



**BEAVERTON  
JUNIOR/SENIOR  
HIGH SCHOOL**

3090 Crockett • Beaverton, MI 48612

989.246.3010

BeavertonSchools.net

February 12, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-23 educational progress for the Beaverton Jr/Sr High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact the Beaverton Jr/Sr High School office for assistance.

The AER is available for you to review electronically by visiting the following web site

<https://www.mischooldata.org/parent-dashboard-page?PageUrl=https://legacy.mischooldata.org/ParentDashboard/ParentDashboardSchoolOverview.aspx?LocationId=S%2c5668%2c920%2c73> , or you may review a copy in the main office at your child's school.

For the 2022-23 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

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

Go, Beavers!

Renee Inscho  
Principal, Beaverton Junior/Senior High School



## Key Challenges & Initiatives

Beaverton Junior/Senior High School will be working to increase our academic scores in all core areas and close any educational gaps that may occur between sub-groups. Beaverton Junior/Senior High School will be continuing to strive for a 100% graduation rate. This school year's PD has been built around increasing student achievement. In addition to focusing on increasing student achievement, the school is focusing on truancy by working with the court system and following a collaboratively developed county wide truancy protocol.

### Initiatives

#### 1. English Language Arts

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

#### 2. Common Unit Assessments & Semester Exams have been created and implemented.

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

#### 3. Understand by Design Curriculum Development

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

#### 4. Balanced Mathematics

- Balanced Mathematics has been ongoing in the Jr/Sr high school for the past several years. Teachers maintain the daily practices of daily math review, mental math, and math talk.
- The Jr/Sr high school math department has implemented a math workshop that focuses on small, individualized group work led by the teacher.

#### 6. Math Interventions



- There is an additional, at-risk, intervention, teacher in the 7th & 8th grade math classes this year. The intervention teacher pulls small groups of students after direct instruction to reteach concepts that students are struggling with. The intervention teacher also works with students on skills that they may be lacking in that may be hindering their progress in math.

#### 7. What I Need

- This is the third year for the WIN (What I Need) courses. These courses meet 25 minutes daily. Students have been divided up amongst their grade level peers and receive instruction around time management, life skills, study habits, and social & emotional health. WIN teachers check in with students two times a week addressing students grades and any other areas of concerns. The main focus of this class is to build relationships among teachers and students and students and students

### Description of the School

Beaverton Jr/Sr High School serves students in grades 7 through 12. Programs and services provided at the school included National Free Breakfast & Lunch program, At-Risk math interventions, credit recovery, dual enrollment, Early College, Career and Technical Education, vocal and instrumental music, art education, Business Technology, STEM, and Spanish. Students also have the opportunity to join various clubs and extracurricular sports. The school has a high school robotics team with a newly added middle school team.

### Process for Assigning Pupils to the School

In the 2022-2023 school year, all district pupils in grades 7 through 12 were assigned to Beaverton Jr/Sr High School since there was only one building in this district that served this grade span of pupils. Students may also have been assigned to this building for a program offered that better meets their educational needs.

### Status of School Improvement Plan



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

| GOAL   | PROGRESS         |                    |           |
|--|------------------|--------------------|-----------|
|  | NOT YET<br>BEGUN | MAKING<br>PROGRESS | COMPLETED |
| Beaverton Junior/Senior High School 's goal is to improve tier 1 instruction for students in order to improve state level assessment proficiency by 5% annually in core academic areas through 6/30/2024.  |                  |                    |           |
| <b><u>Strategy 1: Guaranteed and Viable Curriculum</u></b><br><b><u>Activity 1:</u></b> Gradual Release of Responsibility <ul style="list-style-type: none"><li>All teachers will have an understanding of the GRR process and will be expected to implement it effectively in their classroom as evidenced by opportunities for:<ul style="list-style-type: none"><li>Direct Instruction</li><li>Collaborative Learning</li><li>Independent Learning</li></ul></li></ul> <b><u>Activity 2:</u></b> High Quality Instruction <ul style="list-style-type: none"><li>All students will receive high quality instruction (see district vision documents) based upon the following:<ul style="list-style-type: none"><li>Daily instruction in (1 class period of each per day):<ul style="list-style-type: none"><li>English</li><li>Math</li><li>Science</li><li>Social Studies</li></ul></li><li>Additional daily instruction in:<ul style="list-style-type: none"><li>Electives</li><li>CTE (Optional: Grades 10, 11, 12)</li><li>Dual Enrollment (Optional: Grades 9-12)</li></ul></li></ul></li></ul> |                  | X                  |           |



