculum will be used to augment student learning. Write Source Books	Supplemental Materials	Tier 1	Implement	07/01/2018	06/30/2020	\$14000	Title II Part A	ELA teaching staff

Activity - Conferences and Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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ELA instructional and support personnel will actively seek out opportunities to participate in conferences and training that relate to best and/or current practices in ELA instruction.	Professional Learning	Tier 1	Implement	07/01/2018	06/30/2020	\$28000	Title II Part A	ELA teaching staff
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Strategy 2:

Writing Across the Curriculum in ELA - - All teachers will focus on writing across the curriculum in order to improve student writing skills and research methods.

Category: English/Language Arts

Research Cited: Culham, Ruth. 6+1 Traits of Writing. New York. Scholastic Books. 2003. Print.

Lemov, Doug. Teach like a Champion: 49 Techniques That Put Students on the Path to College. San Francisco: Jossey-Bass, 2010. Print.

Tier: Tier 1

Activity - Literary Analysis:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will administer strategies for teaching student to improve evaluation, reflective and critical writing.	Curriculum Development	Tier 1	Implement	07/01/2018	06/30/2020	\$1000	Title II Part A	ELA teaching staff

Activity - Curricular Support:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic interventionists will provide individual and small group strategy lessons to identified students in an effort to increase student achievement. Lessons will be designed to close learning gaps identified through formative and summative assessments.	Academic Support Program	Tier 2	Implement	07/02/2018	06/30/2020	\$2000	Title I Schoolwide	ELA teaching staff, Title I Coaches and Academic Interventionists

Activity - Conferences and Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA instructional and support personnel will actively seek out opportunities to participate in conferences and training that relate to best and/or current practices in ELA instruction.	Professional Learning	Tier 1	Implement	07/01/2018	06/30/2020	\$24000	Title II Part A	ELA teaching staff

Goal 5: All students at Beecher High School will be proficient in Reading.

School Improvement Plan

Beecher High School

Measurable Objective 1:

57% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading skills in English Language Arts by 07/01/2019 as measured by proficiency rating on the reading portion of the MStep, Mi-Access, PSAT, NWEA, or SAT (85% proficiency by 2022) and monitored annually for growth..

Strategy 1:

Research/Evidence Based Instructional Strategies - All teachers will use research/evidence based on instructional strategies to improve reading comprehension and literary analysis.

Category: English/Language Arts

Research Cited: "College Board, Khan Academy Partner to Offer Free, Online ..." Web. 5 Apr. 2016.

Gallagher, Kelly. Deeper Reading: Comprehending Challenging Texts,4-12. Portland, ME: Stenhouse Publishers, 2004. Print.

Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. Print.

SpringBoard: English Textual Power. Place of Publication Not Identified: College Board, 2011. Print.

Tovani, Cris. I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers. Portland, ME: Stenhouse, 2000. Print.

Tier: Tier 1

Activity - Title I Coaches:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provides instructional support to ELA teaching staff.	Career Preparation /Orientation Professional Learning	Tier 1	Implement	07/01/2018	06/30/2020	\$1000	Title I Schoolwide	ELA teaching staff

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Beecher High School

English teachers will implement strategies for teaching academic vocabulary in their classes to increase vocabulary capacity.	Direct Instruction	Tier 1	Implement	07/01/2018	06/30/2020	\$1000	Title II Part A	ELA teaching staff
Activity - Close Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will implement strategies on how to closely read novels, articles, and passages to enhance awareness and analytical skills.	Direct Instruction	Tier 1	Implement	07/01/2018	06/30/2020	\$1000	Title II Part A	ELA teaching staff
Activity - Paraphrasing:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will implement strategies for teaching paraphrasing in their classrooms to improve critical thinking and vocabulary skills.	Direct Instruction	Tier 1	Implement	07/01/2018	06/30/2020	\$1000	Title II Part A	ELA teaching staff
Activity - Curricular Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic interventionists will provide individual and small group strategy lessons to identified students in an effort to increase student achievement. Lessons will be designed to close learning gaps identified through formative and summative assessments.	Academic Support Program	Tier 2	Implement	07/01/2018	06/30/2020	\$0	Title I Schoolwide	Title I Coaches and Academic Interventionists
Activity - Conferences and Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA instructional and support personnel will actively seek out opportunities to participate in conferences and trainings that relate to best and/or current practices in ela instruction.	Professional Learning	Tier 1	Implement	07/01/2018	06/30/2020	\$10000	Title II Part A	ELA staff

