

**Avon Intermediate School East**  
**School Improvement Plan**

**2014-2015**



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# Avon Intermediate School East

## Mission Statement

Avon Intermediate School East's mission statement represents the fundamental purpose of our school. In the fall of 2010, after much deliberation and discussion, the staff of Avon Intermediate School East adopted the following mission statement and core values:

**AIS East is a collaborative community that maximizes individual student achievement and values the unique needs of each learner.**

The motto, established at the beginning of the 2005-2006 school year, remains the same:

**A**chieving **I**ndividual **S**uccess by **E**ducating **A**ll **S**tudents for **T**omorrow

**Values-** *In order to fulfill the fundamental purpose of helping all our students learn at high levels, we are dedicated to creating a school in which...*

- 1.) AIS East staff provides students with an appropriate and challenging curriculum that engages all students in active learning experiences with real-world applications and 21<sup>st</sup> century skills.
- 2.) A collaborative culture ensures that staff members work together interdependently to better meet the needs of students and to analyze and improve student learning.
- 3.) Students and staff are aware of diversity and the multi-cultural aspects of citizenship in a global, 21<sup>st</sup> century society.
- 4.) To meet the diverse needs of students, staff members enjoy considerable professional autonomy within specific and clearly understood parameters.

## Links to Community Information & School Information

Town of Avon <http://www.avongov.org/>

Avon Community School Corporation  
[www.avon-schools.org](http://www.avon-schools.org)

Indiana Department of Education School Snapshot  
<http://mustang.doe.state.in.us/SEARCH/snapcorp.cfm?corp=3315>

## **Avon Intermediate School East Information**

### **Curriculum**

The curriculum of Avon Intermediate School East (AIS East) strictly follows the standards outlined by the Indiana Department of Education. Copies of the Indiana Career and College Readiness Standards (INCCR) remain available online or by request in the main office. The Avon Community School Corporation curriculum appears on the district's website under *Academics* and is accessible by the public.

Teachers at each grade level worked to develop curriculum maps and pacing guides to ensure consistent delivery of the INCCR standards throughout our school. Subject areas are beginning to develop common assessments and levels of rigor to further ensure that all students of AIS East have access to the intended curriculum.

AIS East uses a 3-tier model of intervention in language arts instruction. The materials adopted for core language arts instruction (Tier 1) are the McGraw-Hill Wonders series. Teachers utilize a variety of materials to implement Tier II intervention. During the 2011-2012 school year, AIS East adopted Reading Plus as a comprehension intervention. In 2013-2014 school year, AIS East adopted Study Island to replace Reading Plus as a comprehension intervention. Tier II instruction occurs daily during our regular schedule for a thirty minute period and includes enrichment instruction for students who are not showing signs of risk for reading failure. Tier II time is referred to as Student Resource Time (SRT) time. Classroom teachers and support staff are involved in student resource time with the intent of creating the smaller student-to-teacher ratios. Tier III interventions utilize Sonday Systems I and II, and other phonics/phonemic awareness based instruction programs. These groups are instructed by special education teachers.

Avon Community School Corporation adopted enVision Math as our core materials for grades K-6 in mathematics instruction. Teachers from East, along with teachers from Avon's other intermediate school, created district curriculum pacing guides. Currently one math teacher is available during each student resource time to pull students for small-group instruction in areas of need or for enrichment. In addition, students spend one to three SRT periods per week working in Ascend Math at their independent level to enrich and provide opportunity for remediation.

### **Parent Involvement**

Parent participation at AIS East is very strong. P.A.T. (Principal's Advisory Team) is a group of parents who assist the school community in and out of the classroom. Teachers provide information to parents regarding classroom-volunteering opportunities at Meet the Team Night and the night of Open House. Many parents volunteer on a weekly basis in their child's classroom assisting the teacher where needed.

### **Technology**

Technology at AIS East is incorporated across the curriculum through a variety of educational software programs and equipment. AIS East has language arts and math software, such as Lexia, Study Island, and Ascend Math that enhances student learning at individual skill levels. Students and teachers at AIS East have access to three full-functioning computer labs in addition to portable laptops. Individual classrooms are also equipped with one teacher computer and have access to a mini-computer lab. Each mini-computer lab contains sixteen student desktop computers, 10 laptops with Internet access, and a printer. SmartBoard technologies are now available for use by teachers in mathematics, language arts, and visual art classrooms.