|  |  |   |  |
|--|--|---|--|
| <ul style="list-style-type: none"><li>▪ Early College (Optional: Grades 10-12 + 1)</li><li>▪ Michigan Virtual University (Optional: Grades 10-12)</li></ul> <p><b>Activity 3:</b> Horizontally &amp; Vertically Aligned Curriculum</p> <ul style="list-style-type: none"><li>• Teachers will deliver a horizontally and vertically aligned curriculum In all subjects utilizing the following based programs:<ul style="list-style-type: none"><li>○ Into Literature</li><li>○ Into Math/Into AGA</li><li>○ MI STARR,</li><li>○ HMH Social Studies, MC3</li></ul></li></ul>  |  |   |  |
| <p><b>Strategy 2: Instructional Student Engagement Strategies</b></p> <p><b>Activity 1:</b> Student Engagement</p> <ul style="list-style-type: none"><li>• Teachers will increase student engagement by intentionally selecting a strategy from one of many different resources that provide instructional strategies.<ul style="list-style-type: none"><li>○ The strategy chosen should be selected purposely and used to carefully plan lessons to engage students in the learning of specific content.</li></ul></li></ul>  |  | X |  |
| <p><b>STRATEGY 3: Instructional Leadership Routines</b></p> <ul style="list-style-type: none"><li>• <b>Activity 1:</b> District Instructional Leadership<ul style="list-style-type: none"><li>○ District instructional leadership (superintendent, principals, instructional coaches) will meet monthly to develop, implement, and continuously monitor district and building level systems including:<ul style="list-style-type: none"><li>▪ Professional Development</li><li>▪ District Data</li><li>▪ School Improvement</li></ul></li></ul></li><li>• <b>Activity 2:</b> Instructional Coaches<ul style="list-style-type: none"><li>○ BJSHS will utilize an instructional/ MTSS coach to improve systems through:<ul style="list-style-type: none"><li>▪ Modeling</li><li>▪ Cognitive Coaching</li><li>▪ Coaching Meetings &amp; Discussions</li></ul></li></ul></li></ul> |  | X |  |



|  |  |   |  |
|--|--|---|--|
| ▪ Educational Support Team Meetings  |  |   |  |
| <b><u>Strategy 4: Talent Management</u></b> <ul style="list-style-type: none"><li>• <u>Activity 1: District Systems</u><ul style="list-style-type: none"><li>○ Principals will utilize all District Systems (processes and procedures to:<ul style="list-style-type: none"><li>▪ Effectively communicate and problem solve</li><li>▪ Improve student learning by managing staff performance through monitoring:<ul style="list-style-type: none"><li>● SLO Goals</li><li>● Student Engagement Strategies</li><li>● 5D+ Performance Evaluation System</li><li>● Strategies that lead to Instructional Improvement</li></ul></li></ul></li></ul></li></ul> |  | X |  |
| <b><u>Strategy 5: Teacher Collaborative Routines</u></b> <ul style="list-style-type: none"><li>• <u>Activity 1: Professional Learning Communities</u><ul style="list-style-type: none"><li>○ Teachers will engage in a minimum of one-hour weekly professional learning communities (PLC) during early release Wednesdays. This time will be committed to collegial dialogue based on:<ul style="list-style-type: none"><li>▪ Instructional Design and Delivery</li><li>▪ Teacher Reflective Practices</li><li>▪ Data Analysis</li></ul></li></ul></li></ul>   |  | X |  |
| <b><u>Strategy 6: Literacy Essentials</u></b> <ul style="list-style-type: none"><li>• <u>Activity 1: Course Wide Literacy Inclusion</u><ul style="list-style-type: none"><li>○ Instruction will include strategies to incorporate content specific literacy in all subject areas such as:<ul style="list-style-type: none"><li>▪ Nancy Boyle's and Cris Tovani's comprehension strategies</li><li>▪ Close Reading Techniques</li><li>▪ Reading Apprenticeship Strategies</li><li>▪ Disciplinary Literacy Essentials</li><li>▪ Extended Response Tasks</li></ul></li></ul></li><li>• <u>Activity 2: Career Development Instruction</u></li></ul>          |  | X |  |