Strategy 2:

Reading Across the Curriculum - All teachers will focus on reading across the curriculum in order to improve student reading skills and reading comprehension.

Category: English/Language Arts

Research Cited: Beers, Kylene. When Kids Can't Read: What Teachers Can Do. Portsmouth, NH: Heinemann, 2003. Print.

Tovani, Cris. I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers. Portland, ME: Stenhouse, 2000. Print.

Tier: Tier 1

School Improvement Plan

Beecher High School

Activity - Title I Coaches:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Coaches: Provides instructional support to all teaching staff.	Academic Support Program	Tier 1	Monitor	07/01/2018	06/30/2020	\$2000	Title II Part A, Title I Part A	ELA teaching staff & Title I Coach
Activity - Independent Reading:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will implement strategies to strengthen understanding, stamina and speed.	Implementation	Tier 1	Implement	07/01/2018	06/30/2020	\$1000	Title II Part A	ELA teaching staff
Activity - Close Reading:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will implement strategies for teaching skills on how to improve synthesizing and evaluation during and after reading.	Direct Instruction	Tier 1	Implement	07/01/2018	06/30/2020	\$1000	Title II Part A	ELA teaching staff
Activity - Conferences and Training :	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA instructional and support personnel will actively seek out opportunities to participate in conferences and training that relate to best and/or current practices in ELA instruction.	Curriculum Development, Professional Learning	Tier 1	Monitor	07/01/2018	06/30/2020	\$27000	Title I Schoolwide	ELA teaching staff

Goal 6: All students at Beecher High School will be college and career ready upon graduation.

Measurable Objective 1:

85% of All Students will achieve college and career readiness upon graduation in Career & Technical by 07/01/2020 as measured by the SAT and state assessment exam and monitored annually for growth..

Strategy 1:

Extended Learning - - Beecher High School will offer extended learning opportunities to increase student achievement in all core content areas. .

School Improvement Plan

Beecher High School

Category: Career and College Ready

Research Cited: Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

Farbman, D. (2009). Tracking an Emerging Movement: A report on expanded-time schools in America. Boston, MA: National Center on Time and Learning.

Gabrieli, C. (2012). Time - It's Not Always About Money. Educational Leadership, 69(4), 24-29.

Tier: Tier 1

Activity - Extended learning opportunities:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beecher High School will offer Saturday school to all students in order to enhance their learning	Academic Support Program, Career Preparation /Orientation, Behavioral Support Program	Tier 2	Evaluate	07/01/2018	06/30/2020	\$25000	Title I Schoolwide	All instructional staff, interventionists, and administration

Activity - Intersession Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given opportunities during school intersessions to receive academic support. Examination of student data is needed to determine intersession content and training for instructors	Academic Support Program, Supplemental Materials	Tier 2	Monitor	07/01/2018	06/30/2020	\$22000	Title I Schoolwide	All instructional staff, interventionists, and administration

Activity - Summer Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beecher High School will offer summer school to all student in order to enhance their learning. Examination of student data is needed to determine summer school content and training for instructors	Academic Support Program, Supplemental Materials	Tier 1	Monitor	07/01/2018	06/30/2020	\$25000	Title I Schoolwide	All instructional staff, interventionists, and administration

