

District Improvement Plan 2017-18

Beecher Community School District

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Overview

Plan Name

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Plan Description

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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 will become proficient in math.	Objectives: 1 Strategies: 5 Activities: 19	Academic	\$141001
2	Buc Learning Opportunities - Instructional Infrastructure	Objectives: 3 Strategies: 6 Activities: 23	Academic	\$0
3	All students will become proficient in Science and Social Studies	Objectives: 4 Strategies: 2 Activities: 7	Academic	\$104000
4	Buc Pride - Student Support Network	Objectives: 1 Strategies: 2 Activities: 10	Organizational	\$665000
5	Buc Systems	Objectives: 1 Strategies: 4 Activities: 13	Academic	\$205000

Goal 1: All students will become proficient in math.

Measurable Objective 1:

A 30% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, 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 math computation and problem solving in Mathematics by 06/30/2017 as measured by State of Michigan Statewide Assessment Selection, MStep, MI Access, MME, common assessment.

Strategy 1:

Instruction for Identified Students - Students will be identified and receive remediation from trained staff utilizing Multi Tier System of Support principles. Instruction will be in both individual and small group settings and will augment rather than supplant instruction in the core grade level curricula.

Tutors, Paraprofessionals, Behavior Interventionist, Academic Interventionist. My Math will be utilized in grades K-5 and Glencoe Math will be utilized in grades 6-8.

Category:

Research Cited: U.S. Department of Education NCEE 2009-4045 Report, from What Works Clearinghouse...Assisting students struggling with reading: Response to Intervention (RTI) and multi-tier interventions for reading in the primary grades: A Practice Guide, Institute of Education Services, Dynarski, Clarke, Cobb, Finn, Rumberger, Smink (February 2009) recommends:

1. Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of elevated risk students for developing academic disabilities.
2. Provide differentiated instruction for all students based on assessments (tier 1).
3. Provide intensive, systematic instruction on building deficit skills in small groups to students who score below benchmark.. Typically meet 3-5 times a week for 20-40 minutes (tier 2).
4. Monitor the progress of tier 2 students at least once a month. Use data to determine if interventions are still required or if schoolwide teams should design a tier 3 intervention plan.
5. Provide intensive instruction daily that promotes development of proficiency to students who show minimal progress in tier 2 small group instruction (tier 3)

This article covered reading specifically but can certainly apply to any core content area...focus is on individual and small group instruction

Tier: Tier 2

Activity - Individual and Small Group Instruction and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Individual and Small Group Instruction of Identified students to receive remediation from trained staff utilizing MTSS principles. Instruction will be in both individual and small group settings and will augment rather than supplant instruction. Schools: All Schools	Academic Support Program, Behavioral Support Program			07/01/2015	06/30/2017	\$1	Title I Part A	Behavior Interventionist Academic Interventionist Administrators Teachers
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Activity - Academic Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals, Academic Interventionist and Contracted Supplemental HQ tutors will be in classrooms or pull out to provide individual and small group instruction for identified students. Schools: All Schools	Academic Support Program			07/01/2015	06/30/2017	\$0	Title I Part A	Administrators Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support from Genesee Intermediate School District by participating in Math Leadership Elementary and Secondary teams, Math Workshop Trainings. Teachers will receive support for implementing Springboard in 9-12 classrooms. Schools: All Schools	Professional Learning			07/01/2013	06/30/2017	\$0	Title II Part A	Administrative Professional Staff

Activity - Class Size Reduction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Class size reduction classes at the elementary schools to allow for more individualized instruction. Schools: Dailey Elementary School	Class Size Reduction	Tier 1	Implement	08/02/2016	06/30/2017	\$80000	Title I Part A	Building Administrator Teachers

Strategy 2:

Supplemental Technology Software - Technology - Schools in the district will use technology to monitor student growth and to reinforce topics taught. Examples of technology used include desktop computers, iPads, Promethean Boards, Chrome Books, Success Maker, NWEA, Accelerated Reader, STAR math, Math Facts, ebooks, Study Island, laptops.

Category:

Research Cited: Researchers have rated the effectiveness of STAR Math testing. STAR math is highest rated for screening and progress monitoring with perfect scores in all categories by the National Center on Response to Intervention.

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<http://www.renlearn.com/experts/star.aspx>

SuccessMaker's comprehensive, rigorous K-8 curriculum is developed through rigorous analysis of State standards across the country and the Common Core State Standards Initiative.

Recommendations of leading educational organizations including the National Reading Panel, the National Council of Teachers of Mathematics, Project 2061's Benchmarks for Science Literacy and the National Science Education Standards.

<http://www.pearsonschool.com/index.cfm?locator=PS24Tj>

Leading cutting-edge research in learning analytic and data to provide new types of evidence to customize and improve learning,

<http://www.ed.gov/edblogs/technology>

With more than 4.5 billion pairs of test items and responses collected over more than 12 years, the Growth Research Database is the hub of NWEA's research, and the most extensive collection of student growth data in the country. The high quality of the data and the database size makes the Growth Research Database immensely valuable to researchers and others interested in the study of student achievement.

<http://www.nwea.org/why-choose-nwea>

Tier:

Activity - Monitor the programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor the use of supplemental technology software through walk-throughs and review of student data utilizing technology software themselves. Schools: All Schools	Technology Walkthrough			07/01/2013	06/30/2017	\$0	Title II Part A	Administration Professional Staff
Activity - Student Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Grades K-12 will be assessed no less than three times during the school year to determine student's individual strengths and weaknesses. Specific Response to Intervention plans will be implemented to address the weaknesses of specific under performing students and groups. Assessments will be conducted by trained staff and may be completed using a web-based, automated assessment tool such as NWEA, ALEKS Schools: All Schools	Other, Technology			07/01/2015	06/30/2017	\$0	Title I Part A	Administration Teachers

Strategy 3:

Supplemental Materials - Supplemental materials such as College Board grades 7-12, My Math grades K-5 and Glencoe math grades 6-8, etc. will be implemented into the classroom to increase all students' college readiness for math success.

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Category:

Research Cited: Schools that have used Springboard show an increased number of students who perform better on the State assessments. Also these schools have more students completing AP math once in high school.

http://media.collegeboard.com/digitalServices/pdf/springboard/SB_Research_Compndium_web.pdf

Tier:

Activity - Supplemental Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and academic support staff will use supplemental materials, such as Springboard, My Math, Glencoe Math to improve math proficiency. Additional math supplemental hands on materials will be considered as well as materials for Math Recovery. Schools: All Schools	Supplemental Materials			07/01/2015	06/30/2017	\$0	Title I Part A	Administration Teachers

Activity - McKinney-Vento	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McKinney-Vento liaison and Director of State and Federal Programs consult and coordinate programs and services to support identified students with attendance and student success. To include supplemental bus route to transport students to and from school. Beecher Community School District will offer in school and after school tutoring to identified McKinney-Vento students to build any academic deficiencies and provide resources to help with their current living circumstance. Schools: All Schools	Other - Services			07/01/2016	06/30/2017	\$11000	Title I Part A	Director of State and Federal Programs Social Workers

Strategy 4:

Learning Community - Beecher Community School Professional staff will utilize Professional Learning Communities to establish student learning specific to content area and grade level standards. Team will work to establish common goals, common essential outcomes, common instructional tasks and common assessments. Teams will use data to identify students in need of interventions and will collaboratively determine how those interventions will be conducted and how progress will be monitored.

Category:

Research Cited: Throughout North America, schools and districts that implement the PLC at Work model have enjoyed great success. When working in Professional Learning Communities everyone has a common goal and work together to make sure that the students are learning and progressing towards that common goal.

<http://www.allthingsplc.info/about/plcatwork.php>

Tier:

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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff in Beecher Community School District will be involved in Professional Learning Communities and work towards making sure that all students are learning. The process of Professional Learning Communities will be used during the hour late start once a week. Schools: All Schools	Teacher Collaboration			07/01/2013	06/30/2017	\$0	Title II Part A, Title I Part A	Administration Professional Staff Instructional Coach Superintendent Data Specialist

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be offered to further staff understanding and implementation of MTSS, RTI, Formative Assessment, FAME team, additional workshops to help staff meet the needs of all students which may also take place during intersession, Holiday Break and Summer Break. Schools: All Schools	Professional Learning			07/01/2015	06/30/2017	\$0	Title II Part A	Administrators Teachers Director of State & Federal Programs

Activity - Instructional Coach/Data Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach and Data Specialist to work with teachers to analyze student data and develop an intervention plan for students. Curriculum will be developed and aligned K-12. Schools: All Schools	Teacher Collaboration			07/01/2016	06/30/2017	\$50000	Title II Part A	Superintendent

Strategy 5:

Extended Learning Opportunities - Beecher Community School District will offer extended learning activities to continue the students' learning outside of the normal school day.

Category:

Research Cited: For students who need extra support to be successful academically, what happens before and after school can be as important as what happens during the school day.

http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf

Tier:

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Activity - Field trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beecher Community School District will offer field trips for students in grades K-12 to further the students' learning and experiences outside of the community. Schools: All Schools	Field Trip			07/01/2015	06/30/2017	\$0	Title I Part A	Administration Teachers
Activity - Summer School - Intersessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beecher Community School District will offer extended learning opportunities during the summer and intersession periods for identified students in grades K-12. These students will receive additional instruction to address specific identified learning deficiencies related to Mathematics. Schools: All Schools	Academic Support Program			07/01/2015	06/30/2017	\$0	Title I Part A	Administration Teachers
Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beecher Community School District will offer Credit Recovery program for students to make up required credits for graduation. Schools: Beecher Adult Education Center, Beecher High School	Academic Support Program, Technology			06/30/2015	06/30/2016	\$0	Other, Title I Part A	Administration Credit Recovery Teacher
Activity - Summer Reading Take Home Packets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beecher Community School District would like to build student home libraries by providing minimum of five nonfiction children's literature books for students to read over the summer and keep. Schools: All Schools	Materials			06/30/2015	06/30/2017	\$0	Title I Part A	Director of State & Federal Programs Administration Teachers
Activity - Academic Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Beecher Community School District will offer after school tutoring, Saturday School, contracted academic support staff, Academic Interventionist, Paraprofessionals and tutors to assist students in their understanding and learning of core curriculum. Computer technologies may be employed to advance students' learning. Schools: All Schools	Academic Support Program			06/30/2015	06/30/2017	\$0	Title I Part A	Administrators Teachers
Activity - Kindergarten Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten will be offered for a full day to increase kindergarten students learning time. Schools: Dailey Elementary School	Direct Instruction			08/01/2013	06/30/2017	\$0	Title I Part A	Administrators Kindergarten Teachers
Activity - After School Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended day programs will be offered to extend students thinking and learning. Schools: All Schools	Extra Curricular, Field Trip			07/01/2013	06/30/2017	\$0	Title I Part A	Administrators Staff
Activity - Family events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family events will be planned to include activities that support core content academics. Schools: All Schools	Parent Involvement			06/30/2015	06/30/2017	\$0	Title I Part A	Parent Facilitators Teachers Administrators

Goal 2: Buc Learning Opportunities - Instructional Infrastructure

Measurable Objective 1:

100% of All Students will increase student growth reading comprehension in English Language Arts by 06/30/2021 as measured by Michigan Statewide Assessment Selection - M Step/MiAccess MME.

(shared) Strategy 1:

Springboard - Teachers will implement the College Board - Springboard program into the classroom to increase all students' college readiness for English Language Arts.

Category:

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Research Cited: Schools that use Springboard show an increased number of students who perform better on the state tests. Also the schools that use Springboard have more students taking AP classes in high school.

http://media.collegeboard.com/digitalServices/pdf/springboard/SB_Research_Compndium_web.pdf

Tier:

Activity - Professional Development for Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers using Springboard will receive continued support for implementing Springboard in the classroom.	Professional Learning			07/01/2013	06/30/2019	\$0		Assistant Superintendent Principal
Schools: All Schools								

Activity - Supplemental Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental CollegeBoard - SpringBoard ELA materials will be utilized in grades 6-12. Supplemental leveled texts for increased comprehension of expository and informational text.	Academic Support Program			06/30/2015	06/30/2019	\$0		Administrators Teachers
Schools: Milton E. Tucker Middle School, Beecher High School								

(shared) Strategy 2:

Professional Development - Beecher Community School District will support Professional Development on interventions, Guided reading, high yield strategies, Response to Intervention, technology integration, K-8 teachers will implement Reader's Workshop to increase student's reading comprehension and skills. 6-12 teachers will utilize Thinking Maps to increase student's comprehension.

Category: English/Language Arts

Research Cited: Reading workshop is a research based instructional approach from the Reading and Writing Project at Teachers College, Columbia University, NYC.

<http://readingandwritingproject.com/about.html>

Reading workshop fosters daily opportunity for students to read independently. Research has found that student achievement in reading is directly related to the amount of time students spend reading.

Tier:

Activity - GISD workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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K-8 teachers will be trained in the Reader's and Writer's Workshop model. Formative assessment and FAME team Thinking Maps Michigan Reading Association Conference	Professional Learning			07/01/2013	06/30/2017	\$0		Curriculum Director Principal
Schools: All Schools								

(shared) Strategy 3:

Supplemental learning time - Tutoring inside and outside the regular school day will be given to ELL students. After school programs will be offered to ELL students. Summer School and intersession learning time will be offered to ELL students.

