



School Improvement Plan

Avondale Middle School

Avondale School District

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TABLE OF CONTENTS

Introduction	1
Improvement Plan Assurance	
Introduction	3
Improvement Plan Assurance	4
2019-2020 School Improvement Plan for Avondale Middle School	
Overview	6
Goals Summary	7
Goal 1: All Avondale Middle School students will improve their persuasive/argumentative writing proficiency.....	8
Goal 2: All Avondale Middle School students will be proficient in Science.....	14
Goal 3: All Avondale Middle School students will be proficient in reading and literacy.	17
Goal 4: All Avondale Middle School students will demonstrate knowledge and application of mathematical concepts.	23
Goal 5: 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).....	32
Goal 6: Students will graduate from Avondale Schools college and career ready.....	33
Activity Summary by Funding Source	35

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

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

2019-2020 School Improvement Plan for Avondale Middle School

Overview

Plan Name

2019-2020 School Improvement Plan for Avondale Middle School

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 Avondale Middle School students will improve their persuasive/argumentative writing proficiency.	Objectives: 3 Strategies: 3 Activities: 4	Academic	\$0
2	All Avondale Middle School students will be proficient in Science	Objectives: 3 Strategies: 2 Activities: 2	Academic	\$0
3	All Avondale Middle School students will be proficient in reading and literacy.	Objectives: 2 Strategies: 4 Activities: 7	Academic	\$0
4	All Avondale Middle School students will demonstrate knowledge and application of mathematical concepts.	Objectives: 3 Strategies: 4 Activities: 7	Academic	\$0
5	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
6	Students will graduate from Avondale Schools college and career ready.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$5000

Goal 1: All Avondale Middle School students will improve their persuasive/argumentative writing proficiency.

Measurable Objective 1:

85% of Sixth, Seventh and Eighth 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 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, district and state required assessments .

(shared) Strategy 1:

Implement 5 Dimensions of Teaching and Learning - 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 five 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 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

(shared) Strategy 2:

Job-embedded professional learning opportunities - 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.

School Improvement Plan

Avondale Middle School

- Teacher Lab and First Conversations: https://issuu.com/communicationsos/docs/jobembeddedproflearning_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 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 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. - Informational and Opinion/Argument Writing in 6th – 12th Classrooms - All content appropriate teachers will teach students strategies and skills to develop clear and coherent informational and opinion/argument writing pieces.

Category: English/Language Arts

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

- Routman, R. (2005). Writing Essentials.
- Fletcher, R. (1992). What a Writer Needs.
- Oakland Schools MAISA Writing Units of Study
- Anderson, J. (2011). 10 Things Every Writer Needs to Know.

Tier: Tier 2

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

School Improvement Plan

Avondale Middle School

Activity - Assessing M-STEP and State Required Assessment Results	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teacher leaders and teachers will analyze the M-STEP and State tests assessment results for writing and provide support to staff on how to use this analysis as a model to analyze their school/grade/classroom results.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers

Measurable Objective 2:

A 10% increase of Black or African-American, Bottom 30%, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in producing clear and coherent 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, district and state required assessments .

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Implement 5 Dimensions of Teaching and Learning - 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 five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

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Job-embedded professional learning opportunities - 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.

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School Improvement Plan

Avondale Middle School

Get It Done Well.

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Tier: Tier 2

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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(shared) Strategy 3:

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School Improvement Plan

Avondale Middle School

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Measurable Objective 3:

100% of All Students will increase student growth in producing clear and coherent writing in which the structure, development, and conventions are appropriate to task, purpose and audience in English Language Arts by 06/12/2020 as measured by local, district and national assessment.

(shared) Strategy 1:

Implement 5 Dimensions of Teaching and Learning - 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 five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

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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 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 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 opportunities - 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.

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School Improvement Plan

Avondale Middle School

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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 3	Monitor	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers

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Teach students the writing skills and processes that go into creating argumentative texts and increase how often they produce their own texts. - Informational and Opinion/Argument Writing in 6th – 12th Classrooms - All content appropriate teachers will teach students strategies and skills to develop clear and coherent informational and opinion/argument writing pieces.

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

School Improvement Plan

Avondale Middle School

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Goal 2: All Avondale Middle School students will be proficient in Science

Measurable Objective 1:

100% of 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 improvement of 10% as evident by a performance level of proficient or advanced in Science by 06/12/2020 as measured by state required assessment for 8th graders.

(shared) 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 reflection 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: Science

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 the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leadership, Building Leadership and Teachers

(shared) Strategy 2:

Job-embedded professional learning opportunities - 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,

School Improvement Plan

Avondale Middle School

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/jobembeddedproflerning_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 1	Monitor	09/09/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers

Measurable Objective 2:

100% of Black or African-American, Bottom 30%, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will increase student growth so that the achievement gap is reduced by 10% in Science by 06/12/2020 as measured by state required assessment for 8th graders.