## **Learning Environment**

AIS East is a safe place for students. Our student handbook, which each student receives at the beginning of the year or upon enrollment, provides detailed guidelines for student behavior and discipline. Our counseling department meets with students individually and as a group to address a variety of issues relevant to 5<sup>th</sup> and 6<sup>th</sup> grade students. Classroom counseling and convocations address issues such as bullying, drug awareness, and tolerance towards others. Life skill awards, presented monthly, recognize students in each classroom who exemplify the targeted life skill(s) of the month. Teachers incorporate teambuilding activities in weekly instruction.

## **Cultural Competency**

AIS East established a Cultural Competency Leadership Team, CCLT, during the summer of 2008. The leadership team received specialized district-wide training presented by Dr. Gary Howard, president and founder of the REACH Center for Multicultural Education in Seattle. The leadership team consisted of related arts teachers, classroom teachers, the building principal, the instructional coach, and a member of the secretarial and custodial staffs. The staff of AIS East utilizes the following working definition of Cultural Competency: *Cultural competency is the will and the ability to form authentic and effective relationships across differences.*

The staff of AIS East is committed to meeting the needs of every type of learner. All student demographic subgroups are analyzed in order to seek improvement in student learning for all subgroups in all subject areas. In order to better address and understand the needs of all our students, our Professional Development Plan includes the implementation and awareness of the following seven principles of culturally responsive teaching:

1. Students are affirmed in their cultural connections.
2. Teachers are personally inviting.
3. Learning environments are physically and culturally inviting.
4. Students are reinforced for academic development.
5. Instructional changes are made to accommodate differences in learners.
6. Classroom is managed with firm, consistent, loving control.
7. Interactions stress collectivity as well as individuality.

Students experience many opportunities throughout the year to improve cultural competency. Examples include *All About Me* posters, writing *I Am From* poems, and monthly discussion of life skills. As part of the ongoing professional development for cultural competency, teachers will add to a growing list of existing practices that reinforce the principles of culturally responsive teaching throughout the year. In the last few years, the seven principles of culturally responsive teaching have become an integral part instructional practices.

## Existing School Data: Student Data

### Data Collection Instruments

We selected the following instruments to collect student data:

ISTEP+ 6<sup>th</sup> Grade

ISTEP+ 5<sup>th</sup> Grade

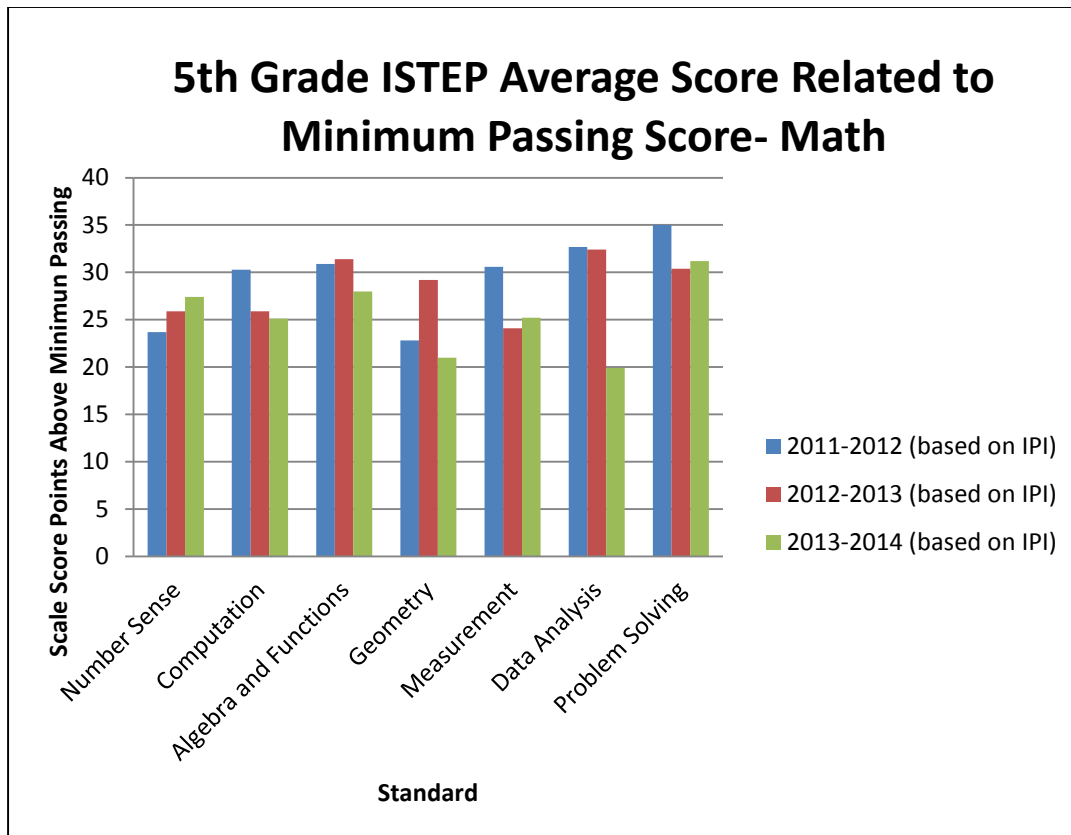
Northwest Evaluation Association (NWEA) data