Category:

Research Cited: There is also some evidence to suggest that extended learning time will have the greatest benefit for at-risk and ELL students.

<http://educationnorthwest.org/news/2467>

Tier:

Activity - Summer school / Intersessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beecher Community School District will offer summer school opportunities and intersession learning opportunities. Any student identified as McKinney-Vento will be provided transportation to and from the program via district bus, gas card or bus pass. Any other materials required may be available via donation, Genesee ISD or general fund.	Academic Support Program			07/01/2013	06/30/2017	\$0		Director of State and Federal Programs Superintendent Building Administrators
Schools: All Schools								

Activity - Tutoring for ELL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beecher Community School District will offer in school and after school tutoring to ELL students to build their understanding and learning.	Academic Support Program			07/01/2013	06/30/2017	\$0		Director of State and Federal programs Curriculum Director Principals
Schools: All Schools								

Activity - After School Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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After school programs will be offered to extend students thinking and learning. If students identified as McKinney-Vento seek to participate, transportation will be provided using bus pass, gas card or district bus. Additional required supplies may be available thru donations, support thru Genesee ISD and general fund. Schools: All Schools	Academic Support Program			07/01/2013	06/30/2017	\$0		Director of State and Federal Programs Superintendent Principals
Activity - Instrucional Coaching and Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GISD personnel will assist Beecher staff to increase student comprehensibility, ELP specific and appropriate interaction, and academic vocabulary access to EL students in the mainstream. PD and coaching will focus on giving staff the knowledge and skills to meet the needs of EL students during all three tiers of MTSS. Training on administering the State assessment is also provided by GISD. Schools: All Schools	Professional Learning			07/01/2015	06/30/2017	\$0		Administrators Director of State & Federal Programs Teachers
Activity - Direct Instruction - Foreign Language	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher of Foreign Language using flexibility of Title 1 will be utilized to expose students to Foreign Language-Spanish Schools: Milton E. Tucker Middle School, Dailey Elementary School	Academic Support Program, Direct Instruction			07/01/2016	06/30/2017	\$0		Building Administrator Superintendent
Activity - Direct Instruction - Music Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Music Teacher using Title 1 Flexibility will be utilized to offer an additional "special" class to allow teachers a common planning time to review student data and plan for interventions. Schools: Dailey Elementary School	Direct Instruction, Supplemental Materials			07/01/2016	06/30/2017	\$0		Building Administrator Superintendent
Activity - Tutoring for McKinney-Vento students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beecher Community School District will offer in school and after school tutoring to identified McKinney-Vento students to build any academic deficiencies and provide resources to help with their current living circumstance. Schools: All Schools	Academic Support Program, Supplemental Materials			07/01/2016	06/30/2017	\$0		Director of State and Federal Programs Social Workers

(shared) Strategy 4:

Academic Support of Identified Students - Students will be identified and receive remediation from HQ staff utilizing MTSS principles. Instruction will be in both individual and small group settings and will augment rather than supplant instruction in the core grade-level curricula. Academic Interventionist, Contracted Academic Student Support HQ tutors, and Paraprofessionals will be utilized. Computer technologies may be employed to advance student's learning.

Category: Learning Support Systems

Research Cited: McCardle, P., Chhabra, V., Kapinus, B. (2008) Reading Research into Action: A Teacher's Guide for Student Success

Tatum, A. (2005) Teaching Reading to Black Adolescent Males: Closing the Achievement Gap. Portland, ME. Stenhouse.

Tier:

Activity - Academic Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, HQ paraprofessionals, Contracted Academic Support HQ Tutors, Academic Interventionist will work with small groups of students, based upon data to support their achievement in reading skills and concepts. Schools: All Schools	Academic Support Program			07/01/2015	06/30/2017	\$0		Administration

Activity - Instructional Coach/Data Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach and Data Specialist to work with teachers to analyze student data and develop an intervention plan for students. Curriculum will be developed and aligned K-12. Schools: All Schools	Teacher Collaboration			07/01/2016	06/30/2017	\$0		Superintendent

Activity - McKinney-Vento	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McKinney-Vento liaison and Director of State and Federal Programs consult and coordinate programs and services to support identified students with attendance and student success. To include supplemental bus route to transport students to and from school. Schools: All Schools	Other - Services			07/01/2016	06/30/2017	\$0		Director of State and Federal Programs Social Workers

Strategy 5:

Instructional Infrastructure - Instructional Infrastructure - The Instructional Infrastructure is the second district system that the District Blueprint Acceleration Team begins to develop. The first phase of the development of this system involved describing and communicating explicit high quality subject-specific instructional practices

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for all core content areas. This was done in 2016-17 and the visions were adopted by the team. The district will measure the extent to which the current classroom instruction across the entire district is aligned to the visions.

Category: Career and College Ready

Research Cited: Barnes, C., Camburn, E., Kim, J., & Rowan, B. (2004, April). School leadership and instructional improvement in CSR schools Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Camburn, E., Rowan, B., & Taylor, J. (2003). Distributed leadership in schools: The case of elementary schools adopting comprehensive school reform models.

Educational Evaluation and Policy Analysis, 25(4), 347-343.

Cobb, P., & Jackson, K. (2011). Towards an empirically grounded theory of action for improving the quality of mathematics teaching at scale. Mathematics Teacher Education and Development, 13(1), 6-33.

Cobb, P., Jackson, K., Smith, T., Sorum, M., & Henrick, E. (2013). Design research with educational systems: Investigating and supporting improvements in the quality of mathematics teaching and learning at scale. In B. J. Fishman, W. R. Penuel, A.-R. Allen & B. H. Cheng (Eds.), Design based implementation research: Theories, methods, and exemplars. National Society for the Study of Education Yearbook (Vol. 112, Issue 2, pp. 320-349). New York: Teachers College.

Tier:

Activity - High Quality Subject Specific Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Vision of High Quality Subject Specific Instruction for all core content areas was adopted by the District Blueprint Team in 2016-17. Strengthen the implementation of high quality instruction as measured by increased student achievement.</p> <p>The district will focus on the following high quality instructional models:</p> <p>Ambitious Teaching Strategies Visible Learning - Hattie's work Inquiry Based SOP instruction for ELL students</p> <p>Professional development and district support will be utilized.</p> <p>Schools: All Schools</p>	Academic Support Program, Curriculum Development, Direct Instruction	Tier 1	Implement	07/01/2017	07/30/2021	\$0	Title II Part A	All

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Activity - Aligned Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Align district curriculum and assessments as evidenced by the identification of power standards, pacing guides, common assessments, common grading practices and reporting tools. Professional development and district support will be utilized. Schools: All Schools	Curriculum Development		Getting Ready	07/01/2017	06/30/2021	\$0	Title II Part A	Assistant Superintendent Building Administration Professional Staff
Activity - High Quality Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the following professional learning opportunities to deepen the knowledge of academic and non-academic needs of students. Professional Learning Series Teacher Mentoring Program Instructional Rounds Instructional Coaching Stipends and salaries will be paid out of Title II and other grants available Schools: All Schools	Professional Learning			08/01/2017	06/30/2021	\$0	Title II Part A	All
Activity - Multi-Tiered System of Supports (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the academic needs of students and to coordinate general and special education programming:</p> <p>Title I and 31a instructional support</p> <p>Supplemental materials</p> <p>ESL staff coordinated with the Genesee Intermediate School District</p> <p>Tutoring for ELL students</p> <p>Additional materials</p> <p>Title I full day kindergarten</p> <p>Credit recovery</p> <p>Stipends and licenses</p> <p>Extended day, Intersession and Summer school instruction to include Stipends and materials</p> <p>Professional development and district support will be utilized.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>		<p>Implement</p>	<p>07/01/2017</p>	<p>06/30/2021</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>All</p>
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Measurable Objective 2:

A 30% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, 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 reading comprehension in English Language Arts by 06/30/2017 as measured by District Assessment such as NWEA.

(shared) Strategy 1:

Springboard - Teachers will implement the College Board - Springboard program into the classroom to increase all students' college readiness for English Language Arts.

Category:

Research Cited: Schools that use Springboard show an increased number of students who perform better on the state tests. Also the schools that use Springboard have more students taking AP classes in high school.

http://media.collegeboard.com/digitalServices/pdf/springboard/SB_Research_Compndium_web.pdf

Tier:

Activity - Professional Development for Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers using Springboard will receive continued support for implementing Springboard in the classroom. Schools: All Schools	Professional Learning			07/01/2013	06/30/2019	\$0		Assistant Superintendent Principal
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Activity - Supplemental Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental CollegeBoard - SpringBoard ELA materials will be utilized in grades 6-12. Supplemental leveled texts for increased comprehension of expository and informational text. Schools: Milton E. Tucker Middle School, Beecher High School	Academic Support Program			06/30/2015	06/30/2019	\$0		Administrators Teachers

(shared) Strategy 2:

Professional Development - Beecher Community School District will support Professional Development on interventions, Guided reading, high yield strategies, Response to Intervention, technology integration, K-8 teachers will implement Reader's Workshop to increase student's reading comprehension and skills. 6-12 teachers will utilize Thinking Maps to increase student's comprehension.

Category: English/Language Arts

Research Cited: Reading workshop is a research based instructional approach from the Reading and Writing Project at Teachers College, Columbia University, NYC.
<http://readingandwritingproject.com/about.html>

Reading workshop fosters daily opportunity for students to read independently. Research has found that student achievement in reading is directly related to the amount of time students spend reading.

Tier:

Activity - GISD workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 teachers will be trained in the Reader's and Writer's Workshop model. Formative assessment and FAME team Thinking Maps Michigan Reading Association Conference Schools: All Schools	Professional Learning			07/01/2013	06/30/2017	\$0		Curriculum Director Principal

(shared) Strategy 3:

Supplemental learning time - Tutoring inside and outside the regular school day will be given to ELL students. After school programs will be offered to ELL students. Summer School and intersession learning time will be offered to ELL students.

Category:

Beecher Community School District

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Research Cited: There is also some evidence to suggest that extended learning time will have the greatest benefit for at-risk and ELL students.

<http://educationnorthwest.org/news/2467>

Tier:

Activity - Summer school / Intersessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beecher Community School District will offer summer school opportunities and intersession learning opportunities. Any student identified as McKinney-Vento will be provided transportation to and from the program via district bus, gas card or bus pass. Any other materials required may be available via donation, Genesee ISD or general fund. Schools: All Schools	Academic Support Program			07/01/2013	06/30/2017	\$0		Director of State and Federal Programs Superintendent Building Administrators
Activity - Tutoring for ELL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beecher Community School District will offer in school and after school tutoring to ELL students to build their understanding and learning. Schools: All Schools	Academic Support Program			07/01/2013	06/30/2017	\$0		Director of State and Federal programs Curriculum Director Principals
Activity - After School Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school programs will be offered to extend students thinking and learning. If students identified as McKinney-Vento seek to participate, transportation will be provided using bus pass, gas card or district bus. Additional required supplies may be available thru donations, support thru Genesee ISD and general fund. Schools: All Schools	Academic Support Program			07/01/2013	06/30/2017	\$0		Director of State and Federal Programs Superintendent Principals
Activity - Instrucional Coaching and Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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GISD personnel will assist Beecher staff to increase student comprehensibility, ELP specific and appropriate interaction, and academic vocabulary access to EL students in the mainstream. PD and coaching will focus on giving staff the knowledge and skills to meet the needs of EL students during all three tiers of MTSS. Training on administering the State assessment is also provided by GISD.	Professional Learning			07/01/2015	06/30/2017	\$0		Administrators Director of State & Federal Programs Teachers
Schools: All Schools								

Activity - Direct Instruction - Foreign Language	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher of Foreign Language using flexibility of Title 1 will be utilized to expose students to Foreign Language-Spanish Schools: Milton E. Tucker Middle School, Dailey Elementary School	Academic Support Program, Direct Instruction			07/01/2016	06/30/2017	\$0		Building Administrator or Superintendent

Activity - Direct Instruction - Music Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Music Teacher using Title 1 Flexibility will be utilized to offer an additional "special" class to allow teachers a common planning time to review student data and plan for interventions. Schools: Dailey Elementary School	Direct Instruction, Supplemental Materials			07/01/2016	06/30/2017	\$0		Building Administrator or Superintendent

Activity - Tutoring for McKinney-Vento students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beecher Community School District will offer in school and after school tutoring to identified McKinney-Vento students to build any academic deficiencies and provide resources to help with their current living circumstance. Schools: All Schools	Academic Support Program, Supplemental Materials			07/01/2016	06/30/2017	\$0		Director of State and Federal Programs Social Workers

(shared) Strategy 4:

Academic Support of Identified Students - Students will be identified and receive remediation from HQ staff utilizing MTSS principles. Instruction will be in both individual and small group settings and will augment rather than supplant instruction in the core grade-level curricula. Academic Interventionist, Contracted Academic Student Support HQ tutors, and Paraprofessionals will be utilized. Computer technologies may be employed to advance student's learning.

Category: Learning Support Systems

Research Cited: McCardle, P., Chhabra, V., Kapinus, B. (2008) Reading Research into Action: A Teacher's Guide for Student Success

Tatum, A. (2005) Teaching Reading to Black Adolescent Males: Closing the Achievement Gap. Portland, ME. Stenhouse.

