



School Improvement Plan

Orchard Center High School

Monroe Public Schools

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MONROE, MI 48161-1051

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

OCHS SIP Goals 2017.18

Overview

Plan Name

OCHS SIP Goals 2017.18

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	OCHS students will increase proficiency in English Language Arts as measured by local assessments.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$2500
2	OCHS students will increase student proficiency in Mathematics as measured by mathematics local assessments.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$4000
3	OCHS will increase student proficiency in Science as measured by local assessments.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
4	OCHS will increase student proficiency in Social Studies as measured by local assessments.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0

Goal 1: OCHS students will increase proficiency in English Language Arts as measured by local assessments.

Measurable Objective 1:

A 3% 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 in Reading and 1-3% in Writing in English Language Arts by 05/30/2018 as measured by local assessments..

Strategy 1:

Cross-Curricular Literacy - Staff will increase literacy specific to their content areas through a variety of best practice strategies, including 21st Century skills. Staff will help students read, comprehend, listen, speak, and write about a variety of texts to demonstrate growth in reading and content specific literacy.

Content specific and relevant vocabulary will be embedded in instruction. Staff will work with students so they can create an identity in which they see themselves as proficient readers and writers.

Category: English/Language Arts

Research Cited: Research Cited: Marzano (2013). Vocabulary for the Common Core, Wiggins, McTighe (2011). The Understanding by Design Guide to Creating High-Quality Units, McTighe (2013). Essential Questions: Opening Doors to Student Understanding, Ritchhart (2011). Making Thinking Visible, Lemov (2010). Teach Like a Champion, Marzano (2009). Formative Assessment & Standards Based Grading, O'Connor (2009) How to Grade for Learning, Moss, Brookhart (2012) Learning Targets: Helping Students Aim for Understanding in Today's Lesson, Wiggins & McTighe, (2011). The Understanding by Design Guide to Creating High Quality Units, 2nd Edition,

Wiggins & McTighe, (2005). Understanding by Design, Expanded 2nd Edition, Sanchez,(2008). A Brain-Based Approach to Closing the Achievement Gap, Marzano, (2007). The Art & Science of Teaching, Marzano, (2004). Classroom Instruction that Works, Tomlinson (1999). The Differentiated Classroom, Blankstein (2008). Failure is Not an Option, DuFour, (1998). Professional Learning Communities at Work, Schmoker, (1999). Results -The Key to Continuous School Improvement, Marzano, (2003). What Works in Schools, DuFour, (2004). Whatever It Takes, DuFour, (2005). On Common Ground, DuFour, (2006). Learning by Doing, Schmoker, (2006). Results Now, Reeves, (2007). Ahead of the Curve, DuFour, (2008). Revisiting Professional Learning Communities at Work, Buffum, Mattos, Weber, (2009). Pyramid Response to Intervention, Wahlstrom, (2002). Assess for success: Designing and using high quality paper-and-pencil tests (Successline SMART strategies series), Daggett, (2004). America's Most Successful High Schools: What Makes them Work, and Jensen, (2009). Teaching with Poverty in Mind

Tier: Tier 1

Activity - Literacy across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will be trained to incorporate strategies that increase literacy in all content areas. Training will include staff defining literacy in their content area; specifically, defining the skills that students need to read and write at high levels for the purposes inherent in each content area. Staff will incorporate meaningful reading and writing experiences for students that are relevant and engaging in order to increase motivation in students to develop literacy skills. Additionally, staff will establish a purpose for all reading and writing that take place in their classroom. Finally, staff will teach students to do close and critical reading in each content area incorporating a variety of pre-reading, during reading, and after reading strategies.	Technology , Direct Instruction	Tier 1	Implement	09/06/2017	06/13/2018	\$1500	General Fund	All Staff
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Activity - Non-Fiction Writing Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will utilize the Common Core State Standards (CCSS) to teach writing across the curriculum. Staff will utilize a districtwide common analytic writing rubric to assess student writing skills and provide them with feedback. Staff will incorporate at least three substantial writing pieces each year and will use formative assessments throughout the trimester to identify student strengths and weaknesses in order to assist them in becoming better writers.	Technology , Direct Instruction	Tier 1	Implement	09/07/2016	06/14/2017	\$0	No Funding Required	All staff