|  |  |  |  |
|--|--|--|--|
| <ul style="list-style-type: none"><li>○ Instruction will include career development instruction as outlined in the Career Development Model documents:<ul style="list-style-type: none"><li>▪ Career Awareness: Grades 7 &amp; 8</li><li>▪ Career Awareness: Grades 9-12</li></ul></li></ul> |  |  |  |
|--|--|--|--|

## Core Curriculum Status

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

### English Language Arts

The English Language Arts curriculum follows the Common Core State Standards approved by Michigan's State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students. The main, guaranteed and viable curriculum for English Language Arts is from Houghton Mifflin Harcourt, Into Literature.

### Mathematics

The Mathematics curriculum follows the Common Core State Standards approved by Michigan's State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students. The main, guaranteed and viable curriculum for Mathematics is from Houghton Mifflin Harcourt, Into Math and Into AGA.

### Science

The Science curriculum follows the Michigan Next Generation Science Standards approved by Michigan's State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students. The guaranteed and viable curriculum for 7<sup>th</sup> & 8<sup>th</sup> grades is MI STARR.

### Social Studies

The Social Studies curriculum follows the Michigan Social Studies Standards approved by Michigan's State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students. The guaranteed and viable curriculum for social studies is from Houghton Mifflin Harcourt and the Michigan Citizenship Curriculum (MC3).



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### Parent/Teacher Conferences

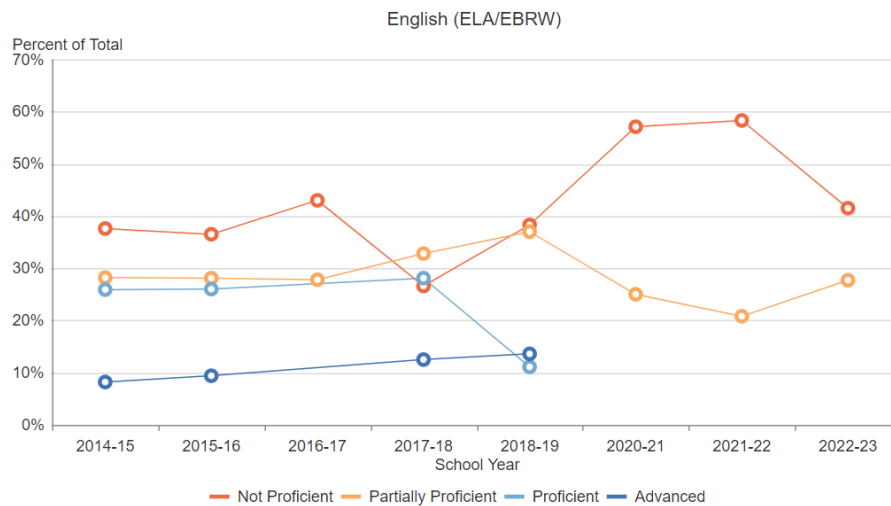
| Grade Level | # In Class | # In Attendance | Economically Disadvantaged | Race/ Ethnicity | Special Education | Homeless | Male     | Female   |
|-------------|------------|-----------------|----------------------------|-----------------|-------------------|----------|----------|----------|
| 7           | 74         | 37 (50%)        | 19 (26%)                   | 4 (5%)          | 8                 | 0        | 24 (49%) | 13 (54%) |
| 8           | 81         | 34 (41%)        | 9 (11%)                    | 3 (4%)          | 8                 | 0        | 19 (46%) | 16 (40%) |
| 9           | 68         | 20 (29%)        | 13 (19%)                   | 3 (4%)          | 4                 | 0        | 10 (26%) | 10 (34%) |
| 10          | 79         | 22 (28%)        | 11 (14%)                   | 2 (3%)          | 5                 | 0        | 10 (27%) | 12 (28%) |
| 11          | 73         | 19 (24%)        | 8 (11%)                    | 1 (1%)          | 3                 | 0        | 12 (30%) | 7 (21%)  |
| 12          | 63         | 20 (32%)        | 7 (11%)                    | 3 (5%)          | 2                 | 0        | 11 (38%) | 8 (24%)  |