School Improvement Plan

Beecher High School

Activity - Academic Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beecher High School will offer tutoring in order to improve student achievement	Academic Support Program	Tier 2	Getting Ready	07/01/2018	06/30/2020	\$8000	Title I Schoolwide	All instructional staff, interventionists, and administration
Activity - Credit Recovery:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beecher High School will offer credit recovery during school hours and outside of normal school time to students that are behind on their necessary credits for graduation	Academic Support Program	Tier 2	Monitor	07/01/2018	06/30/2020	\$50000	Section 31a	Academic counselor, interventionists, and administration

Strategy 2:

Professional Learning to Close Achievement Gaps - Staff will engage in PLCs and strategically designed PD to address achievement gaps and support high engagement and achievement of all students

Category: Career and College Ready

Research Cited: DuFour, R., DuFour, R., Eaker, R., & Many, T. (2010). Learning by Doing: A Handbook for Professional Learning Communities at Work. Bloomington, IN: Solution Tree.

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2010). Learning by Doing: A Handbook for Professional Learning Communities at Work. Bloomington, IN: Solution Tree.

Yoon, K. S. (2007). Reviewing the evidence on how teacher professional development affects student achievement. Washington, DC: National Center for Educational Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Dept. of Education.

Tier: Tier 1

Activity - PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Beecher High School

Staff will use PLC time to analyze and discuss students areas of growth, instructional competencies, and student concerns for all areas based on data and dialogue. PLC's will be frequently evaluated by review of student and building culture data.	Professional Learning	Tier 1	Monitor	07/01/2018	06/30/2020	\$3000	Title II Part A	All instructional staff, interventionists, and administration
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be given opportunities to participate in professional training related to PLCs.	Professional Learning	Tier 1	Implement	07/01/2018	06/30/2020	\$36000	Title II Part A	All instructional staff, interventionists, and administration

Strategy 3:

Evidence/Research-Based Instruction for All Students - Staff will provide best practices instruction to all students that focuses on high engagement and achievement of all students.

Category: Career and College Ready

Research Cited: Barak, R. (2012, April 1). Principle of Instruction: Research-Based Strategies that all Teachers Should Know. American Educator, 12-39.

Danielson, C. (2007). Enhancing Professional Practice: A Framework for Teaching, 2nd Edition. Alexandria, VA: ASCD.

Dean, C., Hubbell, E., Pitler, H., Stone, B. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition. Alexandria, VA: ASCD.

Lemov, D. (2015). Teach Like a Champion, 2.0. San Francisco, CA: Jossey-Bass.

Tier: Tier 1

Activity - Integrate Technology:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be continued support and training for teachers to use technology tools to support and improve instruction, provide opportunities for differentiation, and support formative assessment.	Technology	Tier 1		07/01/2018	06/30/2020	\$0	Title II Part A	All staff

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Activity - opportunities for focused instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily opportunities will be provided for focused instruction using the gradual release of responsibility framework	Curriculum Development	Tier 1	Implement	07/01/2018	06/30/2020	\$0	Title II Part A	Administration, coaches, and department chairs

Strategy 4:

Multi-tiered System of Supports (MTSS) - Staff will develop and use a strong MTSS system of support for students identified as needing additional time, resources, and/or assistance to meet learning standards across the curriculum.

Category: Career and College Ready

Research Cited: Buffum, A. G., Mattos, M., & Weber, C. (2009). Pyramid response to intervention: RTI, professional learning communities, and how to respond when kids don't learn. Bloomington, IN: Solution Tree.

Fuchs, L. S., Fuchs, D., & Compton, D. L. (2010). Rethinking Response to Intervention at Middle and High School. *School Psychology Review*, 39(1), 22-28.

Sailor, W. (2009). *Making RTI Work: How smart schools are reforming education through schoolwide response to intervention*. San Francisco, CA: Jossey-Bass.

Buffum, A., & Mattos, M. (2011). *Simplifying Response to Intervention: Four Essential Guiding Principles - an RTI Book for Professional Learning Communities*. Bloomington, IN: Solution Tree.