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Tier:

Activity - Academic Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, HQ paraprofessionals, Contracted Academic Support HQ Tutors, Academic Interventionist will work with small groups of students, based upon data to support their achievement in reading skills and concepts.	Academic Support Program			07/01/2015	06/30/2017	\$0		Administration
Schools: All Schools								

Activity - Instructional Coach/Data Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach and Data Specialist to work with teachers to analyze student data and develop an intervention plan for students. Curriculum will be developed and aligned K-12.	Teacher Collaboration			07/01/2016	06/30/2017	\$0		Superintendent
Schools: All Schools								

Activity - McKinney-Vento	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McKinney-Vento liaison and Director of State and Federal Programs consult and coordinate programs and services to support identified students with attendance and student success. To include supplemental bus route to transport students to and from school.	Other - Services			07/01/2016	06/30/2017	\$0		Director of State and Federal Programs Social Workers
Schools: All Schools								

Strategy 5:

Extended Learning Opportunities - Beecher Community School District will offer extended learning opportunities to continue the student's learning outside of the classroom.

Category:

Research Cited: For students who need extra support to be successful academically, what happens before and after school can be as important as what happens during the school day.

http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf

Tier:

Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Beecher Community School District will offer field trips to students in grades K-12 to support experiences outside of the community. Schools: All Schools	Field Trip			06/30/2015	06/30/2017	\$0		Administrators Teachers
Activity - Summer School - Intersessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beecher Community School District will offer summer school opportunities and intersession for students in grades K-12. Schools: All Schools	Academic Support Program			07/01/2013	06/30/2017	\$0		Director of State & Federal Programs Administrators Teachers
Activity - Academic Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beecher Community School District will offer extended day school tutoring and Saturday School to build student academics. Schools: All Schools	Academic Support Program			07/01/2015	06/30/2017	\$0		Administrators Teachers
Activity - Kindergarten Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten will be full day to increase Kindergarten students learning time. Schools: Dailey Elementary School	Direct Instruction			07/01/2013	06/30/2017	\$0		Administration Kindergarten Teachers
Activity - After School Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school programs will be offered to extend students thinking and learning. Schools: All Schools	Extra Curricular			07/01/2013	06/30/2017	\$0		Administration Teachers
Activity - Academic Student Support staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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An academic interventionist, contracted academic support HQ tutor, contracted sub teacher, paraprofessional will work with students to further their understanding. Schools: All Schools	Academic Support Program			06/30/2015	06/30/2017	\$0		Principal
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Measurable Objective 3:

A 30% increase of English Learners students will demonstrate a proficiency in understanding in English Language Arts by 06/30/2017 as measured by state bilingual assessment tool.

(shared) Strategy 1:

Supplemental learning time - Tutoring inside and outside the regular school day will be given to ELL students. After school programs will be offered to ELL students. Summer School and intersession learning time will be offered to ELL students.

Category:

Research Cited: There is also some evidence to suggest that extended learning time will have the greatest benefit for at-risk and ELL students.

<http://educationnorthwest.org/news/2467>

Tier:

Activity - Summer school / Intersessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beecher Community School District will offer summer school opportunities and intersession learning opportunities. Any student identified as McKinney-Vento will be provided transportation to and from the program via district bus, gas card or bus pass. Any other materials required may be available via donation, Genesee ISD or general fund. Schools: All Schools	Academic Support Program			07/01/2013	06/30/2017	\$0		Director of State and Federal Programs Superintendent Building Administrators

Activity - Tutoring for ELL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beecher Community School District will offer in school and after school tutoring to ELL students to build their understanding and learning. Schools: All Schools	Academic Support Program			07/01/2013	06/30/2017	\$0		Director of State and Federal programs Curriculum Director Principals

Activity - After School Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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After school programs will be offered to extend students thinking and learning. If students identified as McKinney-Vento seek to participate, transportation will be provided using bus pass, gas card or district bus. Additional required supplies may be available thru donations, support thru Genesee ISD and general fund. Schools: All Schools	Academic Support Program			07/01/2013	06/30/2017	\$0		Director of State and Federal Programs Superintendent Principals
Activity - Instrucional Coaching and Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GISD personnel will assist Beecher staff to increase student comprehensibility, ELP specific and appropriate interaction, and academic vocabulary access to EL students in the mainstream. PD and coaching will focus on giving staff the knowledge and skills to meet the needs of EL students during all three tiers of MTSS. Training on administering the State assessment is also provided by GISD. Schools: All Schools	Professional Learning			07/01/2015	06/30/2017	\$0		Administrators Director of State & Federal Programs Teachers
Activity - Direct Instruction - Foreign Language	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher of Foreign Language using flexibility of Title 1 will be utilized to expose students to Foreign Language-Spanish Schools: Milton E. Tucker Middle School, Dailey Elementary School	Academic Support Program, Direct Instruction			07/01/2016	06/30/2017	\$0		Building Administrator Superintendent
Activity - Direct Instruction - Music Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Music Teacher using Title 1 Flexibility will be utilized to offer an additional "special" class to allow teachers a common planning time to review student data and plan for interventions. Schools: Dailey Elementary School	Direct Instruction, Supplemental Materials			07/01/2016	06/30/2017	\$0		Building Administrator Superintendent
Activity - Tutoring for McKinney-Vento students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beecher Community School District will offer in school and after school tutoring to identified McKinney-Vento students to build any academic deficiencies and provide resources to help with their current living circumstance. Schools: All Schools	Academic Support Program, Supplemental Materials			07/01/2016	06/30/2017	\$0		Director of State and Federal Programs Social Workers

Goal 3: All students will become proficient in Science and Social Studies

Measurable Objective 1:

A 30% increase of Fifth and Eighth grade students will demonstrate a proficiency in science processes in Science by 06/30/2017 as measured by State Assessment.

(shared) Strategy 1:

STEAM - All Science teachers will use STEAM lessons to build students' understanding.

Category: Science

Research Cited: Schools designed around science, technology, engineering and/or mathematics can engage students in rich and rigorous STEAM learning, set high expectations for their participation and performance, prepare them for success in college and careers, and encourage the pursuit of advanced STEAM careers.

<http://opportunityequation.org/school-and-system-design/stem-focused-schools-designed-support>

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beecher Community School District will offer continued support for STEAM implementation. Schools: All Schools	Professional Learning			07/01/2016	06/30/2017	\$5000	Title II Part A	Superintendent/Curriculum Director Principals STEAM Coach Data Director Instructional Coach
Activity - Monitor Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor implementation of STEM during walk-throughs, observations, lesson plans and conversations. Schools: All Schools	Monitor			07/01/2013	06/30/2016	\$0	Title I Schoolwide	All administration Teachers
Activity - STEAM Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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STEAM Coach to model STEAM lessons to build student and staff understanding of curriculum goals. Schools: Milton E. Tucker Middle School	Teacher Collaboration, Direct Instruction			07/01/2016	06/30/2017	\$75000	Title I Part A	Building Administrator or Superintendent/Curriculum Director
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Activity - Supplemental Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental materials in Math, Science, Technology, Arts will be utilized to include supplies for activities, children's literature, technology tools. Schools: All Schools	Supplemental Materials			07/01/2016	06/30/2017	\$1000	Title I Part A	Building Administrator or STEAM coach

(shared) Strategy 2:

Technology - Staff and students will use technology to reinforce what has been taught in the classroom, to monitor learning, and to introduce new topics.

Category:

Research Cited: Leading cutting-edge research in learning analytic and data to provide new types of evidence and customize and improve learning.

<http://www.ed.gov/edblogs/technology/>

Tier:

Activity - Technology Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will use computers in the classroom to further understanding. Teachers and students will use programs, like: NWEA, United Streaming, Renaissance Learning, Success Maker, BrainPop, EdHelper, Classworks, etc., to monitor learning and further understanding on topics being taught Schools: All Schools	Technology			07/01/2013	06/30/2017	\$0	Title I Schoolwide	Principals Teachers Data Specialist

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be given professional development opportunities to learn how to utilize the technology available to include attending the MACUL 2017 Conference. Schools: All Schools	Professional Learning			07/01/2013	06/30/2017	\$22000	Title II Part A	Curriculum Director Principals State and Federal Programs Director

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Activity - Supplemental Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental materials for students will be utilized to include Social Studies Weekly, children's literature, resource supplies, etc. Schools: All Schools	Supplemental Materials			07/01/2016	06/30/2017	\$1000	Title I Part A	Teachers Building Administrators

Measurable Objective 2:

A 30% increase of Third, Fourth, Sixth, Seventh, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in science processes in Science by 06/30/2017 as measured by District and/or State Assessment.

(shared) Strategy 1:

STEAM - All Science teachers will use STEAM lessons to build students' understanding.

Category: Science

Research Cited: Schools designed around science, technology, engineering and/or mathematics can engage students in rich and rigorous STEAM learning, set high expectations for their participation and performance, prepare them for success in college and careers, and encourage the pursuit of advanced STEAM careers.

<http://opportunityequation.org/school-and-system-design/stem-focused-schools-designed-support>

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beecher Community School District will offer continued support for STEAM implementation. Schools: All Schools	Professional Learning			07/01/2016	06/30/2017	\$5000	Title II Part A	Superintendent/Curriculum Director Principals STEAM Coach Data Director Instructional Coach

Activity - Monitor Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor implementation of STEM during walk-throughs, observations, lesson plans and conversations. Schools: All Schools	Monitor			07/01/2013	06/30/2016	\$0	Title I Schoolwide	All administration Teachers

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Activity - STEAM Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STEAM Coach to model STEAM lessons to build student and staff understanding of curriculum goals. Schools: Milton E. Tucker Middle School	Teacher Collaboration, Direct Instruction			07/01/2016	06/30/2017	\$75000	Title I Part A	Building Administrator or Superintendent/Curriculum Director

Activity - Supplemental Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental materials in Math, Science, Technology, Arts will be utilized to include supplies for activities, children's literature, technology tools. Schools: All Schools	Supplemental Materials			07/01/2016	06/30/2017	\$1000	Title I Part A	Building Administrator or STEAM coach

(shared) Strategy 2:

Technology - Staff and students will use technology to reinforce what has been taught in the classroom, to monitor learning, and to introduce new topics.

Category:

Research Cited: Leading cutting-edge research in learning analytic and data to provide new types of evidence and customize and improve learning.

<http://www.ed.gov/edblogs/technology/>

Tier:

Activity - Technology Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will use computers in the classroom to further understanding. Teachers and students will use programs, like: NWEA, United Streaming, Renaissance Learning, Success Maker, BrainPop, EdHelper, Classworks, etc., to monitor learning and further understanding on topics being taught Schools: All Schools	Technology			07/01/2013	06/30/2017	\$0	Title I Schoolwide	Principals Teachers Data Specialist

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will be given professional development opportunities to learn how to utilize the technology available to include attending the MACUL 2017 Conference. Schools: All Schools	Professional Learning			07/01/2013	06/30/2017	\$22000	Title II Part A	Curriculum Director Principals State and Federal Programs Director
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Activity - Supplemental Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental materials for students will be utilized to include Social Studies Weekly, children's literature, resource supplies, etc. Schools: All Schools	Supplemental Materials			07/01/2016	06/30/2017	\$1000	Title I Part A	Teachers Building Administrators

Measurable Objective 3:

A 30% increase of Sixth, Ninth and Eleventh grade students will demonstrate a proficiency in World History in Social Studies by 06/30/2017 as measured by State Assessment, MME.

(shared) Strategy 1:

Technology - Staff and students will use technology to reinforce what has been taught in the classroom, to monitor learning, and to introduce new topics.

Category:

Research Cited: Leading cutting-edge research in learning analytic and data to provide new types of evidence and customize and improve learning.

<http://www.ed.gov/edblogs/technology/>

Tier:

Activity - Technology Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will use computers in the classroom to further understanding. Teachers and students will use programs, like: NWEA, United Streaming, Renaissance Learning, Success Maker, BrainPop, EdHelper, Classworks, etc., to monitor learning and further understanding on topics being taught Schools: All Schools	Technology			07/01/2013	06/30/2017	\$0	Title I Schoolwide	Principals Teachers Data Specialist

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will be given professional development opportunities to learn how to utilize the technology available to include attending the MACUL 2017 Conference. Schools: All Schools	Professional Learning			07/01/2013	06/30/2017	\$22000	Title II Part A	Curriculum Director Principals State and Federal Programs Director
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Activity - Supplemental Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental materials for students will be utilized to include Social Studies Weekly, children's literature, resource supplies, etc. Schools: All Schools	Supplemental Materials			07/01/2016	06/30/2017	\$1000	Title I Part A	Teachers Building Administrators

Measurable Objective 4:

A 30% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Seventh, Eighth, Tenth and Twelfth grade students will demonstrate a proficiency World History in Social Studies by 06/30/2017 as measured by District Assessments.

(shared) Strategy 1:

Technology - Staff and students will use technology to reinforce what has been taught in the classroom, to monitor learning, and to introduce new topics.

Category:

Research Cited: Leading cutting-edge research in learning analytic and data to provide new types of evidence and customize and improve learning.