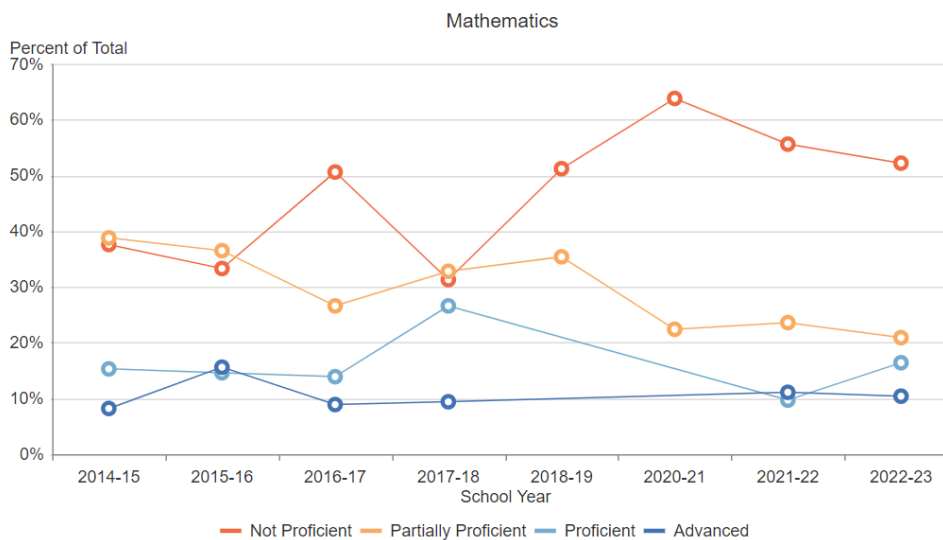


## Student Achievement Results

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

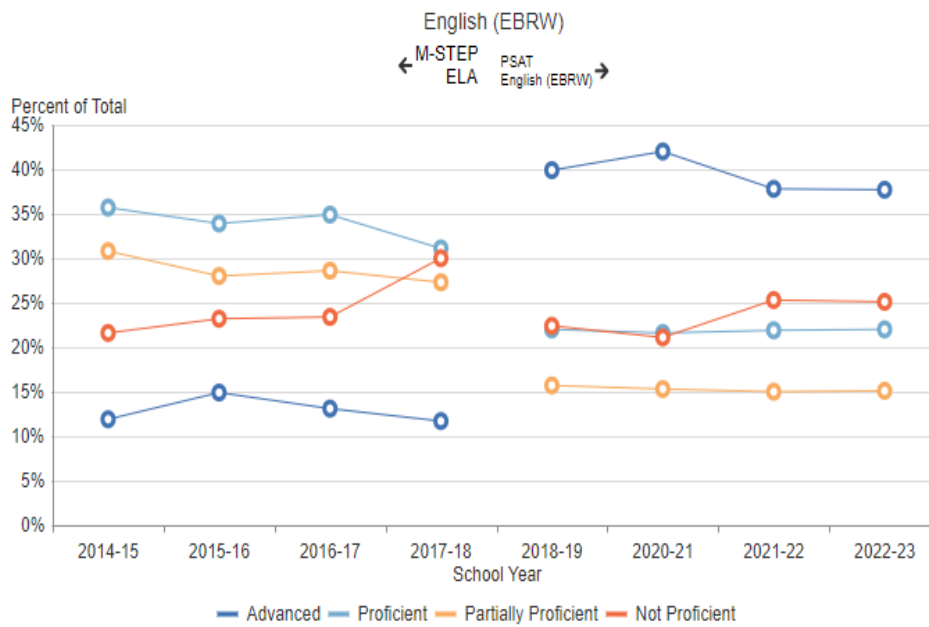


### 7<sup>th</sup> Grade Math MSTEP

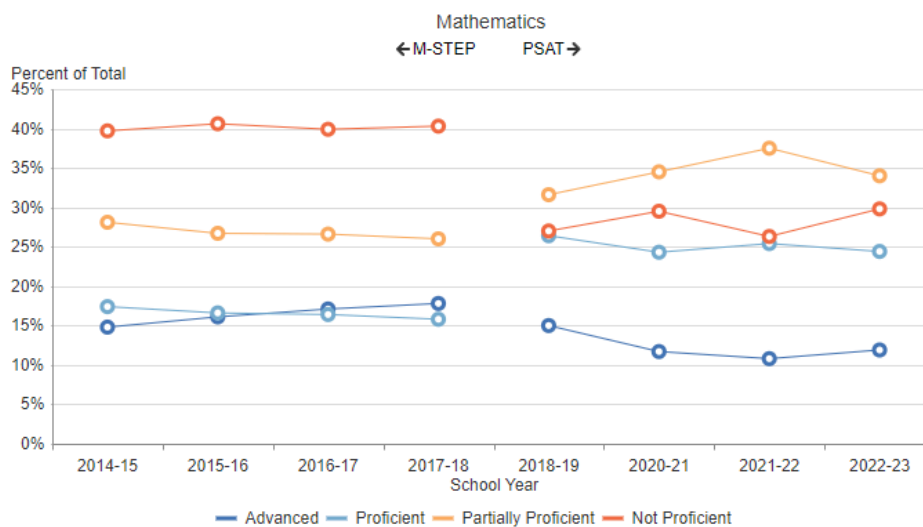




