



# **School Improvement Plan**

Avondale High School

Avondale School District

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Auburn Hills, MI 48326-3261

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## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

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

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in Assist.	

# **School Improvement Plan 2019-2020**

## **Overview**

### **Plan Name**

School Improvement Plan 2019-2020

### **Plan Description**



## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will demonstrate knowledge and application of mathematical concepts.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$4000
2	All students will increase proficiency in science.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$0
3	All students will increase proficiency in reading.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$3000
4	All students will improve their persuasive/argumentative writing proficiency.	Objectives: 2 Strategies: 3 Activities: 4	Academic	\$0
5	Increase students' use and demonstration of analysis, synthesis, and application in their learning.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$17167
6	All students will be proficient in reading and literacy.	Objectives: 3 Strategies: 4 Activities: 7	Academic	\$0
7	We will create and maintain a learning environment for all students that fosters curiosity, confidence, and collaboration while building critical thinking skills and character through Project Based Learning (PBL)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
8	Engaging Students in Deeper Learning	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
9	Students will graduate from Avondale Schools college and career ready.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$21000

## Goal 1: All students will demonstrate knowledge and application of mathematical concepts.

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in algebraic concepts in mathematics in Mathematics by 06/12/2020 as measured by NEWA MAP and the SAT.

### Strategy 1:

Implement 5 Dimensions of Teaching and Learning instructional framework with purpose and fidelity. - Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflections of the core elements of effective teaching. The 5D instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Category: Mathematics

Research Cited: "5 Dimensions of Teaching and Learning," University of Washington, Center for Educational Leadership, (2013)

Tier: Tier 1

Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Monitor	09/06/2016	06/12/2020	\$1000	General Fund	Building and District Administrators

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning	Tier 1		09/06/2016	06/12/2020	\$1000	Title II Part A	Building Administrators and Teachers

### (shared) Strategy 2:

Direct Instruction and Skill Development- - Direct instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned. Direct teaching involves directing student attention toward specific learning by introducing teaching methods for math and actively involving students in knowledge construction. The instruction is focused on producing specific learning outcomes.

Category: Mathematics

Research Cited: Adams, G., & Engelmann, S. (1996). *Research on Direct Instruction: 25 Years beyond DISTAR*.

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The Education Alliance. (2006). Closing the Achievement Gap: Best Practices in Teaching Mathematics.

Przychodzin-Havis, A. M., Marchand-Martella, N.E., Martella, R. C., & Azim, D. (2004). Direct Instruction mathematics programs: An overview and research summary.

Stockard, J. (2010). Improving elementary level mathematics in a large urban district: The effects of Direct Instruction in the Baltimore City Public School System.

Tier: Tier 1

Activity - Fluency and Skill Development Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will allot time in the daily schedule to allow staff to use a variety of activities that will allow students to become proficient with essential foundational mathematical skills. The students will practice these foundational skills often enough so that they can flexibly engage in the content at a higher level.	Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Building Administrators and Math Teachers
Activity - Data Collection, Assessment and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction. Utilize NWEA MAP	Teacher Collaboration	Tier 2	Monitor	09/04/2018	06/12/2020	\$2000	Title II Part A	District Data Coach, Building Administrators and Principals
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, Teacher Labs.	Professional Learning, Teacher Collaboration	Tier 2	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	District Administrators, Building Administrators and Teachers

### Measurable Objective 2:

A 100% increase of Black or African-American, Bottom 30%, Children in Foster Care, Economically Disadvantaged, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth algebraic concepts in Mathematics by 06/12/2020 as measured by local, district, and state and local assessments.

### (shared) Strategy 1:

Direct Instruction and Skill Development- - Direct instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned. Direct teaching involves directing student attention toward specific learning by introducing teaching methods for math and actively

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involving students in knowledge construction. The instruction is focused on producing specific learning outcomes.

Category: Mathematics

Research Cited: Adams, G., & Engelmann, S. (1996). Research on Direct Instruction: 25 Years beyond DISTAR.

The Education Alliance. (2006). Closing the Achievement Gap: Best Practices in Teaching Mathematics.

Przychodzin-Havis, A. M., Marchand-Martella, N.E., Martella, R. C., & Azim, D. (2004). Direct Instruction mathematics programs: An overview and research summary.

Stockard, J. (2010). Improving elementary level mathematics in a large urban district: The effects of Direct Instruction in the Baltimore City Public School System.

Tier: Tier 1

Activity - Fluency and Skill Development Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will allot time in the daily schedule to allow staff to use a variety of activities that will allow students to become proficient with essential foundational mathematical skills. The students will practice these foundational skills often enough so that they can flexibly engage in the content at a higher level.	Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Building Administrators and Math Teachers
Activity - Data Collection, Assessment and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction. Utilize NWEA MAP	Teacher Collaboration	Tier 2	Monitor	09/04/2018	06/12/2020	\$2000	Title II Part A	District Data Coach, Building Administrators and Principals
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, Teacher Labs.	Professional Learning, Teacher Collaboration	Tier 2	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	District Administrators, Building Administrators and Teachers

## Goal 2: All students will increase proficiency in science.

### Measurable Objective 1:

A 5% increase of Ninth, Tenth, Eleventh and Twelfth 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 /college readiness in Science by 06/12/2020 as measured by M-STEP and other school and local assessments.