<http://www.ed.gov/edblogs/technology/>

Tier:

Activity - Technology Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will use computers in the classroom to further understanding. Teachers and students will use programs, like: NWEA, United Streaming, Renaissance Learning, Success Maker, BrainPop, EdHelper, Classworks, etc., to monitor learning and further understanding on topics being taught Schools: All Schools	Technology			07/01/2013	06/30/2017	\$0	Title I Schoolwide	Principals Teachers Data Specialist

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will be given professional development opportunities to learn how to utilize the technology available to include attending the MACUL 2017 Conference. Schools: All Schools	Professional Learning			07/01/2013	06/30/2017	\$22000	Title II Part A	Curriculum Director Principals State and Federal Programs Director
Activity - Supplemental Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental materials for students will be utilized to include Social Studies Weekly, children's literature, resource supplies, etc. Schools: All Schools	Supplemental Materials			07/01/2016	06/30/2017	\$1000	Title I Part A	Teachers Building Administrators

Goal 4: Buc Pride - Student Support Network

Measurable Objective 1:

demonstrate a behavior that reflects a decrease in referrals and suspensions by 10% and an increase resulting in an overall 90% attendance rate by 06/30/2019 as measured by measured by attendance data and office discipline data.

Strategy 1:

Intense Student Support Network - Intense Student Support Network - The Intense Student Support Network is the third district system that the District Blueprint Team will build during the Mechanical phase of the installation.

This began with articulating the district vision for supporting the non-academic needs of all students. This was written and approved in 2016-17. Intense Student Support - Beecher Community School District believes that every student has the right to a safe, supportive school in which we respect each student's values, beliefs, individual backgrounds, and identity. We believe that every student has the right to an equitable educational experience and that it is the district's responsibility to provide a system of delivery from which each student has the potential for high levels of success. We believe that each student reaches his/her potential as result of an equitable but not equal system of delivery, i.e., a system that responds to the unique and individual academic and non-academic needs of each student within its charge.

As a result of these beliefs, the district embraces the opportunity to engage with every student to maximize both his/her academic and social learning. The student support network establishes a delivery system that responds to the unique and individual academic and non-academic needs of each student.

The district recognizes that the key person in the learning equation is the student (Murphy, 2014) and further recognizes that it is critical to develop a meaningful, positive relationship with each student in order to exercise academic press and influence. Using Joseph Murphy's work with pastoral care as a guide, the district's

Intense Student Support Network ensures that the norms of pastoral care positively impact every student for whom we as a district have the privilege of serving. Those norms and identifying characteristics are:

- Care/Relationships
- Support
- Safely
- Membership

Category: School Culture

Research Cited: Anchorage School District. (2005). Social and Emotional Learning Standards and Benchmarks for the Anchorage School District. Retrieved from http://smhp.psych.ucla.edu/pdfdocs/sel%20standards%20and%20benchmarks%20_anchorage%20school%20dist_.pdf.

Collaborative for Academic, Social, and Emotional Learning. (2012). 2013 CASEL Guide: Effective Social and Emotional Learning Programs- Preschool and Elementary Edition. Retrieved from <http://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/526a220de4b00a92c90436ba/1382687245993/2013-casel-guide.pdf>.

Campbell Jones,F. L., Campbell Jones, B., and Lindsey,R.B. (2010). The culturally proficient journey. Thousand Oaks, CA: Corwin Press.

Lindsey, R.B., Roberts, L. M., & Campbell Jones,F. L. (2013).The culturally proficient school. Thousand Oaks, CA: Corwin Press.

Murphy, J. & Torre, D. (2014). Creating productive cultures in schools. Thousand Oaks, CA: Corwin Press.

Murphy, J.(2010). The educator’s handbook for understanding and closing the achievement gap. Thousand Oaks, CA: Corwin Press.

Parrett, W H., & Budge, K. M. (2012). How high poverty schools become high performing schools. Alexandria, VA: ASCD.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will have professional development opportunities to understand the expectations of Promoting Positive Behavior, Restorative Justice and NNN and to continue their learning of the skills to create a classroom where teaching and learning can occur. Schools: All Schools	Professional Learning			07/03/2017	06/29/2018	\$0	Title I Part A	Principals Coaches Behavior Interventionist Culture Plan Facilitators
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Activity - Membership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Membership involves ownership, involvement, accomplishment and belonging. Professional development and district support will be utilized to implement the following programs: -Truancy -Alternative Education Programs -McKinney-Vento eligible student support -Foster care students eligible for support -Co-curriculars, extra-curriculars, and student organizations -Co-curriculars, extra-curriculars, and student organizations Schools: All Schools	Behavioral Support Program		Implement	08/01/2017	06/30/2019	\$0	Title I Part A	All

Activity - Safety	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Safety involves personalization, prevention, systematic action, climate of positivity, shared development and ownership. Professional development and district support will be utilized to implement the following activities to support safety: -Restorative Justice Practices -Structures and Routines (Teach Like a Champion, No Nonsense Nurturing, Promoting Positive Behaviors) -Non Violent Crisis Intervention -Crisis Response Team Schools: All Schools	Behavioral Support Program			07/01/2017	06/30/2019	\$0	Title II Part A	Building Administration Behavior Interventionist Culture Plan Facilitator Assistant Superintendent Social Workers Support Staff Professional Staff

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Activity - Care/Relationships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Care/Relationships involves establishing trustworthiness, treating students fairly and with respect, valuing all students as individuals and expressing concern for what is happening in their lives, taking interest and investing in students, challenging students, knowing students well, sharing oneself as a person, being accessible, seeing through the eyes of students and providing recognition.</p> <p>Professional development and district support will be utilized to implement the following activities to support care/relationships</p> <p>-Book study: Who Cares? and Eric Jenson's Poverty series</p> <p>-Cultural Proficiency</p> <p>-Coordinated School Health & partnerships as identified by the Coordinated School Health Team</p> <p>Schools: All Schools</p>	Behavioral Support Program			07/01/2017	06/30/2019	\$0	Title II Part A	All

Strategy 2:

Student Support Network Team Members - The behavioral interventionist, coach, culture plan facilitator, social worker and parent facilitator will work with students and their parents to decrease disruptive behaviors and increase time on task. This shall include improving student attendance by reducing absences and tardiness.

Category: School Culture

Research Cited: Comprehensive RTI implementation will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities.

<http://www.rti4success.org/whatisrti>

Tier:

Activity - Behavioral Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The behavioral interventionists will work with students in the RTI model to decrease disruptive behaviors as well as improve student attendance and reduce absences and tardiness.</p> <p>Schools: All Schools</p>	Behavioral Support Program			07/01/2016	06/28/2019	\$175000	Title I Part A	Principal Behavioral Interventionist

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Activity - Social Worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The social worker will provide supplemental services in and out of the classroom using small group, one-on-one and whole group approaches to assist students in the areas of conflict resolution, anger management, building self-esteem and character education to focus on increasing student achievement for our most at risk students. Additional barriers that may be impacting student success include truancy, pregnancy, alcohol and drug abuse, suicide, grief loss, child abuse and neglect, basic family needs, divorce, mental health concerns, behavioral difficulties, incarceration.</p> <p>Schools: All Schools</p>	Behavioral Support Program			07/01/2016	06/29/2018	\$200000	Section 31a	Principals Social Workers
Activity - Parent Facilitator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The parent facilitator will work with parents to build an effective partnership between the school and the parents/guardians of our students.</p> <p>Schools: All Schools</p>	Parent Involvement			07/01/2013	07/31/2018	\$40000	Title I Part A	Principals Parent Facilitator
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Development will be supported to allow our Student Support Team, which may include Parent Facilitators, Behavior Interventionist, School Social Workers and Academic Support Staff to learn additional ways to support our students and families.</p> <p>Schools: All Schools</p>	Professional Learning			07/01/2015	06/30/2017	\$50000	Title II Part A	Director of State & Federal Programs/ Assistant Superintendent Administrators
Activity - Focus Room Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Focus Room Coordinator will focus on factors that impacting students' education success and assist in reducing. These barriers may include truancy, anger management, alcohol and drug abuse, disrespect to staff, mental health concerns and behavioral difficulties.</p> <p>Schools: All Schools</p>	Behavioral Support Program			07/01/2015	06/29/2018	\$100000	Title I Part A	Focus Room coordinator Administrator

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Activity - Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coach that will support teachers/staff implementing Promoting Positive Schools and No Nonsense Nurturing in the classrooms and throughout the building Schools: All Schools	Behavioral Support Program			07/03/2017	06/29/2018	\$100000	Title I Part A	Administration

Goal 5: Buc Systems

Measurable Objective 1:

A 10% increase of All Students will increase student growth by 10 percentage points on State Assessment in ELA, Social Studies, Mathematics and Science in English Language Arts by 06/29/2018 as measured by State Standardized assessment student growth.

Strategy 1:

Instructional Infrastructure - The Instructional Infrastructure is the second district system that the District Blueprint Acceleration Team begins to develop. The first phase of the development of this system involved describing and communicating explicit high quality subject-specific instructional practices for Mathematics, English Language Arts, Science and Social Studies. This was done in 2016-17 and the visions were adopted by the district team and shared with the Board of Education. The district will measure the extent to which the current classroom instruction across the entire district is aligned to the visions.

Category: Career and College Ready

Research Cited: Barnes, C., Camburn, E., Kim, J., & Rowan, B. (2004, April). School leadership and instructional improvement in CSR school Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Camburn, E., Rowan, B., & Taylor, J. (2003). Distributed leadership in schools: The case of elementary schools adopting comprehensive school reform models. *Educational Evaluation and Policy Analysis*, 25(4), 347-343.

Cobb, P., & Jackson, K. (2011). Towards an empirically grounded theory of action for improving the quality of mathematics teaching at scale. *Mathematics Teacher Education and Development*, 13(1), 6-33.

Cobb, P., Jackson, K., Smith, T., Sorum, M., & Henrick, E. (2013). Design research with educational systems: Investigating and supporting improvements in the quality of mathematics teaching and learning at scale. In B. J. Fishman, W. R. Penuel, A. R. Allen & B. H. Cheng (Eds.), *Design based implementation research: Theories, methods, and exemplar*. National Society for the Study of Education Yearbook (Vol. 112, Issue 2, pp: 320-349). New York: Teachers College.

Tier: Tier 1

Activity - High Quality Subject Specific Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Vision of High Quality Subject Specific Instruction for all core content areas was adopted by the District Blue Print Acceleration Team in 2016-17. Strengthen the implementation of high quality instruction as measured by increased student achievement.</p> <p>The district will focus on the following high quality instructional models: Ambitious Teaching Strategies SIOP instruction for ELL students</p> <p>Professional Development and district support will be utilized.</p> <p>Schools: All Schools</p>	Academic Support Program, Professional Learning, Curriculum Development, Direct Instruction	Tier 1	Implement	07/03/2017	06/28/2019	\$50000	Title II Part A	All
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Activity - Aligned Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Align district curriculum and assessments as evidenced by the identification of power standards, pacing guides, common assessments, common grading practices and reporting tools, Professional Development and district support will be utilized.</p> <p>Schools: All Schools</p>	Curriculum Development	Tier 1	Getting Ready	07/03/2017	06/28/2019	\$5000	Title II Part A	All

Activity - High Quality Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Utilize the following professional learning opportunities to deepen the knowledge of academic and non-academic needs of students: Mi Excel Professional Learning Instructional Coaching Teacher Mentoring Program Coaching NNN/Promoting Positive Behaviors GrapeSEED Positive Behavior Support Team Training Reader's Workshop Guided Reading Professional Learning Series</p> <p>Schools: All Schools</p>	Professional Learning, Walkthrough			07/03/2017	07/31/2018	\$0	Title II Part A	Director of State & Federal Programs/Assistant Superintendent Administration

Activity - Multi-Tiered System of Supports (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the academic needs of students and to coordinate general and special education programming: Title 1 and 31a instructional support Supplemental materials ESL support staff Title 1 full day kindergarten Credit recovery to include stipends and licenses Extended day, Intersession and Summer School instruction to include stipends, supplies, transportation Professional development and district support will be utilized Schools: All Schools	Academic Support Program		Implement	07/03/2017	06/28/2019	\$150000	Title I Part A	Administration Director of State & Federal Programs/Assistant Superintendent
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Strategy 2:

Performance Management - As the district begins to move forward at a rapid pace, it is important that everyone within the organization have a specific process for facilitating effective data conversations that establishes a spirit of inquiry and positions the analysis of multiple measures of data at the heart of the exploration and action plan development. The Problem-Solving Driver System is the first of three district drivers systems that will support rapid improvement in student and teacher performance in a short amount of time. The Performance Management tool is utilized in this Driver System.

Category: Career and College Ready

Research Cited: Research Cited: Bernhardt, V.L.,(2013). Data analysis for continuous school improvement, 3d edition. Larchmont, NY: Eye on Education.

Sharratt, L. & Fullan, M. (2012). Putting faces on the data: What great leaders do. Thousand Oaks, CA: Corwin Press.

Sharratt, L. & Fullan, M. (2009). Realization: The change imperative for deepening districtwide reform. Thousand Oaks, CA: Corwin Press.

Welman, B. & Lipton, L., (2012). Got data? Now what? Creating and leading cultures of inquiry. Bloomington, IN: Solution Tree.

Patterson,K., Grenny, J., McMillan, R., & Switzler, A.(2012). Crucial conversations: Tools for talking when stakes are high .New York: McGraw-Hill.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2013). Crucial accountability: Tools for resolving violated expectations, broken commitments, and bad behavior (2nd ed.). McGraw-Hill.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2013). Influencer: The New Science of Leading Change (2nd ed.). New York: McGraw-Hill.