### Analysis of Data

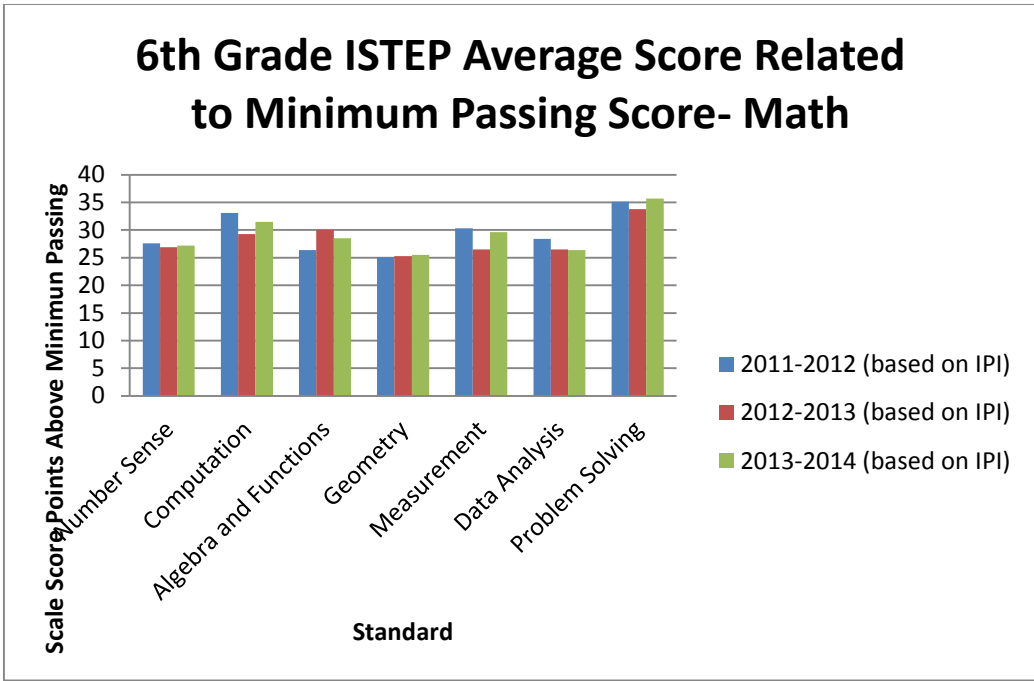
#### ISTEP+

The graphs on the following page represent fifth and sixth grade ISTEP+ results for the 2011-2012, 2012-2013, and 2013-2014 schools years. The graphs depict the average scores of Avon Intermediate School East's students reported as the number of scale score points above the minimum passing score for each standard in the areas of math, language arts, science, and social studies reported on the Indiana Performance Index (IPI). Also included is the grading system data from The Indiana Department of Education for all three school years.