### (shared) Strategy 1:

Job-Embedded Professional Learning - Job-embedded professional learning opportunities will be provided to build the collective understanding and capacity of teachers throughout the school community. Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional learning experiences (Teacher Lab), for all Avondale staff. Teacher Lab sessions will provide professional study, action research, and discourse around an agreed-upon curricular/pedagogical focus, live observation of a teacher (s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities.

Category: Science

Research Cited: Croft, A., Coggshall, J. Dolan, M., and Powers, E. (2010). Job-Embedded Professional Development : What it is, WHO Is Responsible, and How to Get it Done Well.

Teacher Lab and First Conversations: [https://issuu.com/communicationsos/docs/jobembeddedprolearning\\_2\\_14\\_14\\_e2bd61c28fed17](https://issuu.com/communicationsos/docs/jobembeddedprolearning_2_14_14_e2bd61c28fed17)

Tier: Tier 2

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders across the system will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning, Teacher Collaboration	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	General Fund	District Leaders Building Leaders Teachers

### (shared) Strategy 2:

5 Dimensions of Teaching and Learning - Implement 5 Dimensions of Teaching and Learning instructional framework with purpose and fidelity. Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the core elements of effective teaching. The 5D and instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Category: Science

Research Cited: "5 Dimensions of Teaching and Learning," University of Washington, Center for Educational Leadership, (2013).

Tier: Tier 1

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Activity - Professional Learning Opportunity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers.

### Measurable Objective 2:

A 5% increase of Eleventh grade students will demonstrate a proficiency in Next Generation Standards in Science by 06/12/2020 as measured by M-Step .

### (shared) Strategy 1:

Job-Embedded Professional Learning - Job-embedded professional learning opportunities will be provided to build the collective understanding and capacity of teachers throughout the school community. Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional learning experiences (Teacher Lab), for all Avondale staff. Teacher Lab sessions will provide professional study, action research, and discourse around an agreed-upon curricular/pedagogical focus, live observation of a teacher (s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities.

Category: Science

Research Cited: Croft, A., Coggshall, J., Dolan, M., and Powers, E. (2010). Job-Embedded Professional Development : What it is, Who Is Responsible, and How to Get it Done Well.

Teacher Lab and First Conversations: [https://issuu.com/communicationsos/docs/jobembeddedprolearning\\_2\\_14\\_14\\_e2bd61c28fed17](https://issuu.com/communicationsos/docs/jobembeddedprolearning_2_14_14_e2bd61c28fed17)

Tier: Tier 2

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders across the system will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning, Teacher Collaboration	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	General Fund	District Leaders Building Leaders Teachers

### (shared) Strategy 2:

5 Dimensions of Teaching and Learning - Implement 5 Dimensions of Teaching and Learning instructional framework with purpose and fidelity. Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the core elements of effective teaching. The 5D and instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Category: Science

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Research Cited: "5 Dimensions of Teaching and Learning," University of Washington, Center for Educational Leadership, (2013).

Tier: Tier 1

Activity - Professional Learning Opportunity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers.

### Goal 3: All students will increase proficiency in reading.

#### Measurable Objective 1:

A 2% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency /college readiness in Reading by 06/17/2016 as measured by ACT, SAT, and/or M-STEP.

#### Strategy 1:

Informational text - Intentional work with strategies to provide students with skills necessary to comprehend informational text.

Category:

Research Cited: Project Zero

Fountas and Pinnell

Tier:

Activity - Teacher Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to participate in job-embedded teacher lab to learn how to understand and utilize research-based informational text strategies for reading.	Professional Learning			09/08/2015	06/17/2016	\$2000	Other	Building administrators Superintendent Teachers

#### Strategy 2:

Reading Interventions - Special education students needing support in reading will be given the opportunity to receive extra support.

Category:

Tier:

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Activity - Learning Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students will receive instruction in reading strategies in the Learning Lab.	Direct Instruction			09/08/2015	06/17/2016	\$0	No Funding Required	Special education staff

### Strategy 3:

Tutoring - Students will be tutored in direct reading instruction.

Category:

Research Cited: Project Zero

Marzano

Tier:

Activity - ESL tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Learner staff members will provide after school tutoring support for ELL students.	Academic Support Program			09/08/2015	06/17/2016	\$1000	Title III	ELL staff

Activity - National Honor Society Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students from the National Honor Society will provide after school tutoring at Avondale High School.	Other			09/08/2015	06/17/2016	\$0	No Funding Required	National Honor Society sponsors

## Goal 4: All students will improve their persuasive/argumentative writing proficiency.

### Measurable Objective 1:

A 5% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in producing clear and coherent argumentative writing in which the development, organization, and style are appropriate to task, purpose and audience in English Language Arts in Writing by 06/12/2020 as measured by school assessments, district assessments and the SAT.