Tier:

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Beecher Community School District

Activity - Utilize Illuminate to monitor Annual Performance Goals and local assessment data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will utilize Illuminate, a data warehouse, to continually monitor instructional data at both the building level and district level. Professional development and district support will be utilized. Schools: All Schools	Other - Evaluation, Academic Support Program, Direct Instruction		Implement	08/01/2017	06/28/2019	\$0	Title II Part A	All
Activity - Collaborative Learning Cycle (CLC)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the Collaborative Learning Cycle (CLC) process to identify and monitor academic and non-academic needs of students. The CLC process will provide a common tool for data conversations. Data conversations may focus on student data (formative, summative and/or benchmark) or student work samples. Professional development and district support will be utilized. Schools: All Schools	Teacher Collaboration, Other - Evaluation		Implement	08/01/2017	06/28/2019	\$0	Title II Part A	All
Activity - Performance Management Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the performance management template (District Blueprint tool) to record and use multiple sources of data to problem solve; Data sources should include the following: Demographic Performance Goals Non-Instructional Indicators Achievement Data Professional development and district support will be utilized. Schools: All Schools	Other - Evaluation			08/01/2017	06/28/2019	\$0	Title II Part A	All
Activity - High Quality Data Collection Tool for Ambitious Teaching Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Utilize the high quality data collection tool (District Blueprint tool) to record and monitor district-wide implementation of the ambitious teaching strategies. Professional development and district support will be utilized.	Other - Evaluation		Monitor	08/01/2017	06/28/2019	\$0	Title II Part A	All
Schools: All Schools								

Strategy 3:

Talent Management - As the district moves forward in its acceleration efforts, the District Blueprint Team must ask itself whether or not the current structure of the central office lends itself to focusing on instructional improvement.

The final step of the Talent Management district system is in the installation phase. Retention and Removal is the piece of the Talent Management system that is concerned with how the district will provide effective incentives to attract and retain the appropriately skilled teachers and principals along with defining the process in which the district will respond with when they are faced with removing low-performing teachers and principals.

Category: Career and College Ready

Research Cited: Research Cited: Education Resource Strategies, Breaking the Cycle of Failure: Strategic Staffing in Charlotte-Mecklenburg Schools, case study 2009, http://www.erstrategies.org/library/breaking_the_cycle_of_failure_in_cms.

Lane, B.(2012).Emerging practices in rapid achievement schools: Analysis of 2010-2011 level 4 schools to identify organizational and institutional practices that accelerate students' academic achievement . Retrieved from <http://www.instill.com>.

Lane, B.(2014).Turnaround practices in action: An analysis of school and district practices,systems, policies, and use of resources contributing to successful turnaround in Massachusetts' level 4 schools. Retrieved from <http://www.instill.com>.

Player, D.,Hambrick Hitt, D., & Robinson, W. (n.d.). District readiness to support school turnaround: A users' guide to inform the work of state education agencies and districts. Retrieved from http://www.darden.virginia.edu/uploadedFiles/Darden_Web/Content/Faculty_Research/Research_Centers_and_Initiatives/Darden_Curry_PLE/district-readiness-tosupport-school-turnaround.pdf.

Zavadsky,H.(2012). School turnarounds: The essential role of districts. Cambridge, MA: Harvard Education Press.

Tier:

Activity - Evaluation System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Implement an evaluation system that has clearly defined standards that combines qualitative and quantitative data from a variety of sources including school and student performance. Professional development and district support will be utilized. Schools: All Schools	Professional Learning, Recruitment and Retention, Policy and Process		Implement	07/03/2017	06/28/2019	\$0	Title II Part A	Superintendent Building Administration
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Activity - Professional Learning Series	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a data-driven professional learning series aligned to the vision for high quality instruction and the district guaranteed curriculum, materials, assessments, and evaluations. Teacher and Principal Professional Development Teacher and Principal Mentoring Professional development and district support will be utilized. Schools: All Schools	Professional Learning		Implement	07/03/2017	06/28/2019	\$0	Title II Part A	Assistant Superintendent - Curriculum, Instruction and State & Federal Programs

Strategy 4:

Leadership - The last component of the Blueprint to be developed and installed during the Lobby phase of installation is the Instructional Leadership Routines - Monitoring. The District Blueprint Team will develop a plan to implement a consistent monitoring protocol for classroom observations that aligns to the district's vision for subject-specific teaching and learning. This will include setting timelines for instructional improvement, developing consistent processes for monitoring curriculum planning and implementation, along with determining how all instructional leaders will assist teachers to track the process of all students.

As central office administrators are entrenched in their partnerships with building leaders, it will be apparent that the district must intentionally develop policies and structures that will support these partnerships.

Category: Career and College Ready

Research Cited: Baroody, K. (2011). Turning around the nation's lowest performing schools: Five steps districts can take to improve their chances of success.

Washington, D.C.: Center for American Progress. Retrieved from http://cdn.americanprogress.org/wpcontent/uploads/issues/2011/02/pdf/five_steps.pdf

Duke, D. (2008). Keys to sustaining successful school turnarounds. Retrieved from University of Virginia, Darden/Curry Partnership for Leaders in Education website:

http://www.darden.virginia.edu/web/uploadedFiles/Darden/Darden_Curry_PLE/UVA_School_Turnaround/KeysToSuccess.pdf.

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Honig, M., Copland, M.A., Rainey, L., Lorton, J.A., Newton, M. (2010). Central Office transformation for district-wide teaching and learning improvement. Center for the Study of Teaching and Policy (CTP) at the University of Washington. Retrieved from http://depts.washington.edu/uwcel/news/ctp_cotdtli.pdf.

Knapp, M.S., Copland, M.A., Honig, M., Plecki, M.L., Portin, B.S. (2012). Learning-focused leadership and leadership support: Meaning and practice in urban systems. Center for the Study of Teaching and Policy (CTP) at the University of Washington.

Tier:

Activity - Collaborative Leadership Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Establish partnership roster that identifies each specific partnership in the district, i.e., principal name and central office administrator who are collaborating. This message along with the urgency for instructional improvement is regularly communicated at all levels of the organization and becomes a driving force behind the work of all building level instructional leaders. Further, the central office leader's monthly use of the Performance Management Driver System keeps the focus of all instructional leaders on instructional improvement and student performance.</p> <p>Successful partnerships will have measurable results in the following areas: (1) increased turnaround competencies in building-level administrators; (2) higher rates of high quality subject-specific instruction; (3) evidence of success in the coaching record; (4) data from the Performance Management Driver System.</p> <p>Schools: All Schools</p>	Other - Coaching, Walkthrough		Monitor	07/03/2017	06/28/2019	\$0	General Fund	Superintendent Building Administrators Assistant Superintendent - Curriculum, Instruction and State & Federal Programs

Activity - Allocation of Resources Aligned to Student Needs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Because rapid turnaround is different than continuous improvement, districts are faced with the challenge to “seize this incredible moment of rapid change to transform the way they use resources (time, people, money) so that every school succeeds for every child.” (ERS, 2013) With district systems completely installed and operational, it is now time for districts to take this opportunity to remake the very foundation of their organization and cost structure to support these systems effectively.</p> <p>Allocation of Resources Education Resource Strategies (ERS) has been researching strategic resource use in schools for over a decade. Through this research, they found that the most successful schools start with a strong vision for student and teacher success, and have deliberate efforts to reorganize resources (time, people, money) around that vision. Through the installation of the Blueprint, the installing district has positioned itself to change the game by transforming the way each building allocates its resources. The following tools and resources will support school leaders in understanding how to use student and teacher need data to allocate resources on a consistent basis.</p> <p>Schools: All Schools</p>	<p>Supplemental Materials, Policy and Process</p>		<p>Getting Ready</p>	<p>07/03/2017</p>	<p>06/30/2019</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>Superintendent Building Administration Assistant Superintendent</p>
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Activity - Building and District Administrator Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Principals and district administration will receive professional leadership coaching around improving instructional leadership capacity. Training will be done around creating a climate for success, implementing curriculum change, and habit, building a framework for success. The training will focus on creating instructional leaders for academic improvement, not just building managers. Additionally, the building administrators will form a PLC specifically to train for critical conversations, instructional leadership, and evaluation competencies.</p> <p>Schools: All Schools</p>	<p>Professional Learning</p>		<p>Implement</p>	<p>07/01/2017</p>	<p>06/30/2019</p>	<p>\$0</p>	<p>Title II Part A</p>	<p>Assistant Superintendent Superintendent Building Administration</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Tools	Teachers and students will use computers in the classroom to further understanding. Teachers and students will use programs, like: NWEA, United Streaming, Renaissance Learning, Success Maker, BrainPop, EdHelper, Classworks, etc., to monitor learning and further understanding on topics being taught	Technology			07/01/2013	06/30/2017	\$0	Principals Teachers Data Specialist
Monitor Implementation	Administration will monitor implementation of STEM during walk-throughs, observations, lesson plans and conversations.	Monitor			07/01/2013	06/30/2016	\$0	All administrati on Teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>Collaborative Leadership Partnerships</p>	<p>Establish partnership roster that identifies each specific partnership in the district, i.e., principal name and central office administrator who are collaborating. This message along with the urgency for instructional improvement is regularly communicated at all levels of the organization and becomes a driving force behind the work of all building level instructional leaders. Further, the central office leader's monthly use of the Performance Management Driver System keeps the focus of all instructional leaders on instructional improvement and student performance.</p> <p>Successful partnerships will have measurable results in the following areas: (1) increased turnaround competencies in building-level administrators; (2) higher rates of high quality subject-specific instruction; (3) evidence of success in the coaching record; (4) data from the Performance Management Driver System.</p>	<p>Other - Coaching, Walkthrough</p>		<p>Monitor</p>	<p>07/03/2017</p>	<p>06/28/2019</p>	<p>\$0</p>	<p>Superintendent Building Administrators Assistant Superintendent - Curriculum, Instruction and State & Federal Programs</p>
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
<p>Professional Development</p>	<p>Professional Development will be offered to further staff understanding and implementation of MTSS, RTI, Formative Assessment, FAME team, additional workshops to help staff meet the needs of all students which may also take place during intersession, Holiday Break and Summer Break.</p>	<p>Professional Learning</p>			<p>07/01/2015</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Administrators Teachers Director of State & Federal Programs</p>
<p>Monitor the programs</p>	<p>Administration will monitor the use of supplemental technology software through walk-throughs and review of student data utilizing technology software themselves.</p>	<p>Technology, Walkthrough</p>			<p>07/01/2013</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Administration Professional Staff</p>

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High Quality Subject Specific Instruction	<p>Vision of High Quality Subject Specific Instruction for all core content areas was adopted by the District Blue Print Acceleration Team in 2016-17. Strengthen the implementation of high quality instruction as measured by increased student achievement.</p> <p>The district will focus on the following high quality instructional models: Ambitious Teaching Strategies SIOP instruction for ELL students</p> <p>Professional Development and district support will be utilized.</p>	Academic Support Program, Professional Learning, Curriculum Development, Direct Instruction	Tier 1	Implement	07/03/2017	06/28/2019	\$50000	All
Performance Management Tool	<p>Utilize the performance management template (District Blueprint tool) to record and use multiple sources of data to problem solve; Data sources should include the following:</p> <p>Demographic</p> <p>Performance Goals</p> <p>Non-Instructional Indicators</p> <p>Achievement Data</p> <p>Professional development and district support will be utilized.</p>	Other - Evaluation			08/01/2017	06/28/2019	\$0	All
Professional Development	<p>Staff will be given professional development opportunities to learn how to utilize the technology available to include attending the MACUL 2017 Conference.</p>	Professional Learning			07/01/2013	06/30/2017	\$22000	Curriculum Director Principals State and Federal Programs Director
Professional Learning Series	<p>Provide a data-driven professional learning series aligned to the vision for high quality instruction and the district guaranteed curriculum, materials, assessments, and evaluations.</p> <p>Teacher and Principal Professional Development Teacher and Principal Mentoring</p> <p>Professional development and district support will be utilized.</p>	Professional Learning		Implement	07/03/2017	06/28/2019	\$0	Assistant Superintendent - Curriculum, Instruction and State & Federal Programs

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Evaluation System	Implement an evaluation system that has clearly defined standards that combines qualitative and quantitative data from a variety of sources including school and student performance. Professional development and district support will be utilized.	Professional Learning, Recruitment and Retention, Policy and Process		Implement	07/03/2017	06/28/2019	\$0	Superintendent Building Administration
High Quality Professional Development	Utilize the following professional learning opportunities to deepen the knowledge of academic and non-academic needs of students. Professional Learning Series Teacher Mentoring Program Instructional Rounds Instructional Coaching Stipends and salaries will be paid out of Title II and other grants available	Professional Learning			08/01/2017	06/30/2021	\$0	All
Aligned Assessments	Align district curriculum and assessments as evidenced by the identification of power standards, pacing guides, common assessments, common grading practices and reporting tools. Professional development and district support will be utilized.	Curriculum Development		Getting Ready	07/01/2017	06/30/2021	\$0	Assistant Superintendent Building Administration Professional Staff
Safety	Safety involves personalization, prevention, systematic action, climate of positivity, shared development and ownership. Professional development and district support will be utilized to implement the following activities to support safety: -Restorative Justice Practices -Structures and Routines (Teach Like a Champion, No Nonsense Nurturing, Promoting Positive Behaviors) -Non Violent Crisis Intervention -Crisis Response Team	Behavioral Support Program			07/01/2017	06/30/2019	\$0	Building Administration Behavior Interventionist Culture Plan Facilitator Assistant Superintendent Social Workers Support Staff Professional Staff
Instructional Coach/Data Specialist	Instructional Coach and Data Specialist to work with teachers to analyze student data and develop an intervention plan for students. Curriculum will be developed and aligned K-12.	Teacher Collaboration			07/01/2016	06/30/2017	\$50000	Superintendent