Activity - Knights United Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and staff will read each week during Knights United. Teachers will work with students to provide them with high interest reading materials that meets their individual needs. Teachers will engage students in a discussion about their reading using strategies such as accountable talk to increase the level of discourse in the classroom.	Technology , Direct Instruction	Tier 1	Implement	09/06/2017	06/13/2018	\$1000	General Fund	All staff

Strategy 2:

Targeted Instruction - OCHS staff will use best practices to instruct students so that they meet specific learning targets daily in the classroom. Staff will communicate specific learning targets tied to essential course outcomes, utilize formative assessment to collect data, and use data to differentiate the instruction that each student receives so that all students meet the specific learning targets and essential course outcomes for each course.

Category: English/Language Arts

Research Cited: Wiggins, McTighe (2011). The Understanding by Design Guide to Creating High-Quality Units

McTighe (2013). Essential Questions: Opening Doors to Student Understanding

Ritchhart (2011). Making Thinking Visible

Lemov (2010). Teach Like a Champion

Marzano (2009). Formative Assessment & Standards Based Grading

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O'Connor (2009) How to Grade for Learning

Moss, Brookhart (2012) Learning Targets: Helping Students Aim for Understanding in Today's Lesson

Wiggins & McTighe, (2011). The Understanding by Design Guide to Creating High Quality Units, 2nd Edition.

Tier: Tier 1

Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OCHS Staff will use a variety of formative assessments. Teachers will gather verbal or written responses from everyone to determine level understanding on a daily basis. Specific strategies might include "turn and talk", "think-pair-share," "stop and write," as well as other strategies cited in Making Thinking Visible (Ron Ritchard, Mark Church and Karin Morrison) and Academic Conversations (Jeff Zwiers and Marie Crawford).	Technology , Direct Instruction	Tier 1	Implement	09/06/2017	06/13/2018	\$0	No Funding Required	All staff

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will write rigorous learning targets aligned with the Common Core State Standards, or other content standards for elective areas. Targets will be written in student friendly language and will be used before, during, and after instructional activities to guide and assess student learning. Students will be taught to self-assess themselves on the learning targets.	Technology , Direct Instruction	Tier 1	Implement	09/06/2017	06/13/2018	\$0	No Funding Required	All staff

Goal 2: OCHS students will increase student proficiency in Mathematics as measured by mathematics local assessments.

Measurable Objective 1:

A 3% 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 in Mathematics in Mathematics by 05/30/2018 as measured by mathematics local assessments..

Strategy 1:

Targeted Instruction - Staff will use best practices to instruct students so that they meet specific learning targets daily in the classroom. Staff will communicate specific learning targets tied to essential course outcomes, utilize formative assessment to collect data, and use data to differentiate the instruction that each student receives so that all students meet the specific learning targets and essential course outcomes for each course.

Category: Mathematics

Research Cited: Wiggins, McTighe (2011). The Understanding by Design Guide to Creating High-Quality Units, McTighe (2013). Essential Questions: Opening Doors to

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Student Understanding, Ritchhart (2011). Making Thinking Visible, Lemov (2010). Teach Like a Champion, Marzano (2009). Formative Assessment & Standards Based Grading, and Moss, Brookhart (2012) Learning Targets: Helping Students Aim for Understanding in Today's Lesson

Tier: Tier 1

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OCHS Staff will use a variety of formative assessments that will inform them of every student's level of understanding. Teachers will gather verbal or written responses from everyone to determine level understanding on a daily basis. Specific strategies might include "turn and talk", "think-pair-share," "stop and write," as well as other strategies cited in Making Thinking Visible, (Ron Ritchard, Mark Church and Karin Morrison) and Academic Conversations (Jeff Zwierns and Marie Crawford).	Direct Instruction, Technology	Tier 1	Monitor	09/06/2017	06/13/2018	\$0	No Funding Required	All Staff

Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OCHS Staff will use a variety of formative assessments that will inform them of every student's level of understanding. Teachers will gather verbal or written responses from everyone to determine level understanding s on a daily basis. Specific strategies might include "turn and talk", "think-pair-share," "stop and write," as well as other strategies cited in Making Thinking Visible (Ron Ritchard, Mark Church and Karin Morrison) and Academic Conversations (Jeff Zwierns and Marie Crawford).	Direct Instruction, Technology	Tier 1	Monitor	09/06/2017	06/13/2018	\$0	No Funding Required	All staff.

Strategy 2:

Student-Centered Classrooms - OCHS staff will use inquiry-based learning to lead students to use higher order thinking skills and behavioral habits that result in appropriate decision making, problem solving, reasoning, and questioning abilities. Staff will guide students to deeper reflection, self-assessment, and recognition of the need for continual monitoring of their learning.

Category: Mathematics

Research Cited: Research Cited: Marzano (2013). Vocabulary for the Common Core

Wiggins, McTighe (2011). The Understanding by Design Guide to Creating High-Quality Units

McTighe (2013). Essential Questions: Opening Doors to Student Understanding

Ritchhart (2011). Making Thinking Visible.

Tier: Tier 1

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Activity - Student-Centered Classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will shift from traditional instructional approaches to student-centered classrooms where students are actively involved in their learning. The teacher will become the facilitator of learning. Staff will utilize cooperative learning groups, technology, Socratic Seminars, Inquiry or Project Based Learning, and Mini-lessons. Staff will also create opportunities for student self-assessment.	Direct Instruction, Technology	Tier 1	Monitor	09/06/2017	06/13/2018	\$0	No Funding Required	All staff
Activity - Best Practices in Embedding Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OCHS learners will use appropriate strategies and technology to collaborate, construct knowledge and develop solutions to real-world problems. Orchard High School learners will be able to communicate effectively with global audiences. All educators, including administrators, will attain the 21st century skills and knowledge necessary to effectively integrate educational technology in order to enable students to achieve the goals of the core curriculum content standards and experience success in a global society. Educational technology will be accessible to students, teachers and administrators and utilized for instructional and administrative purposes in all learning environments, including classrooms, learning common, and other educational settings. Professional development will be provided for through local, state, and national opportunities. Teachers will focus on the use of the many types of technology available such as iPads, and Chrome Books.	Technology	Tier 1	Monitor	09/06/2017	06/13/2018	\$4000	Other	All staff

Goal 3: OCHS will increase student proficiency in Science as measured by local assessments.

Measurable Objective 1:

A 3% 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 in Science common core in Science by 05/30/2018 as measured by local assessments..

Strategy 1:

Student Centered Instruction - Student-Centered Instruction - OCHS staff will use inquiry-based learning to lead students to use higher order thinking skills and behavioral habits that result in appropriate decision making, problem solving, reasoning, and questioning abilities. Staff will guide students to deeper reflection, self-assessment, and recognition of the need for continual monitoring of their learning.

Category: Science

Research Cited: Marzano, (2007). *The Art & Science of Teaching*.

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Marzano, (2004). Classroom Instruction that Works.

Tomlinson (1999). The Differentiated Classroom.

Blankstein (2008). Failure is Not an Option.

DuFour, (1998). Professional Learning Communities at Work. DuFour, (2006). Learning by Doing.

Schmoker, (2006). Results Now.

Reeves, (2007). Ahead of the Curve.