### (shared) Strategy 1:

Implement 5 Dimensions of Teaching and Learning - Implement 5 Dimensions of Teaching and Learning instructional framework with purpose and fidelity - Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the



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core elements of effective teaching. The 5D instructional framework provides a common language of instruction that defines teaching and learning along 5 dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Category: English/Language Arts

Research Cited: "5 Dimensions of Teaching and Learning," University of Washington, Center for Educational Leadership, (2013.)

Tier: Tier 1

Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers

### (shared) Strategy 2:

Job-Embedded Professional Learning - Job-embedded professional learning opportunities will be provided to build the collective understanding and capacity of teachers throughout the school community. Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional learning experiences (Teacher Lab,) for all Avondale PreK-12 faculty and staff. Teacher Lab sessions will provide professional study, action research, and discourse around an agreed-upon curricular/pedagogical focus, live observation of a teacher(s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities.

Category: English/Language Arts

Research Cited: Croft, A., Coggshall, J., Dolan, M., and Powers, E. (2010). Job-embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well

Tier: Tier 2

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning	Tier 3		09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers

### (shared) Strategy 3:

Teach Students the writing skills and processes that go into creating argumentative texts and increase how often they produce their own texts - Teach students the writing skills and processes that go into creating argumentative text and increase how often they produce their own texts. Informational and opinion/argument writing in

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K-12th Classrooms - All appropriate content and grade level teachers will teach students strategies and skills develop clear and coherent informational and opinion/argument writing pieces.

Category: English/Language Arts

Research Cited: Calkins, L. (2014). Writing Pathways: Performance Assessments and Learning Progressions, Grades K-8.

Calkins, L. (2003). Nonfiction Writing: Procedures and Reports

R. Routman. (2005). Writing Essentials.

Tier: Tier 2

Activity - Assessing Student Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The elementary literacy consultant in collaboration with Literacy Leaders will identify student anchor papers and use them to provide elementary teachers with professional learning on how to norm and score the writing common assessment based on the use of primary source documents	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 2	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers

Activity - Assessing M-STEP and State Requested Tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teacher leaders will analyze the M-Step and state test assessment results for writing and provide to support staff on how to use the analyze their school/grade/classroom results	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 3	Getting Ready	09/05/2017	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers

### Measurable Objective 2:

A 5% increase of All Students will demonstrate a proficiency in producing clear and coherent argumentative writing in which the development, organization, and style are appropriate to task, purpose and audience in English Language Arts by 06/12/2020 as measured by school assessments, district assessments and the SAT.

### (shared) Strategy 1:

Implement 5 Dimensions of Teaching and Learning - Implement 5 Dimensions of Teaching and Learning instructional framework with purpose and fidelity - Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the core elements of effective teaching. The 5D instructional framework provides a common language of instruction that defines teaching and learning along 5 dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Category: English/Language Arts

Research Cited: "5 Dimensions of Teaching and Learning," University of Washington, Center for Educational Leadership, (2013.)

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Tier: Tier 1

Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers

### (shared) Strategy 2:

Job-Embedded Professional Learning - Job-embedded professional learning opportunities will be provided to build the collective understanding and capacity of teachers throughout the school community. Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional learning experiences (Teacher Lab,) for all Avondale PreK-12 faculty and staff. Teacher Lab sessions will provide professional study, action research, and discourse around an agreed-upon curricular/pedagogical focus, live observation of a teacher(s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities.

Category: English/Language Arts

Research Cited: Croft, A., Coggshall, J., Dolan, M., and Powers, E. (2010). Job-embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well

Tier: Tier 2

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning	Tier 3		09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers

### (shared) Strategy 3:

Teach Students the writing skills and processes that go into creating argumentative texts and increase how often they produce their own texts - Teach students the writing skills and processes that go into creating argumentative text and increase how often they produce their own texts. Informational and opinion/argument writing in K-12th Classrooms - All appropriate content and grade level teachers will teach students strategies and skills develop clear and coherent informational and opinion/argument writing pieces.

Category: English/Language Arts

Research Cited: Calkins, L. (2014). Writing Pathways: Performance Assessments and Learning Progressions, Grades K-8.

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Calkins, L. (2003). Nonfiction Writing: Procedures and Reports

R. Routman. (2005). Writing Essentials.

Tier: Tier 2

Activity - Assessing Student Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The elementary literacy consultant in collaboration with Literacy Leaders will identify student anchor papers and use them to provide elementary teachers with professional learning on how to norm and score the writing common assessment based on the use of primary source documents	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 2	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers
Activity - Assessing M-STEP and State Requested Tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teacher leaders will analyze the M-Step and state test assessment results for writing and provide to support staff on how to use the analyze their school/grade/classroom results	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 3	Getting Ready	09/05/2017	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers

## Goal 5: Increase students' use and demonstration of analysis, synthesis, and application in their learning.

### Measurable Objective 1:

A 5% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will collaborate to increase student thinking utilizing the strategies of Cultures of Thinking in English Language Arts by 06/29/2018 as measured by classroom observations.

### Strategy 1:

Strategy #1 - Continue to enhance and develop school wide Cultures of Thinking school community - Staff will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunity, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.