#### Math

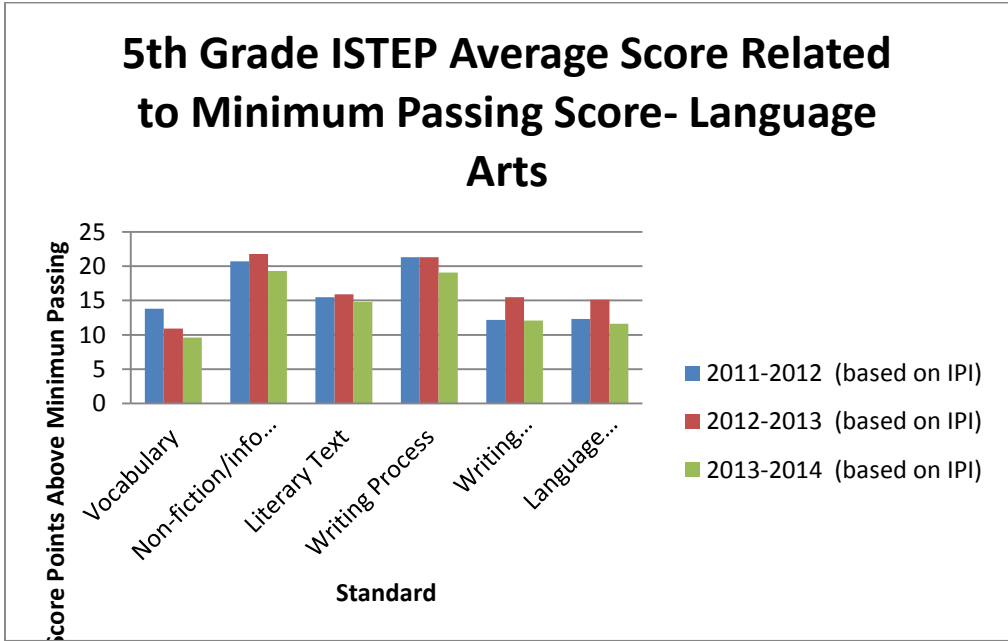


Areas of strength for 5<sup>th</sup> grade math based on the above data are Number Sense, Algebra and Functions, and Problem Solving. Areas of weakness are Computation and Measurement.



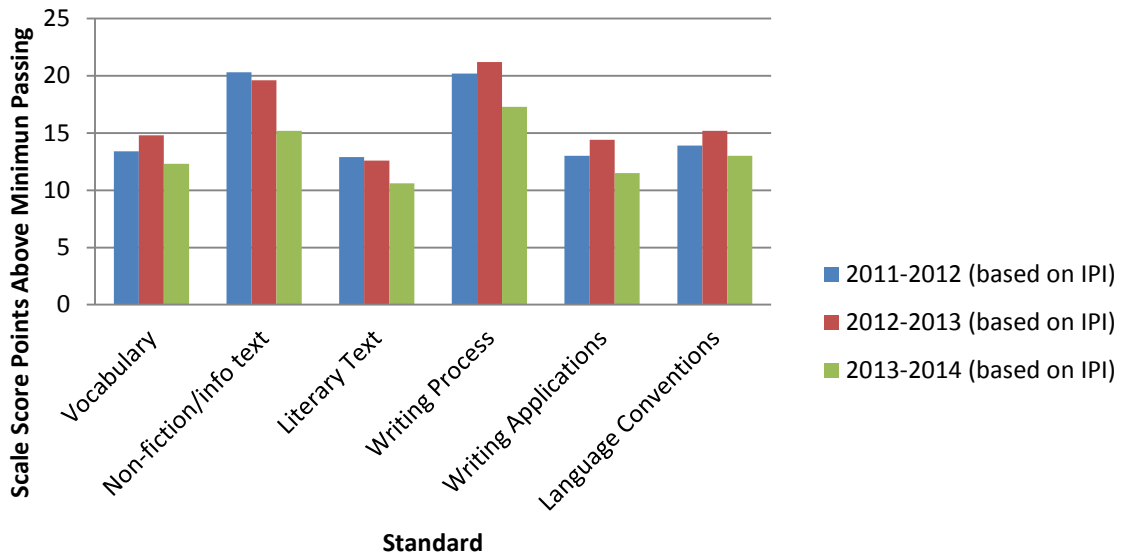
Areas of strength for 6<sup>th</sup> grade math based on the above data are Computation, Algebra and Functions, Measurement, and Problem Solving. Areas needing improvement are Number Sense, Geometry, and Data Analysis.