Tier: Tier 1

Activity - Make Learning Relevant Through Lessons, Instructional Materials, Activities, & Conversations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize the Cross-Curricular Connections while designing new lessons. Co-teaching between disciplines, visiting other classrooms, and local business/industry partnerships will help facilitate the development of a rigorous and relevant delivery of academic core and elective curricula that will meet the needs of continued education and successful future employment. A process of continual improvement will be implemented to ensure that best practices and newly discovered connections are shared within and across our school and within our district.	Direct Instruction, Technology	Tier 1	Monitor	09/06/2017	06/13/2018	\$0	No Funding Required	All Staff

Strategy 2:

Targeted Instruction - Staff will use best practices to instruct students so that they meet specific learning targets daily in the classroom. Staff will communicate specific learning targets tied to essential course outcomes, utilize formative assessment to collect data, and use data to differentiate the instruction that each student receives so that all students meet the specific learning targets and essential course outcomes for each course. Research Cited: Marzano (2013). Vocabulary for the Common Core.

Category: Science

Research Cited: gins, McTighe (2011). The Understanding by Design Guide to Creating High-Quality Units

McTighe (2013). Essential Questions: Opening Doors to Student Understanding

Ritchhart (2011). Making Thinking Visible

Lemov (2010). Teach Like a Champion

Tier: Tier 1

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will write rigorous learning targets aligned with the Common Core State Standards, or other content standards for elective areas. Targets will be written in student friendly language and will be used before, during, and after instructional activities to guide and assess student learning. Students will be taught to self-assess themselves on the learning targets.	Technology , Direct Instruction	Tier 1	Monitor	09/06/2017	06/13/2018	\$0	No Funding Required	All staff
Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use a variety of formative assessments that will inform them of every student's level of understanding. Teachers will gather verbal or written responses from everyone to determine level understandings on a daily basis. Specific strategies might include "turn and talk", "think-pair-share," "stop and write," as well as other strategies cited in Making Thinking Visible (Ron Ritchard, Mark Church and Karin Morrison) and Academic Conversations (Jeff Zwiers and Marie Crawford).	Technology , Direct Instruction	Tier 1	Monitor	09/06/2017	06/13/2018	\$0	No Funding Required	All staff

Goal 4: OCHS will increase student proficiency in Social Studies as measured by local assessments.

Measurable Objective 1:

A 3% 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 in Social Studies state standards in Social Studies by 05/30/2018 as measured by local assessments..

Strategy 1:

Student-Centered Classrooms - OCHS staff will use inquiry-based learning to lead students to use higher order thinking skills and behavioral habits that result in appropriate decision making, problem solving, reasoning, and questioning abilities. Staff will guide students to deeper reflection, self-assessment, and recognition of the need for continual monitoring of their learning.

Category: Social Studies

Research Cited: Marzano, (2004). Classroom Instruction that Works.

Tomlinson (1999). The Differentiated Classroom.

Blankstein (2008). Failure is Not an Option.

DuFour, (1998). Professional Learning Communities at Work.

Schmoker, (1999). Results -The Key to Continuous School Improvement.

Marzano, (2003). What Works in Schools.

DuFour, (2004). Whatever It Takes.

DuFour, (2005). On Common Ground

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Tier: Tier 1

Activity - Student-Centered Classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OCHS Staff will shift from traditional instructional approaches to student-centered classrooms where students are actively involved in their learning. The teacher will become the facilitator of learning. Staff will utilize cooperative learning groups, technology, socratic seminars, inquiry or project based learning, and mini-lessons. Staff will also create opportunities for student self-assessment.	Technology , Direct Instruction	Tier 1	Monitor	09/06/2017	06/13/2018	\$0	No Funding Required	All staff

Strategy 2:

Cross-Curricular Literacy - Staff will increase literacy specific to their content areas through a variety of best practice strategies, including 21st Century skills. Staff will help students read, comprehend, listen, speak, and write about a variety of texts to demonstrate growth in reading and content-specific literacy. Content-specific and relevant vocabulary will be embedded in instruction. Staff will work with students so they can create an identity in which they see themselves as proficient readers and writers.