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Building and District Administrator Professional Development	Principals and district administration will receive professional leadership coaching around improving instructional leadership capacity. Training will be done around creating a climate for success, implementing curriculum change, and habit, building a framework for success. The training will focus on creating instructional leaders for academic improvement, not just building managers. Additionally, the building administrators will form a PLC specifically to train for critical conversations, instructional leadership, and evaluation competencies.	Professional Learning		Implement	07/01/2017	06/30/2019	\$0	Assistant Superintendent Superintendent Building Administration
Utilize Illuminate to monitor Annual Performance Goals and local assessment data	The district will utilize Illuminate, a data warehouse, to continually monitor instructional data at both the building level and district level. Professional development and district support will be utilized.	Other - Evaluation, Academic Support Program, Direct Instruction		Implement	08/01/2017	06/28/2019	\$0	All
High Quality Data Collection Tool for Ambitious Teaching Strategies	Utilize the high quality data collection tool (District Blueprint tool) to record and monitor district-wide implementation of the ambitious teaching strategies. Professional development and district support will be utilized.	Other - Evaluation		Monitor	08/01/2017	06/28/2019	\$0	All
High Quality Professional Development	Utilize the following professional learning opportunities to deepen the knowledge of academic and non-academic needs of students: Mi Excel Professional Learning Instructional Coaching Teacher Mentoring Program Coaching NNN/Promoting Positive Behaviors GrapeSEED Positive Behavior Support Team Training Reader's Workshop Guided Reading Professional Learning Series	Professional Learning, Walkthrough			07/03/2017	07/31/2018	\$0	Director of State & Federal Programs/Assistant Superintendent Administration

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Care/Relationships	<p>Care/Relationships involves establishing trustworthiness, treating students fairly and with respect, valuing all students as individuals and expressing concern for what is happening in their lives, taking interest and investing in students, challenging students, knowing students well, sharing oneself as a person, being accessible, seeing through the eyes of students and providing recognition.</p> <p>Professional development and district support will be utilized to implement the following activities to support care/relationships</p> <p>-Book study: Who Cares? and Eric Jenson's Poverty series</p> <p>-Cultural Proficiency</p> <p>-Coordinated School Health & partnerships as identified by the Coordinated School Health Team</p>	Behavioral Support Program			07/01/2017	06/30/2019	\$0	All
High Quality Subject Specific Instruction	<p>Vision of High Quality Subject Specific Instruction for all core content areas was adopted by the District Blueprint Team in 2016-17. Strengthen the implementation of high quality instruction as measured by increased student achievement.</p> <p>The district will focus on the following high quality instructional models:</p> <p>Ambitious Teaching Strategies Visible Learning - Hattie's work Inquiry Based SLOP instruction for ELL students</p> <p>Professional development and district support will be utilized.</p>	Academic Support Program, Curriculum Development, Direct Instruction	Tier 1	Implement	07/01/2017	07/30/2021	\$0	All
Aligned Assessments	<p>Align district curriculum and assessments as evidenced by the identification of power standards, pacing guides, common assessments, common grading practices and reporting tools, Professional Development and district support will be utilized.</p>	Curriculum Development	Tier 1	Getting Ready	07/03/2017	06/28/2019	\$5000	All

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Professional Development	Professional Development will be supported to allow our Student Support Team, which may include Parent Facilitators, Behavior Interventionist, School Social Workers and Academic Support Staff to learn additional ways to support our students and families.	Professional Learning			07/01/2015	06/30/2017	\$50000	Director of State & Federal Programs/Assistant Superintendent Administrators
Professional Learning Communities	All staff in Beecher Community School District will be involved in Professional Learning Communities and work towards making sure that all students are learning. The process of Professional Learning Communities will be used during the hour late start once a week.	Teacher Collaboration			07/01/2013	06/30/2017	\$0	Administration Professional Staff Instructional Coach Superintendent Data Specialist
Professional Development	Beecher Community School District will offer continued support for STEAM implementation.	Professional Learning			07/01/2016	06/30/2017	\$5000	Superintendent/Curriculum Director Principals STEAM Coach Data Director Instructional Coach
Collaborative Learning Cycle (CLC)	Utilize the Collaborative Learning Cycle (CLC) process to identify and monitor academic and non-academic needs of students. The CLC process will provide a common tool for data conversations. Data conversations may focus on student data (formative, summative and/or benchmark) or student work samples. Professional development and district support will be utilized.	Teacher Collaboration, Other - Evaluation		Implement	08/01/2017	06/28/2019	\$0	All
Professional Development	Teachers will receive support from Genesee Intermediate School District by participating in Math Leadership Elementary and Secondary teams, Math Workshop Trainings. Teachers will receive support for implementing Springboard in 9-12 classrooms.	Professional Learning			07/01/2013	06/30/2017	\$0	Administration Professional Staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Credit Recovery	Beecher Community School District will offer Credit Recovery program for students to make up required credits for graduation.	Academic Support Program, Technology			06/30/2015	06/30/2016	\$0	Administrati on Credit Recovery Teacher
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Worker	The social worker will provide supplemental services in and out of the classroom using small group, one-on-one and whole group approaches to assist students in the areas of conflict resolution, anger management, building self-esteem and character education to focus on increasing student achievement for our most at risk students. Additional barriers that may be impacting student success include truancy, pregnancy, alcohol and drug abuse, suicide, grief loss, child abuse and neglect, basic family needs, divorce, mental health concerns, behavioral difficulties, incarceration.	Behavioral Support Program			07/01/2016	06/29/2018	\$200000	Principals Social Workers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Student Support	Paraprofessionals, Academic Interventionist and Contracted Supplemental HQ tutors will be in classrooms or pull out to provide individual and small group instruction for identified students.	Academic Support Program			07/01/2015	06/30/2017	\$0	Administrators Teachers

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Multi-Tiered System of Supports (MTSS)	Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the academic needs of students and to coordinate general and special education programming: Title I and 31a instructional support Supplemental materials ESL staff coordinated with the Genesee Intermediate School District Tutoring for ELL students Additional materials Title I full day kindergarten Credit recovery Stipends and licenses Extended day, Intersession and Summer school instruction to include Stipends and materials Professional development and district support will be utilized.	Academic Support Program		Implement	07/01/2017	06/30/2021	\$0	All
Student Assessment	Students in Grades K-12 will be assessed no less than three times during the school year to determine student's individual strengths and weaknesses. Specific Response to Intervention plans will be implemented to address the weaknesses of specific under performing students and groups. Assessments will be conducted by trained staff and may be completed using a web-based, automated assessment tool such as NWEA, ALEKS	Other, Technology			07/01/2015	06/30/2017	\$0	Administrators Teachers
After School Programs	Extended day programs will be offered to extend students thinking and learning.	Extra Curricular, Field Trip			07/01/2013	06/30/2017	\$0	Administrators Staff
Focus Room Coordinator	Focus Room Coordinator will focus on factors that impacting students' education success and assist in reducing. These barriers may include truancy, anger management, alcohol and drug abuse, disrespect to staff, mental health concerns and behavioral difficulties.	Behavioral Support Program			07/01/2015	06/29/2018	\$100000	Focus Room coordinator Administrator
Class Size Reduction	Class size reduction classes at the elementary schools to allow for more individualized instruction.	Class Size Reduction	Tier 1	Implement	08/02/2016	06/30/2017	\$80000	Building Administrator Teachers

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Supplemental Materials	Supplemental materials in Math, Science, Technology, Arts will be utilized to include supplies for activities, children's literature, technology tools.	Supplemental Materials			07/01/2016	06/30/2017	\$1000	Building Administrator or STEAM coach
Supplemental Materials	Teachers and academic support staff will use supplemental materials, such as Springboard, My Math, Glencoe Math to improve math proficiency. Additional math supplemental hands on materials will be considered as well as materials for Math Recovery.	Supplemental Materials			07/01/2015	06/30/2017	\$0	Administration Teachers
Parent Facilitator	The parent facilitator will work with parents to build an effective partnership between the school and the parents/guardians of our students.	Parent Involvement			07/01/2013	07/31/2018	\$40000	Principals Parent Facilitator
Credit Recovery	Beecher Community School District will offer Credit Recovery program for students to make up required credits for graduation.	Academic Support Program, Technology			06/30/2015	06/30/2016	\$0	Administration Credit Recovery Teacher
Supplemental Materials	Supplemental materials for students will be utilized to include Social Studies Weekly, children's literature, resource supplies, etc.	Supplemental Materials			07/01/2016	06/30/2017	\$1000	Teachers Building Administrators
Allocation of Resources Aligned to Student Needs	<p>Because rapid turnaround is different than continuous improvement, districts are faced with the challenge to "seize this incredible moment of rapid change to transform the way they use resources (time, people, money) so that every school succeeds for every child." (ERS, 2013) With district systems completely installed and operational, it is now time for districts to take this opportunity to remake the very foundation of their organization and cost structure to support these systems effectively.</p> <p>Allocation of Resources Education Resource Strategies (ERS) has been researching strategic resource use in schools for over a decade. Through this research, they found that the most successful schools start with a strong vision for student and teacher success, and have deliberate efforts to reorganize resources (time, people, money) around that vision. Through the installation of the Blueprint, the installing district has positioned itself to change the game by transforming the way each building allocates its resources. The following tools and resources will support school leaders in understanding how to use student and teacher need data to allocate resources on a consistent basis.</p>	Supplemental Materials, Policy and Process		Getting Ready	07/03/2017	06/30/2019	\$0	Superintendent Building Administration Assistant Superintendent

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Summer School - Intersessions	Beecher Community School District will offer extended learning opportunities during the summer and intersession periods for identified students in grades K-12. These students will receive additional instruction to address specific identified learning deficiencies related to Mathematics.	Academic Support Program			07/01/2015	06/30/2017	\$0	Administrators Teachers
Kindergarten Teachers	Kindergarten will be offered for a full day to increase kindergarten students learning time.	Direct Instruction			08/01/2013	06/30/2017	\$0	Administrators Kindergarten Teachers
Academic Student Support	Beecher Community School District will offer after school tutoring, Saturday School, contracted academic support staff, Academic Interventionist, Paraprofessionals and tutors to assist students in their understanding and learning of core curriculum. Computer technologies may be employed to advance students' learning.	Academic Support Program			06/30/2015	06/30/2017	\$0	Administrators Teachers
Membership	Membership involves ownership, involvement, accomplishment and belonging. Professional development and district support will be utilized to implement the following programs: -Truancy -Alternative Education Programs -McKinney-Vento eligible student support -Foster care students eligible for support -Co-curriculars, extra-curriculars, and student organizations -Co-curriculars, extra-curriculars, and student organizations	Behavioral Support Program		Implement	08/01/2017	06/30/2019	\$0	All
Multi-Tiered System of Supports (MTSS)	Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the academic needs of students and to coordinate general and special education programming: Title 1 and 31a instructional support Supplemental materials ESL support staff Title 1 full day kindergarten Credit recovery to include stipends and licenses Extended day, Intersession and Summer School instruction to include stipends, supplies, transportation Professional development and district support will be utilized	Academic Support Program		Implement	07/03/2017	06/28/2019	\$150000	Administrators Director of State & Federal Programs/Assistant Superintendent

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Coach	Coach that will support teachers/staff implementing Promoting Positive Schools and No Nonsense Nurturing in the classrooms and throughout the building	Behavioral Support Program			07/03/2017	06/29/2018	\$100000	Administration
Family events	Family events will be planned to include activities that support core content academics.	Parent Involvement			06/30/2015	06/30/2017	\$0	Parent Facilitators Teachers Administrators
Behavioral Interventionist	The behavioral interventionists will work with students in the RTI model to decrease disruptive behaviors as well as improve student attendance and reduce absences and tardiness.	Behavioral Support Program			07/01/2016	06/28/2019	\$175000	Principal Behavioral Interventionist
McKinney-Vento	McKinney-Vento liaison and Director of State and Federal Programs consult and coordinate programs and services to support identified students with attendance and student success. To include supplemental bus route to transport students to and from school. Beecher Community School District will offer in school and after school tutoring to identified McKinney-Vento students to build any academic deficiencies and provide resources to help with their current living circumstance.	Other - Services			07/01/2016	06/30/2017	\$11000	Director of State and Federal Programs Social Workers
Field trips	Beecher Community School District will offer field trips for students in grades K-12 to further the students' learning and experiences outside of the community.	Field Trip			07/01/2015	06/30/2017	\$0	Administration Teachers
Summer Reading Take Home Packets	Beecher Community School District would like to build student home libraries by providing minimum of five nonfiction children's literature books for students to read over the summer and keep.	Materials			06/30/2015	06/30/2017	\$0	Director of State & Federal Programs Administration Teachers
Professional Learning Communities	All staff in Beecher Community School District will be involved in Professional Learning Communities and work towards making sure that all students are learning. The process of Professional Learning Communities will be used during the hour late start once a week.	Teacher Collaboration			07/01/2013	06/30/2017	\$0	Administration Professional Staff Instructional Coach Superintendent Data Specialist