## 8<sup>th</sup> Grade ELA MSTEP/EBRW PSAT



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





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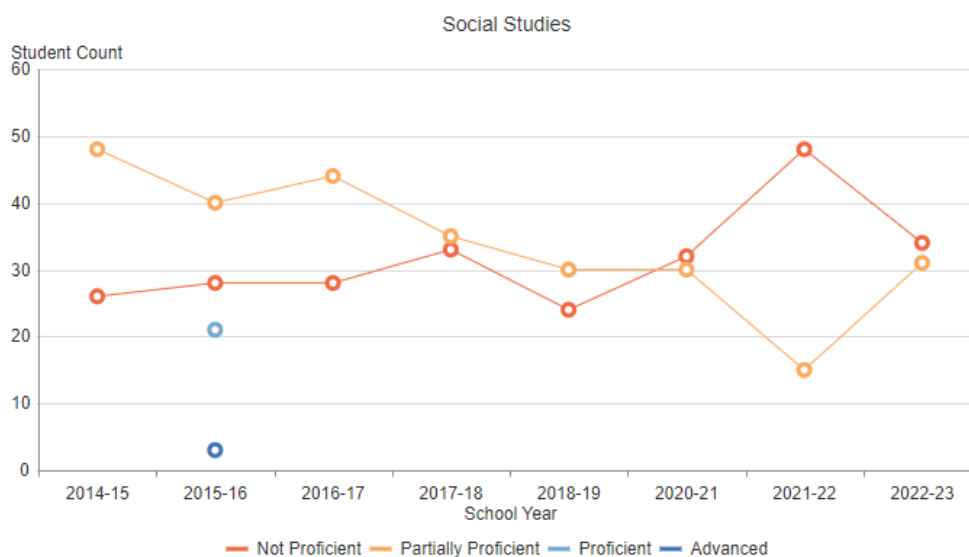
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## 8<sup>th</sup> Grade Science MSTEP