Category: School Culture

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Research Cited: "Making Thinking Visible" Ron Ritchhart and David Perkins. "Making Thinking Visible," Educational Leadership 65, no. 5 (February 2008): 57-61.

"Uncovering Students' Thinking about Thinking using Concept Maps" - a paper prepared for the AERA Conference, March 2008. Cultivating a Culture of Thinking in Museums Ron Ritchhart, "Cultivating a Culture of Thinking in Museums," Journal of Museum Education 32, no. 2 (Summer 2007): 137-54.

Schools Need to Pay More Attention to "Intelligence in the Wild" David N. Perkins, "Schools Need to Pay More Attention to "Intelligence in the Wild," Harvard Education Letter (May/June 2000)

Tier: Tier 1

Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Leaders and teacher leaders will participate in foundation seminars, professional learning opportunities and cohorts through Oakland Schools.	Professional Learning, Teacher Collaboration	Tier 2	Implement	09/05/2017	06/29/2018	\$500	General Fund	District Leaders, Building Leaders, and Teachers.

Activity - District Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The following professional learning experiences will be offered to all staff members: Design Studios Ghost Walks Book Studies and Best Practices Buffet Sessions Teacher Labs Utilization of MiPlace for Online Learning Opportunities	Professional Learning, Teacher Collaboration	Tier 3	Implement	09/05/2017	06/29/2018	\$16667	General Fund	District Leaders, Building Leaders, and Teachers.

## Goal 6: All students will be proficient in reading and literacy.

### Measurable Objective 1:

5% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth in reading and literacy in English Language Arts by 06/12/2020 as measured by school, district, and state required assessments.

### (shared) Strategy 1:

Implement 5 Dimensions of Teaching and Learning - Implement 5 Dimensions of Teaching and Learning instructional framework with purpose and fidelity - Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the core elements of effective teaching. The 5D instructional framework provides a common language of instruction that defines teaching and learning along 5 dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

## School Improvement Plan

Avondale High School

Category: English/Language Arts

Research Cited: "5 Dimensions of Teaching and Learning," University of Washington, Center for Educational Leadership, (2013.)

Tier: Tier 1

Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers

### (shared) Strategy 2:

Job-Embedded Professional Learning - Job-embedded professional learning opportunities will be provided to build the collective understanding and capacity of teachers throughout the school community. Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional learning experiences (Teacher Lab,) for all Avondale PreK-12 faculty and staff. Teacher Lab sessions will provide professional study, action research, and discourse around an agreed-upon curricular/pedagogical focus, live observation of a teacher(s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities.

Category: English/Language Arts

Research Cited: Croft, A., Coggshall, J., Dolan, M., and Powers, E. (2010). Job-embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well.

Tier: Tier 2

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning, Teacher Collaboration	Tier 2	Monitor	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers

### (shared) Strategy 3:

Literacy Direct Instruction and Skill Development - Literacy Direct Instruction and Skill Development - Direct Instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned. Direct teaching involves directing student attention toward specific learning by introducing teaching methods for reading and writing or actively involving students in knowledge construction. The instruction is focused on producing specific learning outcomes.

Category: English/Language Arts

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**School Improvement Plan**

Avondale High School

Research Cited: Adams, M. J. (1990). Begging to read: Thinking and learning about print.

Tier: Tier 2

Activity - Differentiated Instruction (9-12).	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, Teacher Labs.	Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers
Activity - Data Collection, Assessment and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.	Teacher Collaboration	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	No Funding Required	District Leaders, Building Leaders, Teachers.
Activity - Build teacher and literacy leader expertise for intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Teachers with appropriate professional learning opportunities (i.e. teacher lab) in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling learners.	Direct Instruction, Professional Learning, Teacher Collaboration, Academic Support Program	Tier 3	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers

**(shared) Strategy 4:**

Quality Instruction Utilizing Data - Teachers will engage in professional development and collaborative discussions focused on quality instruction derived from analyzing student performance data.

Category: Other - Reading

Research Cited: Marzano - Classrooms Instruction that Works

Tier: Tier 1

## School Improvement Plan

Avondale High School

Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Dialogues will allow the opportunity for teachers to assess and monitor student progress in math by analyzing the results from unit assessments and/or NWEA MAP. Student performance will guide instructional and programming decisions. Notes from the meetings will be documented in district common data dialogue Google Form. NWEA MAP will be administered three times during the year (Fall - Winter - Spring).	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant and Data Coach

Activity - Professional Learning – NWEA MAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA MAP will be administered three times during the year (Fall - Winter - Spring). Teachers will receive ongoing support and professional learning focused on the reports and tools NWEA MAP has to offer that will impact instruction and student outcomes.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant and Data Coach

### Measurable Objective 2:

100% of Ninth grade students will demonstrate a proficiency in reading and literacy in English Language Arts by 06/12/2020 as measured by NWEA.

### (shared) Strategy 1:

Implement 5 Dimensions of Teaching and Learning - Implement 5 Dimensions of Teaching and Learning instructional framework with purpose and fidelity - Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the core elements of effective teaching. The 5D instructional framework provides a common language of instruction that defines teaching and learning along 5 dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Category: English/Language Arts

Research Cited: "5 Dimensions of Teaching and Learning," University of Washington, Center for Educational Leadership, (2013.)