### English/Language Arts



Areas of strength for 5<sup>th</sup> grade English/language arts based on the above data are Non-fiction/Informational Text, Literary Text, and Writing Process. Area of weakness is Vocabulary.

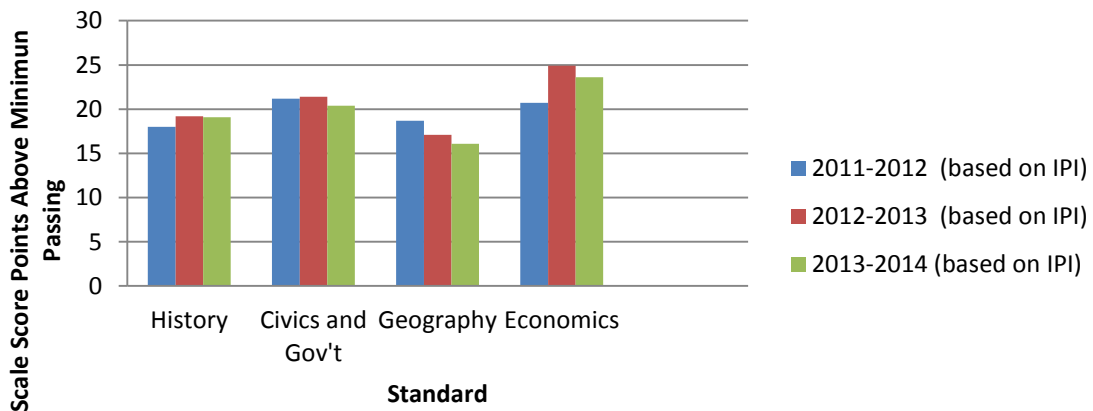
## 6th Grade ISTEP Average Score Related to Minimum Passing Score- Language Arts



Areas of strength for 6<sup>th</sup> grade English/language arts based on the above data are Writing Process and Language Conventions. Area of weakness is Literary Text.

## Social Studies

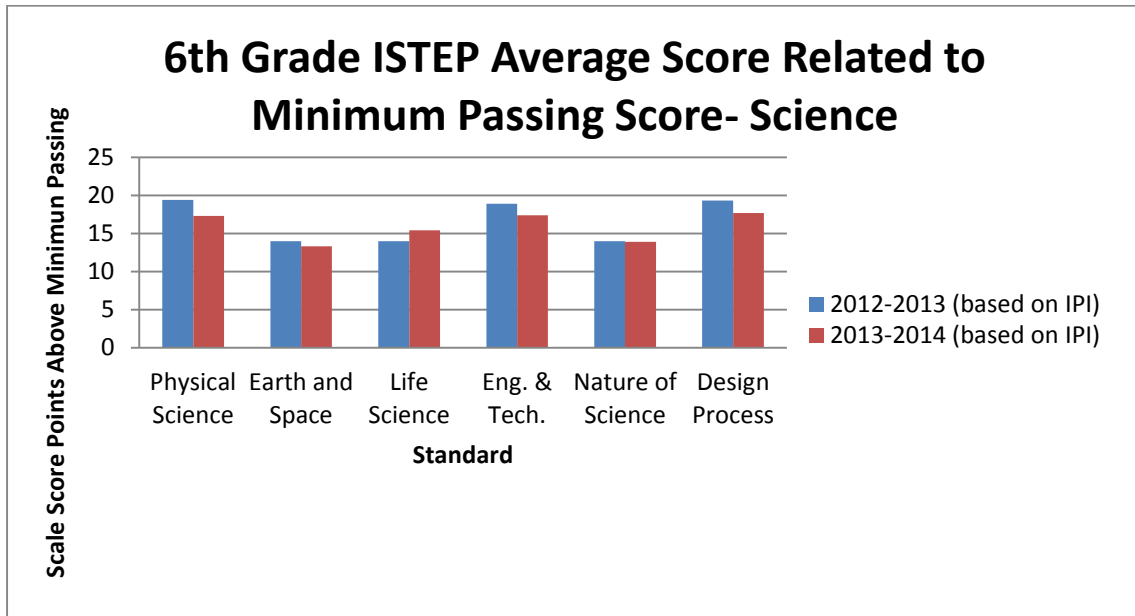
## 5th Grade ISTEP Average Score Related to Minimum Passing Score- Social Studies