Category: Social Studies

Research Cited: Ritchhart (2011). Making Thinking Visible,

Lemov (2010). Teach Like a Champion, s & McTighe, (2011). The Understanding by Design Guide to Creating High Quality Units, 2nd Edition.,

Tier: Tier 1

Activity - Literacy across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Across the Curriculum: Staff will be trained to incorporate strategies that increase literacy in all content areas. Training will include staff defining literacy in their content area; specifically, defining the skills that students need to read and write at high levels for the purposes inherent in each content area. Staff will incorporate meaningful reading and writing experiences for students that are relevant and engaging in order to increase motivation in students to develop literacy skills. Additionally, staff will establish a purpose for all reading and writing that take place in their classroom. Finally, staff will teach students to do close and critical reading in each content area incorporating a variety of pre-reading, during reading, and after reading strategies.	Technology , Direct Instruction	Tier 1	Monitor	09/06/2017	06/13/2018	\$0	No Funding Required	All staff

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
Literacy across the Curriculum	Staff will be trained to incorporate strategies that increase literacy in all content areas. Training will include staff defining literacy in their content area; specifically, defining the skills that students need to read and write at high levels for the purposes inherent in each content area. Staff will incorporate meaningful reading and writing experiences for students that are relevant and engaging in order to increase motivation in students to develop literacy skills. Additionally, staff will establish a purpose for all reading and writing that take place in their classroom. Finally, staff will teach students to do close and critical reading in each content area incorporating a variety of pre-reading, during reading, and after reading strategies.	Technology , Direct Instruction	Tier 1	Implement	09/06/2017	06/13/2018	\$1500	All Staff
Knights United Literacy Strategies	Students and staff will read each week during Knights United. Teachers will work with students to provide them with high interest reading materials that meets their individual needs. Teachers will engage students in a discussion about their reading using strategies such as accountable talk to increase the level of discourse in the classroom.	Technology , Direct Instruction	Tier 1	Implement	09/06/2017	06/13/2018	\$1000	All staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Best Practices in Embedding Technology	OCHS learners will use appropriate strategies and technology to collaborate, construct knowledge and develop solutions to real-world problems. Orchard High School learners will be able to communicate effectively with global audiences. All educators, including administrators, will attain the 21st century skills and knowledge necessary to effectively integrate educational technology in order to enable students to achieve the goals of the core curriculum content standards and experience success in a global society. Educational technology will be accessible to students, teachers and administrators and utilized for instructional and administrative purposes in all learning environments, including classrooms, learning common, and other educational settings. Professional development will be provided for through local, state, and national opportunities. Teachers will focus on the use of the many types of technology available such as iPads, and Chrome Books.	Technology	Tier 1	Monitor	09/06/2017	06/13/2018	\$4000	All staff
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student-Centered Classrooms	OCHS Staff will shift from traditional instructional approaches to student-centered classrooms where students are actively involved in their learning. The teacher will become the facilitator of learning. Staff will utilize cooperative learning groups, technology, socratic seminars, inquiry or project based learning, and mini-lessons. Staff will also create opportunities for student self-assessment.	Technology, Direct Instruction	Tier 1	Monitor	09/06/2017	06/13/2018	\$0	All staff
Formative Assessments	Staff will use a variety of formative assessments that will inform them of every student's level of understanding. Teachers will gather verbal or written responses from everyone to determine level understandings on a daily basis. Specific strategies might include "turn and talk", "think-pair-share," "stop and write," as well as other strategies cited in Making Thinking Visible (Ron Ritchard, Mark Churcn and Karin Morrison) and Academic Conversations (Jeff Zwiers and Marie Crawford).	Technology, Direct Instruction	Tier 1	Monitor	09/06/2017	06/13/2018	\$0	All staff