Tier: Tier 1

Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers



## School Improvement Plan

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### (shared) Strategy 2:

Job-Embedded Professional Learning - Job-embedded professional learning opportunities will be provided to build the collective understanding and capacity of teachers throughout the school community. Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional learning experiences (Teacher Lab,) for all Avondale PreK-12 faculty and staff. Teacher Lab sessions will provide professional study, action research, and discourse around an agreed-upon curricular/pedagogical focus, live observation of a teacher(s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities.

Category: English/Language Arts

Research Cited: Croft, A., Coggshall, J., Dolan, M., and Powers, E. (2010). Job-embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well.

Tier: Tier 2

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning, Teacher Collaboration	Tier 2	Monitor	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers

### (shared) Strategy 3:

Literacy Direct Instruction and Skill Development - Literacy Direct Instruction and Skill Development - Direct Instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned. Direct teaching involves directing student attention toward specific learning by introducing teaching methods for reading and writing or actively involving students in knowledge construction. The instruction is focused on producing specific learning outcomes.

Category: English/Language Arts

Research Cited: Adams, M. J. (1990). Begging to read: Thinking and learning about print.

Tier: Tier 2

Activity - Differentiated Instruction (9-12).	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, Teacher Labs.	Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers

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Activity - Data Collection, Assessment and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.	Teacher Collaboration	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	No Funding Required	District Leaders, Building Leaders, Teachers.

Activity - Build teacher and literacy leader expertise for intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Teachers with appropriate professional learning opportunities (i.e. teacher lab) in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling learners.	Direct Instruction, Professional Learning, Teacher Collaboration, Academic Support Program	Tier 3	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers

### (shared) Strategy 4:

Quality Instruction Utilizing Data - Teachers will engage in professional development and collaborative discussions focused on quality instruction derived from analyzing student performance data.

Category: Other - Reading

Research Cited: Marzano - Classrooms Instruction that Works

Tier: Tier 1

Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Dialogues will allow the opportunity for teachers to assess and monitor student progress in math by analyzing the results from unit assessments and/or NWEA MAP. Student performance will guide instructional and programming decisions. Notes from the meetings will be documented in district common data dialogue Google Form. NWEA MAP will be administered three times during the year (Fall - Winter - Spring).	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant and Data Coach

Activity - Professional Learning – NWEA MAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Avondale High School

NWEA MAP will be administered three times during the year (Fall - Winter - Spring). Teachers will receive ongoing support and professional learning focused on the reports and tools NWEA MAP has to offer that will impact instruction and student outcomes.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant and Data Coach
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### Measurable Objective 3:

100% of All Students will increase student growth in reading and literacy in English Language Arts by 06/12/2020 as measured by school, district and state required assessments.

### (shared) Strategy 1:

Implement 5 Dimensions of Teaching and Learning - Implement 5 Dimensions of Teaching and Learning instructional framework with purpose and fidelity - Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the core elements of effective teaching. The 5D instructional framework provides a common language of instruction that defines teaching and learning along 5 dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Category: English/Language Arts

Research Cited: "5 Dimensions of Teaching and Learning," University of Washington, Center for Educational Leadership, (2013.)

Tier: Tier 1

Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers

### (shared) Strategy 2:

Job-Embedded Professional Learning - Job-embedded professional learning opportunities will be provided to build the collective understanding and capacity of teachers throughout the school community. Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional learning experiences (Teacher Lab,) for all Avondale PreK-12 faculty and staff. Teacher Lab sessions will provide professional study, action research, and discourse around an agreed-upon curricular/pedagogical focus, live observation of a teacher(s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities.

Category: English/Language Arts

Research Cited: Croft, A., Coggshall, J., Dolan, M., and Powers, E. (2010). Job-embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well.

Tier: Tier 2

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## School Improvement Plan

Avondale High School

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning, Teacher Collaboration	Tier 2	Monitor	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers

### (shared) Strategy 3:

Literacy Direct Instruction and Skill Development - Literacy Direct Instruction and Skill Development - Direct Instruction's purposeful Instructional planning provides extensive support as students practice and apply what they have learned. Direct teaching involves directing student attention toward specific learning by introducing teaching methods for reading and writing or actively involving students in knowledge construction. The instruction is focused on producing specific learning outcomes.

Category: English/Language Arts

Research Cited: Adams, M. J. (1990). Begging to read: Thinking and learning about print.

Tier: Tier 2

Activity - Differentiated Instruction (9-12).	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, Teacher Labs.	Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers

Activity - Data Collection, Assessment and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.	Teacher Collaboration	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	No Funding Required	District Leaders, Building Leaders, Teachers.

Activity - Build teacher and literacy leader expertise for intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Provide Teachers with appropriate professional learning opportunities (i.e. teacher lab) in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling learners.	Direct Instruction, Professional Learning, Teacher Collaboration, Academic Support Program	Tier 3	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers
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### (shared) Strategy 4:

Quality Instruction Utilizing Data - Teachers will engage in professional development and collaborative discussions focused on quality instruction derived from analyzing student performance data.