Tier: Tier 1

Activity - Curricular Support:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic interventionists will provide individual and small group strategy lessons to identified students in an effort to increase student achievement. Lessons will be designed to close learning gaps identified through formative and summative assessments.	Academic Support Program	Tier 2	Implement	07/01/2018	06/30/2020	\$65000	Title I Schoolwide	Academic Interventionists, Administration and Director of State and Federal Programs

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Activity - School Social Worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school social worker will be available to help ensure academic and social success for struggling students in terms of emotional, behavioral, attendance, and lifestyle factors.	Academic Support Program, Behavioral Support Program	Tier 2	Monitor	07/01/2018	06/30/2020	\$85000	Title I Schoolwide	Administration and Director of State and Federal Programs
Activity - Professional Development Toward a Multi-Tiered System of Support:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be made available to staff members in an effort to create, sustain, and reinforce the MTSS program in terms of both academics and behavior.	Teacher Collaboration, Policy and Process, Professional Learning	Tier 1	Getting Ready	07/01/2018	06/30/2020	\$66000	Title II Part A	All instructional staff, interventionists, building administration, and central office administration
Activity - Behavior Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A behavior interventionist will be available at Beecher High School to work with students and staff alike in an effort to create opportunities for academic success and ensure that student behavior does not impede those opportunities.	Behavioral Support Program	Tier 1	Monitor	07/01/2018	06/30/2020	\$130000	Section 31a	Administration and Director of State and Federal Programs
Activity - Focus Room:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A focus room will be part of the disciplinary hierarchy for Beecher High School, serving as an alternate location to the classroom environment. The room will be staffed by trained personnel that will focus students on positive behavior choices, consequences of negative behaviors, and on the effect of behavior on academic success.	Academic Support Program, Behavioral Support Program	Tier 2	Monitor	07/01/2018	06/30/2020	\$85000	Section 31a	Administration and Director of State and Federal Programs

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Strategy 5:

Family/Community Engagement to Support Learning: and Enhance Collective Impact - Staff will engage parents to support student learning and enhance community relationships

Category: Career and College Ready

Research Cited: ???

Tier: Tier 1

Activity - Communication:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communicate with parents and community members through a wide range of modes, including: School Newsletter, Curriculum Night, Title I Parent Meetings, Parent-Teacher Conferences, School Website, telephone communication tool, School Facebook, social media presence, and texting / emails	Parent Involvement	Tier 1	Monitor	07/01/2018	06/30/2020	\$6500	Title I Schoolwide	Parent Facilitator and administration
Activity - Family Engagement to Support Student Learning:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to attend academic events that focus upon supporting student learning. Each event will have evaluation forms that help guide the structure, support needed, and frequency. The events may include materials to take home and use with their student(s)	Parent Involvement	Tier 1	Getting Ready	07/01/2018	06/30/2020	\$5500	Title I Schoolwide	Parent Facilitator, teaching staff, and administration
Activity - Parent Facilitator:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beecher High School will have a parent facilitator that will promote engagement, activism, and involvement with students' parents and the community at large.	Parent Involvement	Tier 1	Getting Ready	07/01/2018	06/30/2020	\$30000	Title I Schoolwide	Director of State and Federal Programs and administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior Interventionist	A behavior interventionist will be available at Beecher High School to work with students and staff alike in an effort to create opportunities for academic success and ensure that student behavior does not impede those opportunities.	Behavioral Support Program	Tier 1	Monitor	07/01/2018	06/30/2020	\$130000	Administration and Director of State and Federal Programs
Focus Room:	A focus room will be part of the disciplinary hierarchy for Beecher High School, serving as an alternate location to the classroom environment. The room will be staffed by trained personnel that will focus students on positive behavior choices, consequences of negative behaviors, and on the effect of behavior on academic success.	Academic Support Program, Behavioral Support Program	Tier 2	Monitor	07/01/2018	06/30/2020	\$85000	Administration and Director of State and Federal Programs
Credit Recovery:	Beecher High School will offer credit recovery during school hours and outside of normal school time to students that are behind on their necessary credits for graduation	Academic Support Program	Tier 2	Monitor	07/01/2018	06/30/2020	\$50000	Academic counselor, interventionists, and administration