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Non-Fiction Writing Initiative	We will utilize the Common Core State Standards (CCSS) to teach writing across the curriculum. Staff will utilize a districtwide common analytic writing rubric to assess student writing skills and provide them with feedback. Staff will incorporate at least three substantial writing pieces each year and will use formative assessments throughout the trimester to identify student strengths and weaknesses in order to assist them in becoming better writers.	Technology , Direct Instruction	Tier 1	Implement	09/07/2016	06/14/2017	\$0	All staff
Student-Centered Classrooms	Staff will shift from traditional instructional approaches to student-centered classrooms where students are actively involved in their learning. The teacher will become the facilitator of learning. Staff will utilize cooperative learning groups, technology, Socratic Seminars, Inquiry or Project Based Learning, and Mini-lessons. Staff will also create opportunities for student self-assessment.	Direct Instruction, Technology	Tier 1	Monitor	09/06/2017	06/13/2018	\$0	All staff
Learning Targets	Staff will write rigorous learning targets aligned with the Common Core State Standards, or other content standards for elective areas. Targets will be written in student friendly language and will be used before, during, and after instructional activities to guide and assess student learning. Students will be taught to self-assess themselves on the learning targets.	Technology , Direct Instruction	Tier 1	Monitor	09/06/2017	06/13/2018	\$0	All staff
Formative Assessments	OCHS Staff will use a variety of formative assessments. Teachers will gather verbal or written responses from everyone to determine level understanding on a daily basis. Specific strategies might include “turn and talk”, “think-pair-share,” “stop and write,” as well as other strategies cited in Making Thinking Visible (Ron Ritchard, Mark Church and Karin Morrison) and Academic Conversations (Jeff Zwiers and Marie Crawford).	Technology , Direct Instruction	Tier 1	Implement	09/06/2017	06/13/2018	\$0	All staff
Learning Targets	OCHS Staff will use a variety of formative assessments that will inform them of every student's level of understanding. Teachers will gather verbal or written responses from everyone to determine level understanding on a daily basis. Specific strategies might include “turn and talk”, “think-pair-share,” “stop and write,” as well as other strategies cited in Making Thinking Visible, (Ron Ritchard, Mark Church and Karin Morrison) and Academic Conversations (Jeff Zwiers and Marie Crawford).	Direct Instruction, Technology	Tier 1	Monitor	09/06/2017	06/13/2018	\$0	All Staff

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Formative Assessments	OCHS Staff will use a variety of formative assessments that will inform them of every student's level of understanding. Teachers will gather verbal or written responses from everyone to determine level understandings on a daily basis. Specific strategies might include "turn and talk", "think-pair-share," "stop and write," as well as other strategies cited in Making Thinking Visible (Ron Ritchard, Mark Church and Karin Morrison) and Academic Conversations (Jeff Zwiers and Marie Crawford).	Direct Instruction, Technology	Tier 1	Monitor	09/06/2017	06/13/2018	\$0	All staff.
Literacy across the Curriculum	Literacy Across the Curriculum: Staff will be trained to incorporate strategies that increase literacy in all content areas. Training will include staff defining literacy in their content area; specifically, defining the skills that students need to read and write at high levels for the purposes inherent in each content area. Staff will incorporate meaningful reading and writing experiences for students that are relevant and engaging in order to increase motivation in students to develop literacy skills. Additionally, staff will establish a purpose for all reading and writing that take place in their classroom. Finally, staff will teach students to do close and critical reading in each content area incorporating a variety of pre-reading, during reading, and after reading strategies.	Technology , Direct Instruction	Tier 1	Monitor	09/06/2017	06/13/2018	\$0	All staff
Learning Targets	Staff will write rigorous learning targets aligned with the Common Core State Standards, or other content standards for elective areas. Targets will be written in student friendly language and will be used before, during, and after instructional activities to guide and assess student learning. Students will be taught to self-assess themselves on the learning targets.	Technology , Direct Instruction	Tier 1	Implement	09/06/2017	06/13/2018	\$0	All staff
Make Learning Relevant Through Lessons, Instructional Materials, Activities, & Conversations	All teachers will utilize the Cross-Curricular Connections while designing new lessons. Co-teaching between disciplines, visiting other classrooms, and local business/industry partnerships will help facilitate the development of a rigorous and relevant delivery of academic core and elective curricula that will meet the needs of continued education and successful future employment. A process of continual improvement will be implemented to ensure that best practices and newly discovered connections are shared within and across our school and within our district.	Direct Instruction, Technology	Tier 1	Monitor	09/06/2017	06/13/2018	\$0	All Staff