(shared) 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 reflection 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: Science

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Tier: Tier 1

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School Improvement Plan

Avondale Middle School

(shared) Strategy 2:

Job-embedded professional learning opportunities - 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: Science

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Tier: Tier 2

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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 1	Monitor	09/09/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers

Measurable Objective 3:

100% of All Students will demonstrate a proficiency by meeting established standards in Science by 06/12/2020 as measured by state and local assessments.

(shared) 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 reflection 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: Science

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
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School Improvement Plan

Avondale Middle School

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 Leadership, Building Leadership and Teachers
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(shared) Strategy 2:

Job-embedded professional learning opportunities - 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: 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.

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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 1	Monitor	09/09/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers

Goal 3: All Avondale Middle School students will be proficient in reading and literacy.

Measurable Objective 1:

100% of Sixth, Seventh and Eighth 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 reading and ELA content in Reading by 06/12/2020 as measured by school, district and state required assessments .

(shared) Strategy 1:

Implement 5 Dimensions of Teaching and Learning - Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and

School Improvement Plan

Avondale Middle School

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 five 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 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

(shared) Strategy 2:

Job-embedded professional learning - 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.

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School Improvement Plan

Avondale Middle School

(shared) Strategy 3:

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). Beginning to read: Thinking and learning about print.

- Fletcher, J. M., & Lyon, G. R. (1998). Reading: A research-based approach. In W. Evers (Ed.), What's gone wrong in America's classrooms.
- Hersch, E. D. (2001). Overcoming the language gap.
- Lonigan, C. J. (2003). Development and promotion of emergent literacy skills in children at risk of reading difficulties.
- Lyon, G. R. (2002). Reading development, reading difficulties, and reading instruction: Educational and public health issues.
- McCardle, P., & Chhabra, V. (2004). The voice of evidence in reading research.
- Snow, C., Burns, S., & Griffin, P. (Eds.). (1998). Preventing reading difficulties in young children.
- Torgesen, J. K. (2002b). Lessons learned from intervention research in reading: A way to go before we rest.

Tier: Tier 2

Activity - Differentiated Instruction (6-8)	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 Based Learning, Fluency and Skill Development, Data Analysis, and Teacher Labs.	Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	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.	Professional Learning, Direct Instruction, Academic Support Program, Policy and Process	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	No Funding Required	District Leaders, Building Leaders and 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

School Improvement Plan

Avondale Middle School

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 readers.	Professional Learning, Teacher Collaboration, Direct Instruction	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, Robert; Classrooms Instruction That Work

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, 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, Data Coach

Measurable Objective 2:

A 10% increase of Black or African-American, Bottom 30%, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in reading and ELA content 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 - 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 five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student

School Improvement Plan

Avondale Middle School

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 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

(shared) Strategy 2:

Job-embedded professional learning - 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.

• Teacher Lab and First Conversations: https://issuu.com/communicationsos/docs/jobembeddedproflearning_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 and Teachers

(shared) Strategy 3:

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

SY 2019-2020

Page 21

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School Improvement Plan

Avondale Middle School

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

Category: English/Language Arts

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

- Fletcher, J. M., & Lyon, G. R. (1998). Reading: A research-based approach. In W. Evers (Ed.), What's gone wrong in America's classrooms.
- Hersch, E. D. (2001). Overcoming the language gap.
- Lonigan, C. J. (2003). Development and promotion of emergent literacy skills in children at risk of reading difficulties.
- Lyon, G. R. (2002). Reading development, reading difficulties, and reading instruction: Educational and public health issues.
- McCardle, P., & Chhabra, V. (2004). The voice of evidence in reading research.
- Snow, C., Burns, S., & Griffin, P. (Eds.). (1998). Preventing reading difficulties in young children.
- Torgesen, J. K. (2002b). Lessons learned from intervention research in reading: A way to go before we rest.

Tier: Tier 2

Activity - Differentiated Instruction (6-8)	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 Based Learning, Fluency and Skill Development, Data Analysis, and Teacher Labs.	Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	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.	Professional Learning, Direct Instruction, Academic Support Program, Policy and Process	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	No Funding Required	District Leaders, Building Leaders and 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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School Improvement Plan

Avondale Middle School

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 readers.	Professional Learning, Teacher Collaboration, Direct Instruction	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, Robert; Classrooms Instruction That Work

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, 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, Data Coach

Goal 4: All Avondale Middle School students will demonstrate knowledge and application of mathematical concepts.

Measurable Objective 1:

School Improvement Plan

Avondale Middle School

85% of Sixth, Seventh and Eighth 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 at or above grade level or demonstrate appropriate growth in the area of algebraic reasoning in Mathematics by 06/12/2020 as measured by school, district and state required assessments .

(shared) 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 reflection 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 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 Leadership, Building Leadership and Teachers

(shared) Strategy 2:

Job-embedded professional learning opportunities - 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: Mathematics

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/jobembeddedproflearning_2_14_14_e2bd61c28fed17

Tier: Tier 2

School Improvement Plan

Avondale Middle 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 3	Monitor	09/06/2016	06/12/2020	\$0	General Fund	District Leadership, Building Leadership and Teachers

(shared) Strategy 3:

Math 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: 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 achievement in a large urban district: The effects of Direct Instruction in the Baltimore City Public School System.