Areas of strength for 5<sup>th</sup> grade social studies based on the above data is Economics with History and Civics and Government remaining relatively steady. Area of weakness is Geography.



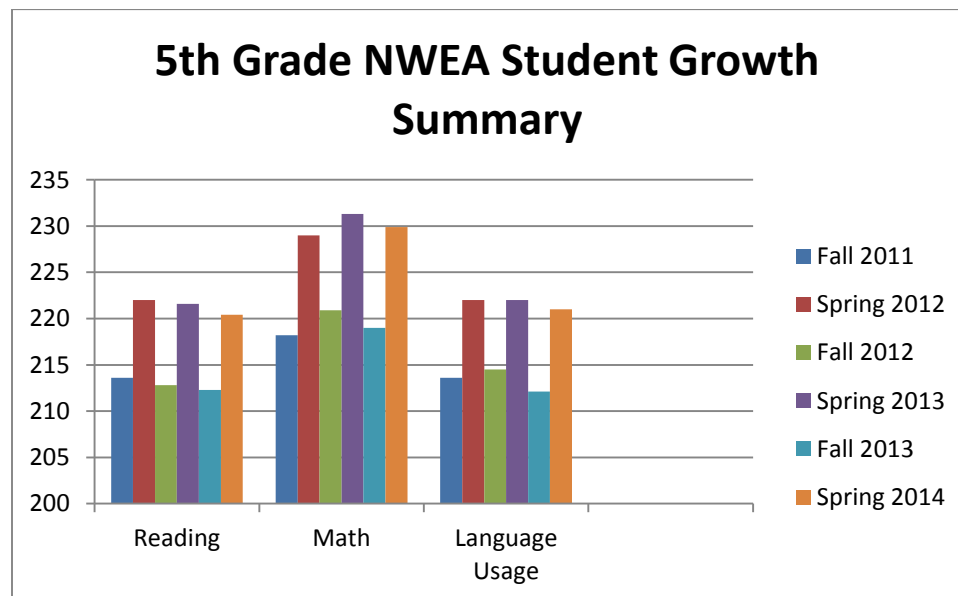
## Science



Areas of strength for 6<sup>th</sup> grade science based on the above data are Physical Science, Engineering and Technology, and Design Process. Area of weakness include Earth and Space, Life Science, and Nature of Science.

## Northwest Evaluation Association (NWEA)

The NWEA assessments provide teachers valuable information used to identify each student's academic goals and opportunities for growth. Students take the NWEA assessment during the fall and spring of each school year.



A comparison of 5<sup>th</sup> grade NWEA student growth for three consecutive years.

## Mathematics – 5<sup>th</sup> Grade

Fall – Spring Comparison Chart Percent of students within each percentile range for NWEA Assessment										
	Low %ile <21		LoAvg %ile 21-40		Avg %ile 41- 60		HiAvg %ile 61-80		Hi %ile > 80	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Math Overall 2012-2013	6	5	16	14	19	15	27	28	32	39
Math Overall 2013- 2014	10	9	11	10	20	17	33	24	27	41

Looking at the two lowest percentile ranking categories, 22% fell into these categories in Fall 2012 and decreased by 3% by Spring 2013. 21% fell into these categories in Fall 2013 and decreased by 2% by Spring 2014. Looking at the two highest percentile ranking categories, 59% fell into these categories in Fall 2012 and increased by 8% by Spring 2013. 60% fell into these categories in Fall 2013 and increased by 5% by Spring 2014.