Category: Other - Reading

Research Cited: Marzano - Classrooms Instruction that Works

Tier: Tier 1

Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Dialogues will allow the opportunity for teachers to assess and monitor student progress in math by analyzing the results from unit assessments and/or NWEA MAP. Student performance will guide instructional and programming decisions. Notes from the meetings will be documented in district common data dialogue Google Form. NWEA MAP will be administered three times during the year (Fall - Winter - Spring).	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant and Data Coach

Activity - Professional Learning – NWEA MAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA MAP will be administered three times during the year (Fall - Winter - Spring). Teachers will receive ongoing support and professional learning focused on the reports and tools NWEA MAP has to offer that will impact instruction and student outcomes.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant and Data Coach

**Goal 7: We will create and maintain a learning environment for all students that fosters curiosity, confidence, and collaboration while building critical thinking skills and character through Project**

## Based Learning (PBL)

### Measurable Objective 1:

collaborate to cultivate innovation, fostering strong relationships and engage ALL students in the real world experiences through Project Based Learning (PBL) by 06/12/2020 as measured by classroom observations, student performance outcomes, and feedback surveys..

### Strategy 1:

PBL for Students - From Buck Institute for Education: "Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by developing a public product or presentation for a real audience. As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an authentic, meaningful project. Project Based Learning unleashes a contagious, creative energy among students and teachers."

Category: School Culture

Research Cited: Buck Institute for Education (<http://www.bie.org/>)

Tier: Tier 1

Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kim Kocsis, Oakland Schools Consultant, has been our partner in PBL. She is a certified trainer from the Buck Institute for Education (BIE). BIE offers professional development on how to design, assess, and manage projects that engage and motivate students ( <a href="https://www.bie.org/">https://www.bie.org/</a> ) Components of all PBL projects include: (1.) Key Knowledge, Understanding and Success Skills (2.) Challenging Problem/Questions (3.) Sustained Inquiry (4.) Authenticity (5.) Student Voice and Choice (6.) Reflection (7.) Critique /Revision (8.) Public Product During the school year, professional learning for PBL cohort members will focus on building PBL lessons that include the various components. Teachers will utilize the knowledge and skills of each other and Kim to ensure the PBL components are properly addressed in the PBL projects. In addition to professional learning during the school day, after school professional learning will provided to different buildings	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers

## Goal 8: Engaging Students in Deeper Learning

## School Improvement Plan

Avondale High School

### Measurable Objective 1:

collaborate to ensure that all students have the opportunities for ownership of learning. by 06/12/2020 as measured by classroom observations, student performance outcomes, feedback surveys.

### Strategy 1:

Cross Curricular Collaborative Planning - Ninth Grade Teachers will engage in professional development and collaborative discussions focused on developing common routines and classroom expectations and cross-curricular teaching.

Category: Other - Academic Core Areas

Research Cited: Marzano Classroom Instruction that Works

Tier: Tier 1

Activity - Professional Collaboration-Cross-Curricular Teaching and Planning for Common Routines and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Collaboration will allow the opportunity for ninth grade teachers to establish common routines and expectations to assist ninth grade students in successfully transitioning to Avondale High School. Professional Collaboration will also allow the opportunity to plan for cross-curricular teaching. Student Engagement will guide instructional decisions. Notes from the meetings will be documented in AHS Google Form.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Teachers and Administrators
Activity - Engage Students and Staff in Deeper Conversations about Race	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dr., Jay Marks will work with staff and students to engage in valuable conversations about race relations. The students and teachers will engage in conversations that allow them to generate and maintain mutual respect. This will assist with a more positive and inclusive school environment	Communication, Community Engagement, Behavioral Support Program, Teacher Collaboration	Tier 3	Implement	09/04/2019	06/12/2020	\$0	No Funding Required	Oakland Schools, Building Administrators and Teachers and Students

## Goal 9: Students will graduate from Avondale Schools college and career ready.

### Measurable Objective 1:

## School Improvement Plan

Avondale High School

100% of All Students will achieve college and career readiness by providing relevant and authentic career and college awareness activities in Career & Technical by 06/12/2020 as measured by the number of career focused activities students engage in over the course of the school year.

### Strategy 1:

College and Career Counselor - Direct Counseling and Guidance - During the school day, the college and career counselor will work with 9th -12th students to ensure they participate activities and opportunities that enhance their knowledge and awareness of a variety of career options and higher learning opportunities.