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Modeling in Science:	Science teachers will implement modeling strategies in their classes for teaching concepts and phenomena in an attempt to increase student's scientific and critical thinking.	Academic Support Program, Materials, Curriculum Development, Direct Instruction, Implementation	Tier 1	Getting Ready	07/01/2018	06/30/2020	\$1000	All highly-qualified Science teaching staff

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Title I Coaches:	Title I Coaches: Provides instructional support to all teaching staff.	Academic Support Program	Tier 1	Monitor	07/01/2018	06/30/2020	\$1000	ELA teaching staff & Title I Coach
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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School Social Worker	A school social worker will be available to help ensure academic and social success for struggling students in terms of emotional, behavioral, attendance, and lifestyle factors.	Academic Support Program, Behavioral Support Program	Tier 2	Monitor	07/01/2018	06/30/2020	\$85000	Administration and Director of State and Federal Programs
Curricular Support	Academic interventionists will administer individual and small group strategy lessons to identified students in an effort to increase student achievement. Lessons will be designed to close learning gaps identified through formative and summative assessments.	Academic Support Program	Tier 2	Implement	07/01/2018	06/30/2020	\$35000	Title I Coaches and Academic Interventionists
Curricular Support:	Academic interventionists will provide individual and small group strategy lessons to identified students in an effort to increase student achievement. Lessons will be designed to close learning gaps identified through formative and summative assessments.	Academic Support Program	Tier 2	Implement	07/01/2018	06/30/2020	\$65000	Academic Interventionists, Administration and Director of State and Federal Programs
Title I Coaches:	Provides instructional support to ELA teaching staff.	Career Preparation /Orientation, Professional Learning	Tier 1	Implement	07/01/2018	06/30/2020	\$1000	ELA teaching staff
Conferences and Training :	ELA instructional and support personnel will actively seek out opportunities to participate in conferences and training that relate to best and/or current practices in ELA instruction.	Curriculum Development, Professional Learning	Tier 1	Monitor	07/01/2018	06/30/2020	\$27000	ELA teaching staff
Title I Coaches:	Provides instructional support to all teaching staff.	Academic Support Program	Tier 1	Monitor	07/01/2018	06/30/2020	\$500	ELA teaching staff & Title I Coach

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Note-Taking	Social Studies teachers will implement strategies for teaching note-taking in their classes to increase comprehension and knowledge acquisition.	Implementation	Tier 1	Monitor	07/01/2018	06/30/2020	\$10000	Social Studies teaching staff
Summer Learning	Beecher High School will offer summer school to all student in order to enhance their learning. Examination of student data is needed to determine summer school content and training for instructors	Academic Support Program, Supplemental Materials	Tier 1	Monitor	07/01/2018	06/30/2020	\$25000	All instructional staff, interventionists, and administration
Family Engagement to Support Student Learning:	Parents will be invited to attend academic events that focus upon supporting student learning. Each event will have evaluation forms that help guide the structure, support needed, and frequency. The events may include materials to take home and use with their student(s)	Parent Involvement	Tier 1	Getting Ready	07/01/2018	06/30/2020	\$5500	Parent Facilitator, teaching staff, and administration
Extended learning opportunities:	Beecher High School will offer Saturday school to all students in order to enhance their learning	Academic Support Program, Career Preparation /Orientation, Behavioral Support Program	Tier 2	Evaluate	07/01/2018	06/30/2020	\$25000	All instructional staff, interventionists, and administration
Academic Tutoring	Beecher High School will offer tutoring in order to improve student achievement	Academic Support Program	Tier 2	Getting Ready	07/01/2018	06/30/2020	\$8000	All instructional staff, interventionists, and administration
Curricular Support	Academic interventionists will provide individual and small group strategy lessons to identified students in an effort to increase student achievement. Lessons will be designed to close learning gaps identified through formative and summative assessments.	Academic Support Program	Tier 2	Implement	07/01/2018	06/30/2020	\$0	Title I Coaches and Academic Interventionists
Address Targeted Areas of Difficulty	Based on student data, special emphasis will be given to non-linguistic representation and real-world applications of Social Studies.	Direct Instruction	Tier 1	Implement	07/01/2018	06/30/2020	\$10000	Social Studies teaching staff
Interession Learning Opportunities	Students will be given opportunities during school interessions to receive academic support. Examination of student data is needed to determine interession content and training for instructors	Academic Support Program, Supplemental Materials	Tier 2	Monitor	07/01/2018	06/30/2020	\$22000	All instructional staff, interventionists, and administration