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Professional Development	All staff will have professional development opportunities to understand the expectations of Promoting Positive Behavior, Restorative Justice and NNN and to continue their learning of the skills to create a classroom where teaching and learning can occur.	Professional Learning			07/03/2017	06/29/2018	\$0	Principals Coaches Behavior Interventionist Culture Plan Facilitators
Individual and Small Group Instruction and Intervention	Individual and Small Group Instruction of Identified students to receive remediation from trained staff utilizing MTSS principles. Instruction will be in both individual and small group settings and will augment rather than supplant instruction.	Academic Support Program, Behavioral Support Program			07/01/2015	06/30/2017	\$1	Behavior Interventionist Academic Interventionist Administrators Teachers
STEAM Coach	STEAM Coach to model STEAM lessons to build student and staff understanding of curriculum goals.	Teacher Collaboration, Direct Instruction			07/01/2016	06/30/2017	\$75000	Building Administrator Superintendent/Curriculum Director

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Beecher Community School District will offer continued support for STEAM implementation.	Professional Learning			07/01/2016	06/30/2017	\$5000	Superintendent/Curriculum Director Principals STEAM Coach Data Director Instructional Coach
Monitor Implementation	Administration will monitor implementation of STEM during walk-throughs, observations, lesson plans and conversations.	Monitor			07/01/2013	06/30/2016	\$0	All administration Teachers
Technology Tools	Teachers and students will use computers in the classroom to further understanding. Teachers and students will use programs, like: NWEA, United Streaming, Renaissance Learning, Success Maker, BrainPop, EdHelper, Classworks, etc., to monitor learning and further understanding on topics being taught	Technology			07/01/2013	06/30/2017	\$0	Principals Teachers Data Specialist
Professional Development	Staff will be given professional development opportunities to learn how to utilize the technology available to include attending the MACUL 2017 Conference.	Professional Learning			07/01/2013	06/30/2017	\$22000	Curriculum Director Principals State and Federal Programs Director
Professional Development	All staff will have professional development opportunities to understand the expectations of Promoting Positive Behavior, Restorative Justice and NNN and to continue their learning of the skills to create a classroom where teaching and learning can occur.	Professional Learning			07/03/2017	06/29/2018	\$0	Principals Coaches Behavior Interventionist Culture Plan Facilitators

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Behavioral Interventionist	The behavioral interventionists will work with students in the RTI model to decrease disruptive behaviors as well as improve student attendance and reduce absences and tardiness.	Behavioral Support Program			07/01/2016	06/28/2019	\$175000	Principal Behavioral Interventionist
Social Worker	The social worker will provide supplemental services in and out of the classroom using small group, one-on-one and whole group approaches to assist students in the areas of conflict resolution, anger management, building self-esteem and character education to focus on increasing student achievement for our most at risk students. Additional barriers that may be impacting student success include truancy, pregnancy, alcohol and drug abuse, suicide, grief loss, child abuse and neglect, basic family needs, divorce, mental health concerns, behavioral difficulties, incarceration.	Behavioral Support Program			07/01/2016	06/29/2018	\$200000	Principals Social Workers
Parent Facilitator	The parent facilitator will work with parents to build an effective partnership between the school and the parents/guardians of our students.	Parent Involvement			07/01/2013	07/31/2018	\$40000	Principals Parent Facilitator
Professional Development for Implementation	Teachers using Springboard will receive continued support for implementing Springboard in the classroom.	Professional Learning			07/01/2013	06/30/2019	\$0	Assistant Superintendent Principal
GISD workshops	K-8 teachers will be trained in the Reader's and Writer's Workshop model. Formative assessment and FAME team Thinking Maps Michigan Reading Association Conference	Professional Learning			07/01/2013	06/30/2017	\$0	Curriculum Director Principal
Summer school / Intersessions	Beecher Community School District will offer summer school opportunities and intersession learning opportunities. Any student identified as McKinney-Vento will be provided transportation to and from the program via district bus, gas card or bus pass. Any other materials required may be available via donation, Genesee ISD or general fund.	Academic Support Program			07/01/2013	06/30/2017	\$0	Director of State and Federal Programs Superintendent Building Administrators
Tutoring for ELL	Beecher Community School District will offer in school and after school tutoring to ELL students to build their understanding and learning.	Academic Support Program			07/01/2013	06/30/2017	\$0	Director of State and Federal programs Curriculum Director Principals

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After School Programs	After school programs will be offered to extend students thinking and learning. If students identified as McKinney-Vento seek to participate, transportation will be provided using bus pass, gas card or district bus. Additional required supplies may be available thru donations, support thru Genesee ISD and general fund.	Academic Support Program			07/01/2013	06/30/2017	\$0	Director of State and Federal Programs Superintendent Principals
Individual and Small Group Instruction and Intervention	Individual and Small Group Instruction of Identified students to receive remediation from trained staff utilizing MTSS principles. Instruction will be in both individual and small group settings and will augment rather than supplant instruction.	Academic Support Program, Behavioral Support Program			07/01/2015	06/30/2017	\$1	Behavior Interventionist Academic Interventionist Administrators Teachers
Academic Student Support	Paraprofessionals, Academic Interventionist and Contracted Supplemental HQ tutors will be in classrooms or pull out to provide individual and small group instruction for identified students.	Academic Support Program			07/01/2015	06/30/2017	\$0	Administrators Teachers
Monitor the programs	Administration will monitor the use of supplemental technology software through walk-throughs and review of student data utilizing technology software themselves.	Technology, Walkthrough			07/01/2013	06/30/2017	\$0	Administration Professional Staff
Supplemental Materials	Teachers and academic support staff will use supplemental materials, such as Springboard, My Math, Glencoe Math to improve math proficiency. Additional math supplemental hands on materials will be considered as well as materials for Math Recovery.	Supplemental Materials			07/01/2015	06/30/2017	\$0	Administration Teachers
Professional Development	Teachers will receive support from Genesee Intermediate School District by participating in Math Leadership Elementary and Secondary teams, Math Workshop Trainings. Teachers will receive support for implementing Springboard in 9-12 classrooms.	Professional Learning			07/01/2013	06/30/2017	\$0	Administration Professional Staff
Professional Learning Communities	All staff in Beecher Community School District will be involved in Professional Learning Communities and work towards making sure that all students are learning. The process of Professional Learning Communities will be used during the hour late start once a week.	Teacher Collaboration			07/01/2013	06/30/2017	\$0	Administration Professional Staff Instructional Coach Superintendent Data Specialist

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Professional Development	Professional Development will be offered to further staff understanding and implementation of MTSS, RTI, Formative Assessment, FAME team, additional workshops to help staff meet the needs of all students which may also take place during intersession, Holiday Break and Summer Break.	Professional Learning			07/01/2015	06/30/2017	\$0	Administrators Teachers Director of State & Federal Programs
Field trips	Beecher Community School District will offer field trips for students in grades K-12 to further the students' learning and experiences outside of the community.	Field Trip			07/01/2015	06/30/2017	\$0	Administration Teachers
Summer School - Intersessions	Beecher Community School District will offer extended learning opportunities during the summer and intersession periods for identified students in grades K-12. These students will receive additional instruction to address specific identified learning deficiencies related to Mathematics.	Academic Support Program			07/01/2015	06/30/2017	\$0	Administration Teachers
Summer Reading Take Home Packets	Beecher Community School District would like to build student home libraries by providing minimum of five nonfiction children's literature books for students to read over the summer and keep.	Materials			06/30/2015	06/30/2017	\$0	Director of State & Federal Programs Administration Teachers
Academic Student Support	Beecher Community School District will offer after school tutoring, Saturday School, contracted academic support staff, Academic Interventionist, Paraprofessionals and tutors to assist students in their understanding and learning of core curriculum. Computer technologies may be employed to advance students' learning.	Academic Support Program			06/30/2015	06/30/2017	\$0	Administration Teachers
After School Programs	Extended day programs will be offered to extend students thinking and learning.	Extra Curricular, Field Trip			07/01/2013	06/30/2017	\$0	Administration Staff
Student Assessment	Students in Grades K-12 will be assessed no less than three times during the school year to determine student's individual strengths and weaknesses. Specific Response to Intervention plans will be implemented to address the weaknesses of specific under performing students and groups. Assessments will be conducted by trained staff and may be completed using a web-based, automated assessment tool such as NWEA, ALEKS	Other, Technology			07/01/2015	06/30/2017	\$0	Administration Teachers
Family events	Family events will be planned to include activities that support core content academics.	Parent Involvement			06/30/2015	06/30/2017	\$0	Parent Facilitators Teachers Administrators

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Professional Development	Professional Development will be supported to allow our Student Support Team, which may include Parent Facilitators, Behavior Interventionist, School Social Workers and Academic Support Staff to learn additional ways to support our students and families.	Professional Learning			07/01/2015	06/30/2017	\$50000	Director of State & Federal Programs/Assistant Superintendent Administrators
Focus Room Coordinator	Focus Room Coordinator will focus on factors that impacting students' education success and assist in reducing. These barriers may include truancy, anger management, alcohol and drug abuse, disrespect to staff, mental health concerns and behavioral difficulties.	Behavioral Support Program			07/01/2015	06/29/2018	\$100000	Focus Room coordinator Administrator
Academic Intervention Support	Teachers, HQ paraprofessionals, Contracted Academic Support HQ Tutors, Academic Interventionist will work with small groups of students, based upon data to support their achievement in reading skills and concepts.	Academic Support Program			07/01/2015	06/30/2017	\$0	Administration
Field Trips	Beecher Community School District will offer field trips to students in grades K-12 to support experiences outside of the community.	Field Trip			06/30/2015	06/30/2017	\$0	Administrators Teachers
Summer School - Intersessions	Beecher Community School District will offer summer school opportunities and intersession for students in grades K-12.	Academic Support Program			07/01/2013	06/30/2017	\$0	Director of State & Federal Programs Administrators Teachers
Academic Student Support	Beecher Community School District will offer extended day school tutoring and Saturday School to build student academics.	Academic Support Program			07/01/2015	06/30/2017	\$0	Administrators Teachers
After School Programs	After school programs will be offered to extend students thinking and learning.	Extra Curricular			07/01/2013	06/30/2017	\$0	Administration Teachers
Academic Student Support staff	An academic interventionist, contracted academic support HQ tutor, contracted sub teacher, paraprofessional will work with students to further their understanding.	Academic Support Program			06/30/2015	06/30/2017	\$0	Principal
Instrucional Coaching and Professional Development	GISD personnel will assist Beecher staff to increase student comprehensibility, ELP specific and appropriate interaction, and academic vocabulary access to EL students in the mainstream. PD and coaching will focus on giving staff the knowledge and skills to meet the needs of EL students during all three tiers of MTSS. Training on administering the State assessment is also provided by GISD.	Professional Learning			07/01/2015	06/30/2017	\$0	Administrators Director of State & Federal Programs Teachers

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Supplemental Materials	Supplemental materials in Math, Science, Technology, Arts will be utilized to include supplies for activities, children's literature, technology tools.	Supplemental Materials			07/01/2016	06/30/2017	\$1000	Building Administrator or STEAM coach
Supplemental Materials	Supplemental materials for students will be utilized to include Social Studies Weekly, children's literature, resource supplies, etc.	Supplemental Materials			07/01/2016	06/30/2017	\$1000	Teachers Building Administrators
Instructional Coach/Data Specialist	Instructional Coach and Data Specialist to work with teachers to analyze student data and develop an intervention plan for students. Curriculum will be developed and aligned K-12.	Teacher Collaboration			07/01/2016	06/30/2017	\$0	Superintendent
Instructional Coach/Data Specialist	Instructional Coach and Data Specialist to work with teachers to analyze student data and develop an intervention plan for students. Curriculum will be developed and aligned K-12.	Teacher Collaboration			07/01/2016	06/30/2017	\$50000	Superintendent
McKinney-Vento	McKinney-Vento liaison and Director of State and Federal Programs consult and coordinate programs and services to support identified students with attendance and student success. To include supplemental bus route to transport students to and from school.	Other			07/01/2016	06/30/2017	\$0	Director of State and Federal Programs Social Workers
McKinney-Vento	McKinney-Vento liaison and Director of State and Federal Programs consult and coordinate programs and services to support identified students with attendance and student success. To include supplemental bus route to transport students to and from school. Beecher Community School District will offer in school and after school tutoring to identified McKinney-Vento students to build any academic deficiencies and provide resources to help with their current living circumstance.	Other			07/01/2016	06/30/2017	\$11000	Director of State and Federal Programs Social Workers
Tutoring for McKinney-Vento students	Beecher Community School District will offer in school and after school tutoring to identified McKinney-Vento students to build any academic deficiencies and provide resources to help with their current living circumstance.	Academic Support Program, Supplemental Materials			07/01/2016	06/30/2017	\$0	Director of State and Federal Programs Social Workers