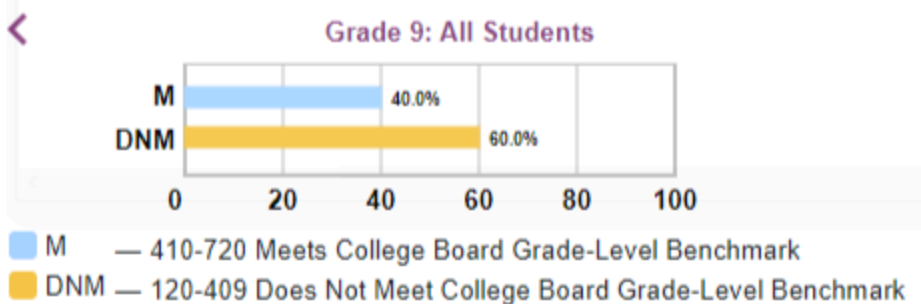
**No Available Data**

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

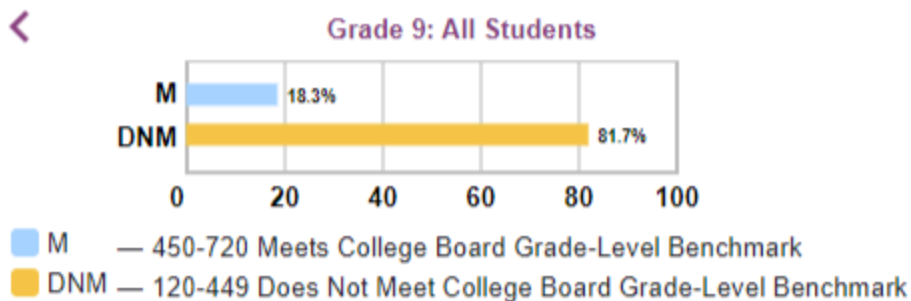




## Grade 9 | Evidence-Based Reading & Writing | All Students



## Grade 9 | Math | All Students

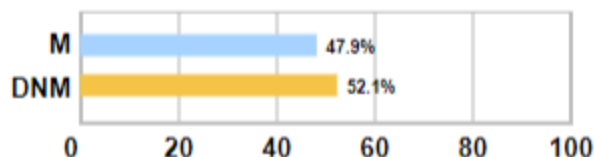




## Grade 10 | Evidence-Based Reading & Writing | All Students



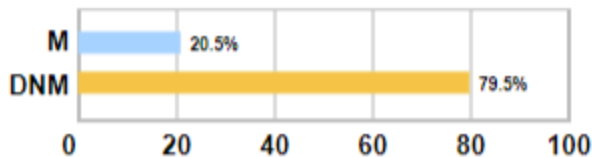
Grade 10: All Students



## Grade 10 | Math | All Students

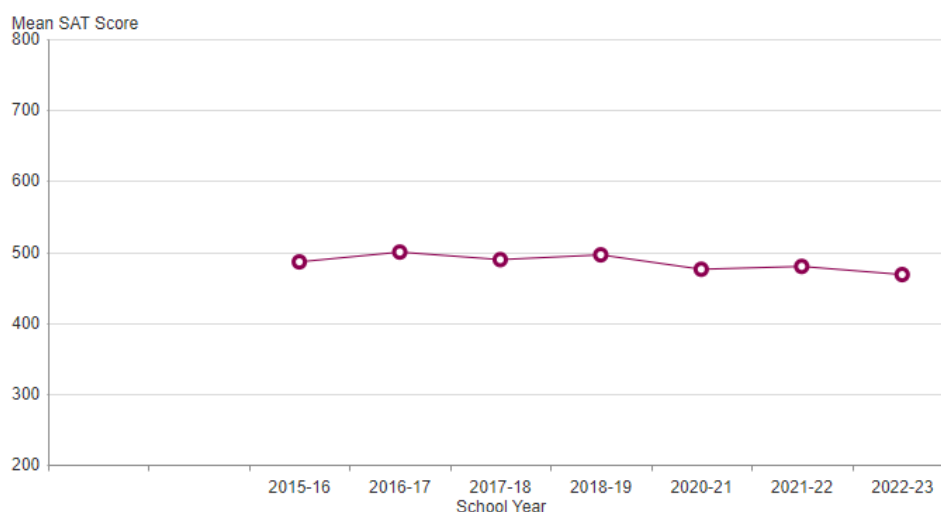


Grade 10: All Students

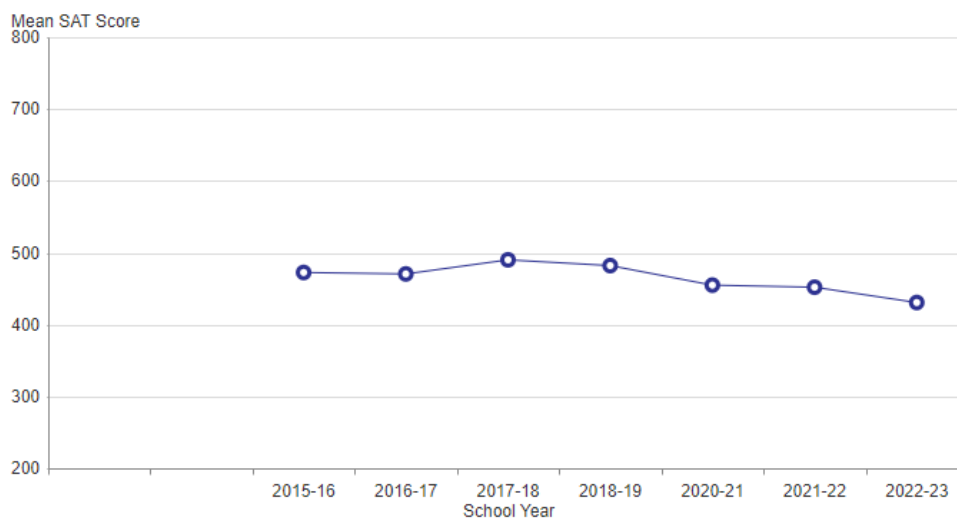




## 11<sup>th</sup> grade SAT: Evidenced Based Reading & Writing



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