Tier: Tier 2

Activity - Differentiated Instruction (6-8)	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,	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 and Teachers

School Improvement Plan

Avondale Middle School

Activity - Build teacher 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.	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: Mathematics

Research Cited: Robert Marzano - Classroom 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, 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, Data Coach

Measurable Objective 2:

100% of Black or African-American, Bottom 30%, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will increase student growth in the area of algebraic reasoning and decrease the achievement gap by 10% in Mathematics by 06/12/2020 as measured by school, district and state required assessments .

School Improvement Plan

Avondale Middle School

(shared) 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 reflection 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 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 Leadership, Building Leadership and Teachers

(shared) Strategy 2:

Job-embedded professional learning opportunities - 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: Mathematics

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/jobembeddedprofllearning_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
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School Improvement Plan

Avondale Middle School

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 3	Monitor	09/06/2016	06/12/2020	\$0	General Fund	District Leadership, Building Leadership and Teachers
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(shared) Strategy 3:

Math 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: 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 achievement in a large urban district: The effects of Direct Instruction in the Baltimore City Public School System.

Tier: Tier 2

Activity - Differentiated Instruction (6-8)	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,	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 and Teachers

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

School Improvement Plan

Avondale Middle School

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.	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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Measurable Objective 3:

100% of All Students will increase student growth in the area of Algebraic concepts in Mathematics by 06/12/2020 as measured by school, district and state required assessments.

(shared) 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 reflection 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 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 Leadership, Building Leadership and Teachers

(shared) Strategy 2:

Job-embedded professional learning opportunities - 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: Mathematics

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/jobembeddedproflearning_2_14_14_e2bd61c28fed17

School Improvement Plan

Avondale Middle School

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 3	Monitor	09/06/2016	06/12/2020	\$0	General Fund	District Leadership, Building Leadership and Teachers

(shared) Strategy 3:

Math 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: 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 achievement in a large urban district: The effects of Direct Instruction in the Baltimore City Public School System.

Tier: Tier 2

Activity - Differentiated Instruction (6-8)	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,	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
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School Improvement Plan

Avondale Middle School

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 and Teachers
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Activity - Build teacher 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.	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: Mathematics

Research Cited: Robert Marzano - Classroom 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, 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 Middle 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, Data Coach
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Goal 5: 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
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School Improvement Plan

Avondale Middle School

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 (https://www.bie.org/) 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		09/06/2016	06/12/2020	\$0	Title II Part A	District Leaders, Building Leaders and Teachers
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Goal 6: Students will graduate from Avondale Schools college and career ready.

Measurable Objective 1:

achieve college and career readiness by providing relevant and authentic career and college awareness activities to all students 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:

Utilization of College and Career Counselor or Teacher - Utilize the skills, experience, resources and knowledge of a college and career counselor or teacher to assist students in post-secondary planning.

Category: Career and College Ready

Tier: Tier 1

Activity - Career Exposure Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	\$5000	General Fund	Career Counselor/Teacher, Counseling Department, School and District Administration

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

Avondale Middle School

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
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessing Student Writing	ELA teacher leaders in collaboration with teachers will identify student anchor papers and use them to provide teachers with professional learning on how to norm and score the writing common assessment based on the use of primary source documents.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 2	Implement	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders and Teachers
Assessing M-STEP and State Required Assessment Results	ELA teacher leaders and teachers will analyze the M-STEP and State tests assessment results for writing and provide support to staff on how to use this analysis as a model to analyze their school/grade/classroom results.	Professional Learning, Teacher Collaboration	Tier 1	Implement	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 readers.	Professional Learning, Teacher Collaboration, Direct Instruction	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 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, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$0	District Leadership, Building Leadership 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 1	Monitor	09/09/2016	06/12/2020	\$0	District Leaders, Building Leaders and Teachers

School Improvement Plan

Avondale Middle School

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 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
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 and Teachers
Differentiated Instruction (6-8)	The school 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
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 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 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 the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	District Leadership, Building Leadership and Teachers
Build teacher 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.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 3	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, Teacher Collaboration	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	District Leadership, Building Leadership and Teachers

School Improvement Plan

Avondale Middle School

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 3	Monitor	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	\$5000	Career Counselor/Teacher, Counseling Department, School and District Administration

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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, Data Coach
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
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, Data Coach

School Improvement Plan

Avondale Middle School

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, Data Coach
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, Data Coach
Differentiated Instruction (6-8)	The District will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Based Learning, Fluency and Skill Development, Data Analysis, and Teacher Labs.	Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders and Teachers
Data Collection, Assessment and Evaluation	Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.	Professional Learning, Direct Instruction, Academic Support Program, Policy and Process	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders and 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 and Teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Avondale Middle School

Professional Learning Opportunities	<p>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 (https://www.bie.org/)</p> <p>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</p> <p>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 be provided to different buildings</p>	Professional Learning, Teacher Collaboration	Tier 1		09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders and Teachers
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