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High Quality Subject Specific Instruction	Vision of High Quality Subject Specific Instruction for all core content areas was adopted by the District Blue Print Acceleration Team in 2016-17. Strengthen the implementation of high quality instruction as measured by increased student achievement. The district will focus on the following high quality instructional models: Ambitious Teaching Strategies SLOP instruction for ELL students Professional Development and district support will be utilized.	Academic Support Program, Professional Learning, Curriculum Development, Direct Instruction	Tier 1	Implement	07/03/2017	06/28/2019	\$50000	All
Coach	Coach that will support teachers/staff implementing Promoting Positive Schools and No Nonsense Nurturing in the classrooms and throughout the building	Behavioral Support Program			07/03/2017	06/29/2018	\$100000	Administration
Aligned Assessments	Align district curriculum and assessments as evidenced by the identification of power standards, pacing guides, common assessments, common grading practices and reporting tools, Professional Development and district support will be utilized.	Curriculum Development	Tier 1	Getting Ready	07/03/2017	06/28/2019	\$5000	All
High Quality Professional Development	Utilize the following professional learning opportunities to deepen the knowledge of academic and non-academic needs of students: Mi Excel Professional Learning Instructional Coaching Teacher Mentoring Program Coaching NNN/Promoting Positive Behaviors GrapeSEED Positive Behavior Support Team Training Reader's Workshop Guided Reading Professional Learning Series	Professional Learning, Walkthrough			07/03/2017	07/31/2018	\$0	Director of State & Federal Programs/Assistant Superintendent Administration
Multi-Tiered System of Supports (MTSS)	Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the academic needs of students and to coordinate general and special education programming: Title 1 and 31a instructional support Supplemental materials ESL support staff Title 1 full day kindergarten Credit recovery to include stipends and licenses Extended day, Intersession and Summer School instruction to include stipends, supplies, transportation Professional development and district support will be utilized	Academic Support Program		Implement	07/03/2017	06/28/2019	\$150000	Administration Director of State & Federal Programs/Assistant Superintendent

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Utilize Illuminate to monitor Annual Performance Goals and local assessment data	The district will utilize Illuminate, a data warehouse, to continually monitor instructional data at both the building level and district level. Professional development and district support will be utilized.	Other, Academic Support Program, Direct Instruction		Implement	08/01/2017	06/28/2019	\$0	All
Collaborative Learning Cycle (CLC)	Utilize the Collaborative Learning Cycle (CLC) process to identify and monitor academic and non-academic needs of students. The CLC process will provide a common tool for data conversations. Data conversations may focus on student data (formative, summative and/or benchmark) or student work samples. Professional development and district support will be utilized.	Teacher Collaboration, Other		Implement	08/01/2017	06/28/2019	\$0	All
Performance Management Tool	Utilize the performance management template (District Blueprint tool) to record and use multiple sources of data to problem solve; Data sources should include the following: Demographic Performance Goals Non-Instructional Indicators Achievement Data Professional development and district support will be utilized.	Other			08/01/2017	06/28/2019	\$0	All
High Quality Data Collection Tool for Ambitious Teaching Strategies	Utilize the high quality data collection tool (District Blueprint tool) to record and monitor district-wide implementation of the ambitious teaching strategies. Professional development and district support will be utilized.	Other		Monitor	08/01/2017	06/28/2019	\$0	All
Evaluation System	Implement an evaluation system that has clearly defined standards that combines qualitative and quantitative data from a variety of sources including school and student performance. Professional development and district support will be utilized.	Professional Learning, Recruitment and Retention, Policy and Process		Implement	07/03/2017	06/28/2019	\$0	Superintendent Building Administration

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<p>Professional Learning Series</p>	<p>Provide a data-driven professional learning series aligned to the vision for high quality instruction and the district guaranteed curriculum, materials, assessments, and evaluations.</p> <p>Teacher and Principal Professional Development Teacher and Principal Mentoring</p> <p>Professional development and district support will be utilized.</p>	<p>Professional Learning</p>		<p>Implement</p>	<p>07/03/2017</p>	<p>06/28/2019</p>	<p>\$0</p>	<p>Assistant Superintendent - Curriculum, Instruction and State & Federal Programs</p>
<p>Collaborative Leadership Partnerships</p>	<p>Establish partnership roster that identifies each specific partnership in the district, i.e., principal name and central office administrator who are collaborating. This message along with the urgency for instructional improvement is regularly communicated at all levels of the organization and becomes a driving force behind the work of all building level instructional leaders. Further, the central office leader's monthly use of the Performance Management Driver System keeps the focus of all instructional leaders on instructional improvement and student performance.</p> <p>Successful partnerships will have measurable results in the following areas: (1) increased turnaround competencies in building-level administrators; (2) higher rates of high quality subject-specific instruction; (3) evidence of success in the coaching record; (4) data from the Performance Management Driver System.</p>	<p>Other, Walkthrough</p>		<p>Monitor</p>	<p>07/03/2017</p>	<p>06/28/2019</p>	<p>\$0</p>	<p>Superintendent Building Administrators Assistant Superintendent - Curriculum, Instruction and State & Federal Programs</p>

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<p>Allocation of Resources Aligned to Student Needs</p>	<p>Because rapid turnaround is different than continuous improvement, districts are faced with the challenge to “seize this incredible moment of rapid change to transform the way they use resources (time, people, money) so that every school succeeds for every child.” (ERS, 2013) With district systems completely installed and operational, it is now time for districts to take this opportunity to remake the very foundation of their organization and cost structure to support these systems effectively.</p> <p>Allocation of Resources Education Resource Strategies (ERS) has been researching strategic resource use in schools for over a decade. Through this research, they found that the most successful schools start with a strong vision for student and teacher success, and have deliberate efforts to reorganize resources (time, people, money) around that vision. Through the installation of the Blueprint, the installing district has positioned itself to change the game by transforming the way each building allocates its resources. The following tools and resources will support school leaders in understanding how to use student and teacher need data to allocate resources on a consistent basis.</p>	<p>Supplemental Materials, Policy and Process</p>		<p>Getting Ready</p>	<p>07/03/2017</p>	<p>06/30/2019</p>	<p>\$0</p>	<p>Superintendent Building Administration Assistant Superintendent</p>
<p>Building and District Administrator Professional Development</p>	<p>Principals and district administration will receive professional leadership coaching around improving instructional leadership capacity. Training will be done around creating a climate for success, implementing curriculum change, and habit, building a framework for success. The training will focus on creating instructional leaders for academic improvement, not just building managers. Additionally, the building administrators will form a PLC specifically to train for critical conversations, instructional leadership, and evaluation competencies.</p>	<p>Professional Learning</p>		<p>Implement</p>	<p>07/01/2017</p>	<p>06/30/2019</p>	<p>\$0</p>	<p>Assistant Superintendent Superintendent Building Administration</p>

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<p>Membership</p>	<p>Membership involves ownership, involvement, accomplishment and belonging.</p> <p>Professional development and district support will be utilized to implement the following programs:</p> <ul style="list-style-type: none"> -Truancy -Alternative Education Programs -McKinney-Vento eligible student support -Foster care students eligible for support -Co-curriculars, extra-curriculars, and student organizations -Co-curriculars, extra-curriculars, and student organizations 	<p>Behavioral Support Program</p>		<p>Implement</p>	<p>08/01/2017</p>	<p>06/30/2019</p>	<p>\$0</p>	<p>All</p>
<p>Safety</p>	<p>Safety involves personalization, prevention, systematic action, climate of positivity, shared development and ownership.</p> <p>Professional development and district support will be utilized to implement the following activities to support safety:</p> <ul style="list-style-type: none"> -Restorative Justice Practices -Structures and Routines (Teach Like a Champion, No Nonsense Nurturing, Promoting Positive Behaviors) -Non Violent Crisis Intervention -Crisis Response Team 	<p>Behavioral Support Program</p>			<p>07/01/2017</p>	<p>06/30/2019</p>	<p>\$0</p>	<p>Building Administration Behavior Interventionist Culture Plan Facilitator Assistant Superintendent Social Workers Support Staff Professional Staff</p>

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<p>Care/Relationships</p>	<p>Care/Relationships involves establishing trustworthiness, treating students fairly and with respect, valuing all students as individuals and expressing concern for what is happening in their lives, taking interest and investing in students, challenging students, knowing students well, sharing oneself as a person, being accessible, seeing through the eyes of students and providing recognition.</p> <p>Professional development and district support will be utilized to implement the following activities to support care/relationships</p> <p>-Book study: Who Cares? and Eric Jenson's Poverty series</p> <p>-Cultural Proficiency</p> <p>-Coordinated School Health & partnerships as identified by the Coordinated School Health Team</p>	<p>Behavioral Support Program</p>			<p>07/01/2017</p>	<p>06/30/2019</p>	<p>\$0</p>	<p>All</p>
<p>High Quality Subject Specific Instruction</p>	<p>Vision of High Quality Subject Specific Instruction for all core content areas was adopted by the District Blueprint Team in 2016-17. Strengthen the implementation of high quality instruction as measured by increased student achievement.</p> <p>The district will focus on the following high quality instructional models:</p> <p>Ambitious Teaching Strategies Visible Learning - Hattie's work Inquiry Based SLOP instruction for ELL students</p> <p>Professional development and district support will be utilized.</p>	<p>Academic Support Program, Curriculum Development, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2017</p>	<p>07/30/2021</p>	<p>\$0</p>	<p>All</p>
<p>Aligned Assessments</p>	<p>Align district curriculum and assessments as evidenced by the identification of power standards, pacing guides, common assessments, common grading practices and reporting tools. Professional development and district support will be utilized.</p>	<p>Curriculum Development</p>		<p>Getting Ready</p>	<p>07/01/2017</p>	<p>06/30/2021</p>	<p>\$0</p>	<p>Assistant Superintendent Building Administration Professional Staff</p>

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High Quality Professional Development	Utilize the following professional learning opportunities to deepen the knowledge of academic and non-academic needs of students. Professional Learning Series Teacher Mentoring Program Instructional Rounds Instructional Coaching Stipends and salaries will be paid out of Title II and other grants available	Professional Learning			08/01/2017	06/30/2021	\$0	All
Multi-Tiered System of Supports (MTSS)	Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the academic needs of students and to coordinate general and special education programming: Title I and 31a instructional support Supplemental materials ESL staff coordinated with the Genesee Intermediate School District Tutoring for ELL students Additional materials Title I full day kindergarten Credit recovery Stipends and licenses Extended day, Intersession and Summer school instruction to include Stipends and materials Professional development and district support will be utilized.	Academic Support Program		Implement	07/01/2017	06/30/2021	\$0	All

Milton E. Tucker Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Materials	Supplemental CollegeBoard - SpringBoard ELA materials will be utilized in grades 6-12. Supplemental leveled texts for increased comprehension of expository and informational text.	Academic Support Program			06/30/2015	06/30/2019	\$0	Administrators Teachers

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STEAM Coach	STEAM Coach to model STEAM lessons to build student and staff understanding of curriculum goals.	Teacher Collaboration, Direct Instruction			07/01/2016	06/30/2017	\$75000	Building Administrator or Superintendent/Curriculum Director
Direct Instruction - Foreign Language	Teacher of Foreign Language using flexibility of Title 1 will be utilized to expose students to Foreign Language-Spanish	Academic Support Program, Direct Instruction			07/01/2016	06/30/2017	\$0	Building Administrator or Superintendent

Dailey Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Teachers	Kindergarten will be offered for a full day to increase kindergarten students learning time.	Direct Instruction			08/01/2013	06/30/2017	\$0	Administration Kindergarten Teachers
Kindergarten Teachers	Kindergarten will be full day to increase Kindergarten students learning time.	Direct Instruction			07/01/2013	06/30/2017	\$0	Administration Kindergarten Teachers
Direct Instruction - Foreign Language	Teacher of Foreign Language using flexibility of Title 1 will be utilized to expose students to Foreign Language-Spanish	Academic Support Program, Direct Instruction			07/01/2016	06/30/2017	\$0	Building Administrator or Superintendent
Direct Instruction - Music Teacher	Music Teacher using Title 1 Flexibility will be utilized to offer an additional "special" class to allow teachers a common planning time to review student data and plan for interventions.	Direct Instruction, Supplemental Materials			07/01/2016	06/30/2017	\$0	Building Administrator or Superintendent
Class Size Reduction	Class size reduction classes at the elementary schools to allow for more individualized instruction.	Class Size Reduction	Tier 1	Implement	08/02/2016	06/30/2017	\$80000	Building Administrator or Teachers

Beecher High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Beecher Community School District

Credit Recovery	Beecher Community School District will offer Credit Recovery program for students to make up required credits for graduation.	Academic Support Program, Technology			06/30/2015	06/30/2016	\$0	Administrati on Credit Recovery Teacher
Supplemental Materials	Supplemental CollegeBoard - SpringBoard ELA materials will be utilized in grades 6-12. Supplemental leveled texts for increased comprehension of expository and informational text.	Academic Support Program			06/30/2015	06/30/2019	\$0	Administrat ors Teachers

Beecher Adult Education Center

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery	Beecher Community School District will offer Credit Recovery program for students to make up required credits for graduation.	Academic Support Program, Technology			06/30/2015	06/30/2016	\$0	Administrati on Credit Recovery Teacher