Category: Career and College Ready

Tier: Tier 1

Activity - College and Career Counselor - Direct Counseling and Guidance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the school day, the college and career counselor will work with 9th -12th students to ensure they participate activities and opportunities that enhance their knowledge and awareness of a variety of career options and higher learning opportunities.	Career Preparation /Orientation	Tier 1	Implement	09/04/2018	06/12/2020	\$20000	Title IV Part A	Counseling Department, School and District Administration

Activity - Career and College Exposure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in career and college fairs coordinated by the college and career counselor.	Career Preparation /Orientation	Tier 1	Implement	09/04/2018	06/12/2020	\$0	No Funding Required	Counseling Department, School and District Administration

Activity - Career and College Exposure - Work Skills Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in learning opportunities during the school day that enhances job skills, including (but not limited to) interviewing strategies, time management, study skills, resume building, etc.	Career Preparation /Orientation	Tier 1	Implement	09/04/2018	06/12/2020	\$0	No Funding Required	Counseling Department, School and District Administration

Activity - Career and College Exposure – Industry Visits and Shadowing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Avondale High School

Students will have the opportunity to visit and shadow various local companies and businesses to gain exposure to career options coordinated by the college and career counselor.	Career Preparation /Orientation	Tier 1	Getting Ready	09/04/2018	06/12/2020	\$0	No Funding Required	Counseling Department , School and District Administration
<b>Activity - Career Exposure Field Trips</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will have the opportunity to visit various locations that provide opportunities for students to learn more about career options. Examples include but are not limited to: Oakland Schools Manufacturing Day, Oakland Schools Technical Campus, QUEST Career Event in Novi, and Michigan Construction Career Day	Career Preparation /Orientation	Tier 1	Implement	10/01/2019	06/12/2020	\$1000	General Fund	Career Counselor/ Teacher, Counseling Department , School and District Administration
<b>Activity - Career Cruising</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will complete career cruising that will help them develop an individual career development plan	Career Preparation /Orientation	Tier 1	Monitor	10/01/2019	06/12/2020	\$0	No Funding Required	Career Counselor/ Teacher, Counseling Department , School and District Administration

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Lab Design	Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning	Tier 1		09/06/2016	06/12/2020	\$1000	Building Administrators and Teachers
Data Collection, Assessment and Evaluation	Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction. Utilize NWEA MAP	Teacher Collaboration	Tier 2	Monitor	09/04/2018	06/12/2020	\$2000	District Data Coach, Building Administrators and Principals

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction (9-12).	The district will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, Teacher Labs.	Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders, and Teachers
Assessing M-STEP and State Requested Tests	ELA teacher leaders will analyze the M-Step and state test assessment results for writing and provide to support staff on how to use the analyze their school/grade/classroom results	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 3	Getting Ready	09/05/2017	06/12/2020	\$0	District Leaders, Building Leaders, and Teachers

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Teacher Lab Design	Teacher leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning, Teacher Collaboration	Tier 2	Monitor	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders, and Teachers
Build teacher and literacy leader expertise for intervention	Provide Teachers with appropriate professional learning opportunities (i.e. teacher lab) in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling learners.	Direct Instruction, Professional Learning, Teacher Collaboration, Academic Support Program	Tier 3	Implement	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders, and Teachers
Professional Learning Opportunities	Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders, and Teachers
Career Exposure Field Trips	Students will have the opportunity to visit various locations that provide opportunities for students to learn more about career options. Examples include but are not limited to: Oakland Schools Manufacturing Day, Oakland Schools Technical Campus, QUEST Career Event in Novi, and Michigan Construction Career Day	Career Preparation /Orientation	Tier 1	Implement	10/01/2019	06/12/2020	\$1000	Career Counselor/Teacher, Counseling Department, School and District Administration

# School Improvement Plan

Avondale High School

Professional Learning Opportunities	Kim Kocsis, Oakland Schools Consultant, has been our partner in PBL. She is a certified trainer from the Buck Institute for Education (BIE). BIE offers professional development on how to design, assess, and manage projects that engage and motivate students ( <a href="https://www.bie.org/">https://www.bie.org/</a> ) Components of all PBL projects include: (1.) Key Knowledge, Understanding and Success Skills (2.) Challenging Problem/Questions (3.) Sustained Inquiry (4.) Authenticity (5.) Student Voice and Choice (6.) Reflection (7.) Critique /Revision (8.) Public Product During the school year, professional learning for PBL cohort members will focus on building PBL lessons that include the various components. Teachers will utilize the knowledge and skills of each other and Kim to ensure the PBL components are properly addressed in the PBL projects. In addition to professional learning during the school day, after school professional learning will provided to different buildings	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders and Teachers
Teacher Lab Design	Teacher leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning	Tier 3		09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders, and Teachers
Professional Learning Opportunities	Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Monitor	09/06/2016	06/12/2020	\$1000	Building and District Administrators

## School Improvement Plan

Avondale High School

Professional Learning Opportunities	Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders, and Teachers
Professional Learning Opportunity	Teachers will participate in district and building provided professionals learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders, and Teachers.
District Professional Learning Opportunities	The following professional learning experiences will be offered to all staff members: Design Studios Ghost Walks Book Studies and Best Practices Buffet Sessions Teacher Labs Utilization of MiPlace for Online Learning Opportunities	Professional Learning, Teacher Collaboration	Tier 3	Implement	09/05/2017	06/29/2018	\$16667	District Leaders, Building Leaders, and Teachers.
Professional Learning Opportunities	Building Leaders and teacher leaders will participate in foundation seminars, professional learning opportunities and cohorts through Oakland Schools.	Professional Learning, Teacher Collaboration	Tier 2	Implement	09/05/2017	06/29/2018	\$500	District Leaders, Building Leaders, and Teachers.
Assessing Student Writing	The elementary literacy consultant in collaboration with Literacy Leaders will identify student anchor papers and use them to provide elementary teachers with professional learning on how to norm and score the writing common assessment based on the use of primary source documents	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 2	Implement	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders, and Teachers
Teacher Lab Design	Teacher Leaders across the system will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning, Teacher Collaboration	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	District Leaders Building Leaders Teachers