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Communication:	Communicate with parents and community members through a wide range of modes, including: School Newsletter, Curriculum Night, Title I Parent Meetings, Parent-Teacher Conferences, School Website, telephone communication tool, School Facebook, social media presence, and texting / emails	Parent Involvement	Tier 1	Monitor	07/01/2018	06/30/2020	\$6500	Parent Facilitator and administration
Compare and Contrast	Social Studies teachers will implement strategies for instructing comparison and contrast in their classes to increase comprehension and knowledge acquisition.	Monitor	Tier 1	Implement	07/01/2018	06/30/2020	\$5000	Social Studies teaching staff
Parent Facilitator:	Beecher High School will have a parent facilitator that will promote engagement, activism, and involvement with students' parents and the community at large.	Parent Involvement	Tier 1	Getting Ready	07/01/2018	06/30/2020	\$30000	Director of State and Federal Programs and administration
Curricular Support:	Academic interventionists will provide individual and small group strategy lessons to identified students in an effort to increase student achievement. Lessons will be designed to close learning gaps identified through formative and summative assessments.	Academic Support Program	Tier 2	Implement	07/02/2018	06/30/2020	\$2000	ELA teaching staff, Title I Coaches and Academic Interventionists

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Integrate Technology:	There will be continued support and training for teachers to use technology tools to support and improve instruction, provide opportunities for differentiation, and support formative assessment.	Technology	Tier 1		07/01/2018	06/30/2020	\$0	All staff
Use of Math in Other Core Content Areas	Math instructional staff and coaches will be involved in promoting math-content activities for ELA, science, world languages, and social studies that seek to support Math Strategy 1.	Teacher Collaboration, Direct Instruction	Tier 1	Getting Ready	07/01/2018	06/30/2020	\$3000	Math teaching staff, coaches, and intervention staff
Paraphrasing:	English teachers will implement strategies for teaching paraphrasing in their classrooms to improve critical thinking and vocabulary skills.	Direct Instruction	Tier 1	Implement	07/01/2018	06/30/2020	\$1000	ELA teaching staff

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Professional Development	Staff will be given opportunities to participate in professional training related to PLCs.	Professional Learning	Tier 1	Implement	07/01/2018	06/30/2020	\$36000	All instructional staff, interventionists, and administration
Academic Vocabulary:	Science teachers will implement strategies for teaching academic vocabulary in their classes to increase vocabulary knowledge and skills	Curriculum Development, Direct Instruction, Implementation	Tier 1	Implement	07/01/2018	06/30/2020	\$1000	All highly-qualified Science teaching staff.
Academic Vocabulary	English teachers will implement strategies for teaching academic vocabulary in their classes to increase vocabulary capacity.	Direct Instruction	Tier 1	Implement	07/01/2018	06/30/2020	\$1000	ELA teaching staff
Professional Development Toward a Multi-Tiered System of Support:	Professional development will be made available to staff members in an effort to create, sustain, and reinforce the MTSS program in terms of both academics and behavior.	Teacher Collaboration, Policy and Process, Professional Learning	Tier 1	Getting Ready	07/01/2018	06/30/2020	\$66000	All instructional staff, interventionists, building administration, and central office administration
Conferences and Training	ELA instructional and support personnel will actively seek out opportunities to participate in conferences and trainings that relate to best and/or current practices in ELA instruction.	Professional Learning	Tier 1	Implement	07/01/2018	06/30/2020	\$10000	ELA staff
Conferences and Training	ELA instructional and support personnel will actively seek out opportunities to participate in conferences and training that relate to best and/or current practices in ELA instruction.	Professional Learning	Tier 1	Implement	07/01/2018	06/30/2020	\$24000	ELA teaching staff
Title I Coaches:	Title I Coaches: Provides instructional support to all teaching staff.	Academic Support Program	Tier 1	Monitor	07/01/2018	06/30/2020	\$1000	ELA teaching staff & Title I Coach
PLCs	Staff will use PLC time to analyze and discuss students areas of growth, instructional competencies, and student concerns for all areas based on data and dialogue. PLC's will be frequently evaluated by review of student and building culture data.	Professional Learning	Tier 1	Monitor	07/01/2018	06/30/2020	\$3000	All instructional staff, interventionists, and administration