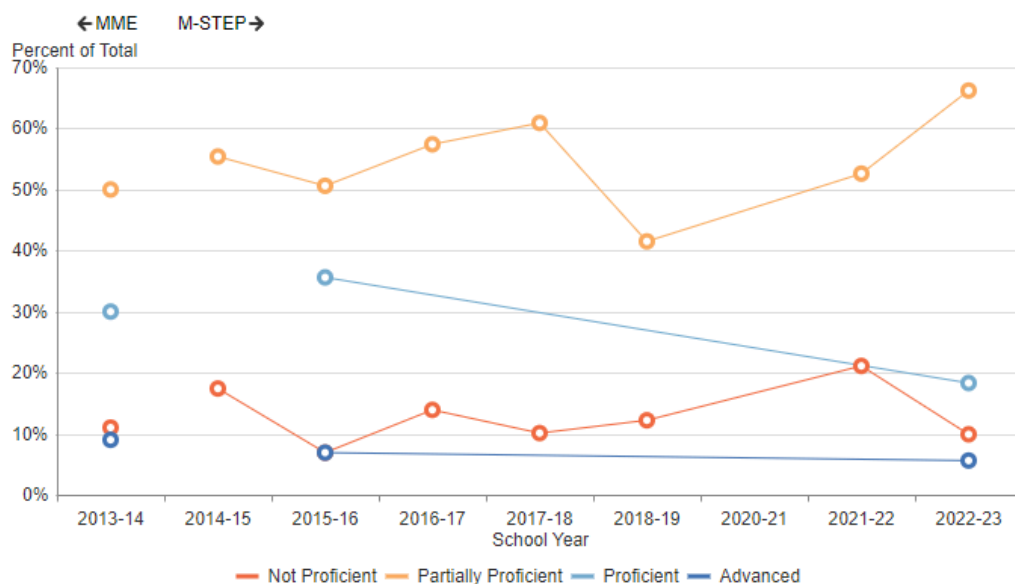




## 11<sup>th</sup> Grade Science MSTEP

**No Available Data**

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



## Postsecondary Enrollments

### Dual Enrollment

Beaverton Jr/Sr High School had approximately 282 students in grades 9<sup>th</sup> – 12<sup>th</sup>. There were 58 unique dual enrolled students. Those students took 141 college courses throughout the year. There are no College Equivalent Courses (AP/IB) offered at Beaverton Jr/Sr High, so no students receive scores that lead to college credit.





### Graduation/Dropout Rate