### Title IV Part A

## School Improvement Plan

Avondale High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
College and Career Counselor - Direct Counseling and Guidance	During the school day, the college and career counselor will work with 9th -12th students to ensure they participate activities and opportunities that enhance their knowledge and awareness of a variety of career options and higher learning opportunities.	Career Preparation /Orientation	Tier 1	Implement	09/04/2018	06/12/2020	\$20000	Counseling Department , School and District Administration

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Lab	Teachers will have the opportunity to participate in job-embedded teacher lab to learn how to understand and utilize research-based informational text strategies for reading.	Professional Learning			09/08/2015	06/17/2016	\$2000	Building administrators Superintendent Teachers

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Engage Students and Staff in Deeper Conversations about Race	Dr., Jay Marks will work with staff and students to engage in valuable conversations about race relations. The students and teachers will engage in conversations that allow them to generate and maintain mutual respect. This will assist with a more positive and inclusive school environment	Communication, Community Engagement, Behavioral Support Program, Teacher Collaboration	Tier 3	Implement	09/04/2019	06/12/2020	\$0	Oakland Schools, Building Administrators and Teachers and Students
Differentiated Instruction	The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, Teacher Labs.	Professional Learning, Teacher Collaboration	Tier 2	Implement	09/06/2016	06/12/2020	\$0	District Administrators, Building Administrators and Teachers
Learning Lab	Special education students will receive instruction in reading strategies in the Learning Lab.	Direct Instruction			09/08/2015	06/17/2016	\$0	Special education staff

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Career Cruising	Students will complete career cruising that will help them develop an individual career development plan	Career Preparation /Orientation	Tier 1	Monitor	10/01/2019	06/12/2020	\$0	Career Counselor/ Teacher, Counseling Department , School and District Administration
Career and College Exposure	Students will participate in career and college fairs coordinated by the college and career counselor.	Career Preparation /Orientation	Tier 1	Implement	09/04/2018	06/12/2020	\$0	Counseling Department , School and District Administration
Career and College Exposure – Industry Visits and Shadowing	Students will have the opportunity to visit and shadow various local companies and businesses to gain exposure to career options coordinated by the college and career counselor.	Career Preparation /Orientation	Tier 1	Getting Ready	09/04/2018	06/12/2020	\$0	Counseling Department , School and District Administration
National Honor Society Tutoring	Students from the National Honor Society will provide after school tutoring at Avondale High School.	Other			09/08/2015	06/17/2016	\$0	National Honor Society sponsors
Career and College Exposure - Work Skills Development	Students will participate in learning opportunities during the school day that enhances job skills, including (but not limited to) interviewing strategies, time management, study skills, resume building, etc.	Career Preparation /Orientation	Tier 1	Implement	09/04/2018	06/12/2020	\$0	Counseling Department , School and District Administration
Professional Collaboration-Cross-Curricular Teaching and Planning for Common Routines and Expectations	Professional Collaboration will allow the opportunity for ninth grade teachers to establish common routines and expectations to assist ninth grade students in successfully transitioning to Avondale High School. Professional Collaboration will also allow the opportunity to plan for cross-curricular teaching. Student Engagement will guide instructional decisions. Notes from the meetings will be documented in AHS Google Form.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Teachers and Administrators
Professional Learning – NWEA MAP	NWEA MAP will be administered three times during the year (Fall - Winter - Spring). Teachers will receive ongoing support and professional learning focused on the reports and tools NWEA MAP has to offer that will impact instruction and student outcomes.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	Teachers, Administrators, Literacy Consultant and Data Coach

## School Improvement Plan

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Fluency and Skill Development Activity	The school will allot time in the daily schedule to allow staff to use a variety of activities that will allow students to become proficient with essential foundational mathematical skills. The students will practice these foundational skills often enough so that they can flexibly engage in the content at a higher level.	Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	Building Administrators and Math Teachers
Data Collection, Assessment and Evaluation	Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.	Teacher Collaboration	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders, Teachers.
Data Dialogues	Data Dialogues will allow the opportunity for teachers to assess and monitor student progress in math by analyzing the results from unit assessments and/or NWEA MAP. Student performance will guide instructional and programming decisions. Notes from the meetings will be documented in district common data dialogue Google Form. NWEA MAP will be administered three times during the year (Fall - Winter - Spring).	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	Teachers, Administrators, Literacy Consultant and Data Coach

### Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ESL tutoring	English Language Learner staff members will provide after school tutoring support for ELL students.	Academic Support Program			09/08/2015	06/17/2016	\$1000	ELL staff