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Curriculum Alignment:	Science instructional staff will be involved in professional development and/ or learning related to curricular alignment and adjustment to the Next Generation Science Standards	Curriculum Development, Professional Learning	Tier 1	Getting Ready	07/01/2018	06/30/2020	\$2500	All highly qualified Science teaching staff, curriculum support staff
Number Sense	Math teachers will provide strategies to increase number sense (number meanings, number relationships, number magnitude, operations involving numbers and referents for number, and referents for numbers and quantities).	Curriculum Development, Direct Instruction	Tier 1	Getting Ready	07/01/2018	06/30/2020	\$3000	Math teaching staff, coaches, and intervention staff
Close Reading	English teachers will implement strategies on how to closely read novels, articles, and passages to enhance awareness and analytical skills.	Direct Instruction	Tier 1	Implement	07/01/2018	06/30/2020	\$1000	ELA teaching staff
Instruction and Pedagogy	Social Studies instructional staff will be involved in professional development and/or learning related to instruction and pedagogy associated with the successor to Social Studies High School Content Expectations.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	07/01/2018	06/30/2020	\$10000	Social Studies teaching staff, interdepartmental staff and administration
Address targeted areas of difficulty:	Based on student data, specific emphasis will be given to real-world applications of math	Curriculum Development, Direct Instruction	Tier 1	Implement	07/01/2018	06/30/2020	\$1000	Math teaching staff, coaches, and intervention staff
Supplemental Text:	Additional writing textbooks to supplement the Beecher Board-Adopted SpringBoard curriculum will be used to augment student learning. Write Source Books	Supplemental Materials	Tier 1	Implement	07/01/2018	06/30/2020	\$14000	ELA teaching staff
Student Engagement:	Science instructional staff will participate in professional development and/or learning related to student engagement in science	Direct Instruction, Monitor, Implementation	Tier 1	Implement	07/01/2018	06/30/2020	\$10000	All highly qualified Science teaching staff and administration.

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Instruction and Pedagogy:	Science instructional staff will participate in professional development and/or learning related to instruction and pedagogy associated with the Next Generation Science Standards	Direct Instruction, Monitor	Tier 1	Implement	07/01/2018	06/30/2020	\$10000	All highly qualified Science teaching staff and administration
opportunities for focused instruction	Daily opportunities will be provided for focused instruction using the gradual release of responsibility framework	Curriculum Development	Tier 1	Implement	07/01/2018	06/30/2020	\$0	Administration, coaches, and department chairs
Curriculum Alignment	Social Studies instructional staff will be involved in professional development and/or learning related to curricular alignment and adjustment to the successor to Social Studies High School Content Expectations.	Professional Learning	Tier 1	Getting Ready	07/01/2018	06/30/2020	\$10000	Social Studies teaching staff, curriculum and PD support staff and administration
Data-Driven Activities:	Math instructional staff will determine quarterly foci for activities based upon assessment data (NWEA, SAT, PSAT, M-Step, etc.). Tier: 1 Phase: Getting Ready	Curriculum Development, Evaluation	Tier 1	Getting Ready	07/02/2018	06/30/2020	\$3000	Math teaching staff, coaches, and intervention staff
Independent Reading:	English teachers will implement strategies to strengthen understanding, stamina and speed.	Implementation	Tier 1	Implement	07/01/2018	06/30/2020	\$1000	ELA teaching staff
Title I Coaches:	Provides instructional support to all teaching staff.	Academic Support Program	Tier 1	Monitor	07/01/2018	06/30/2020	\$500	ELA teaching staff & Title I Coach
Literary Analysis:	English teachers will administer strategies for teaching student to improve evaluation, reflective and critical writing.	Curriculum Development	Tier 1	Implement	07/01/2018	06/30/2020	\$1000	ELA teaching staff
Conferences and Training	Social Studies instructional staff will be involved in professional development and/or learning related to activities that support the strategy above professional learning to close achievement gaps.	Professional Learning	Tier 1	Getting Ready	07/01/2018	06/30/2020	\$10000	Social Studies teaching staff and administration

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Conferences and Training	ELA instructional and support personnel will actively seek out opportunities to participate in conferences and training that relate to best and/or current practices in ELA instruction.	Professional Learning	Tier 1	Implement	07/01/2018	06/30/2020	\$28000	ELA teaching staff
Conferences and Training	Math instructional and support personnel will actively seek out opportunities to participate in conferences and training that relate to best and/or current practices in math instruction.	Professional Learning	Tier 1	Implement	07/02/2018	06/30/2020	\$15000	Math teaching staff, coaches, and administration
Academic Vocabulary:	Math teachers will implement strategies for teaching academic vocabulary in their classes to increase vocabulary knowledge and skills.	Curriculum Development, Direct Instruction	Tier 1	Implement	07/01/2018	06/30/2020	\$3000	Math teaching staff, coaches, and intervention staff
Address Targeted Areas of Difficulty	Based on student data, special emphasis will be given to non-linguistic representation and real-world applications of science.	Curriculum Development, Direct Instruction, Implementation	Tier 1	Monitor	07/01/2018	06/30/2020	\$1000	All highly-qualified Science teaching staff.
Close Reading:	English teachers will implement strategies for teaching skills on how to improve synthesizing and evaluation during and after reading.	Direct Instruction	Tier 1	Implement	07/01/2018	06/30/2020	\$1000	ELA teaching staff
Summarizing:	English teachers will implement strategies for teaching summarization to improve interpretative and analytical writing skills.	Direct Instruction	Tier 1	Implement	07/01/2018	06/30/2020	\$1000	ELA teaching staff
Student Engagement	Math instructional staff will be participating in professional development and/or learning related to student engagement in math.	Direct Instruction, Professional Learning	Tier 1	Implement	07/01/2018	06/30/2020	\$5000	Math teaching staff, coaches, and administration
Modeling in Science:	Science teachers will implement modeling strategies in their classes for teaching concepts and phenomena in an attempt to increase student's scientific and critical thinking.	Academic Support Program, Materials, Curriculum Development, Direct Instruction, Implementation	Tier 1	Getting Ready	07/01/2018	06/30/2020	\$6500	All highly-qualified Science teaching staff

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Instruction and Pedagogy	Math instructional staff will be involved in professional development and/or learning related to instruction and pedagogy associated with the Common Core State Standards	Curriculum Development, Direct Instruction, Professional Learning	Tier 1	Implement	07/01/2017	06/30/2020	\$10000	Math teaching staff, coaches, and administration
Conferences and Training:	Science instructional and support personnel will actively seek out opportunities to participate in conferences and trainings that relate to best and/or current practices in science instruction.	Professional Learning	Tier 1	Getting Ready	07/01/2018	06/30/2020	\$15000	All highly qualified Science teaching staff and administration
Curriculum Alignment:	Math instructional staff will be involved in professional development and or learning related to curricular alignment and adjustment to the Common Core State Standards.	Curriculum Development, Professional Learning	Tier 1	Implement	07/01/2018	06/30/2020	\$5000	Math teaching staff, coaches, and administration