## Reading – 5<sup>th</sup> Grade

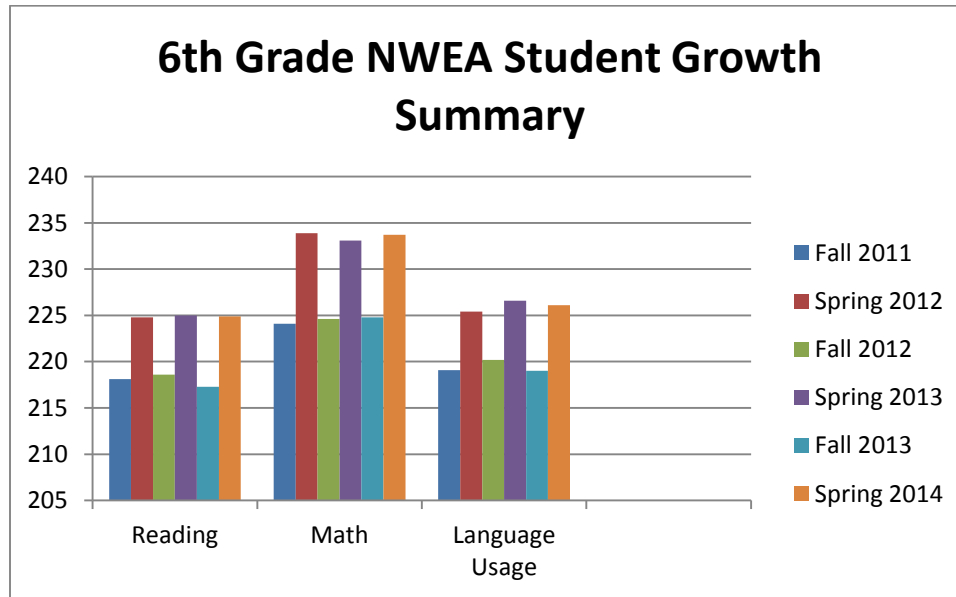
Fall – Spring Comparison Chart Percent of students within each percentile range for NWEA Assessment										
	Low %ile <21		LoAvg %ile 21-40		Avg %ile 41- 60		HiAvg %ile 61-80		Hi %ile > 80	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Reading Overall 2012-2013	10	5	12	9	21	19	28	26	29	40
Reading Overall 2013-2014	9	6	14	11	21	21	29	24	27	38

Looking at the two lowest percentile ranking categories, 22% fell into these categories in Fall 2012 and decreased by 8% by Spring 2013. 23% fell into these categories in Fall 2013 and decreased by 6% by Spring 2014. Looking at the two highest percentile ranking categories, 57% fell into these categories in Fall 2012 and increased by 7% by Spring 2013. 56% fell into these categories in Fall 2013 and increased by 6% by Spring 2014.

## Language Usage – 5<sup>th</sup> Grade

Fall – Spring Comparison Chart Percent of students within each percentile range for NWEA Assessment										
	Low %ile <21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Language Overall 2012-2013	5	5	13	9	20	19	27	22	35	44
Language Overall 2013-2014	11	7	14	8	21	17	26	26	28	42

Looking at the two lowest percentile ranking categories, 18% fell into these categories in Fall 2012 and decreased by 4% by Spring 2013. 25% fell into these categories in Fall 2013 and decreased by 10% by Spring 2014. Looking at the two highest percentile ranking categories, 62% fell into these categories in Fall 2012 and increased by 4% by Spring 2013. 54% fell into these categories in Fall 2013 and increased by 14% by Spring 2014.



A comparison of 6<sup>th</sup> grade NWEA student growth for three consecutive years.

## Mathematics – 6<sup>th</sup> Grade

Fall – Spring Comparison Chart Percent of students within each percentile range for NWEA Assessment										
	Low %ile <21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Math Overall 2012-2013	7	6	12	12	25	16	30	35	25	30
Math Overall 2013-2014	10	5	13	15	22	19	28	27	27	34

Looking at the two lowest percentile ranking categories, 19% fell into these categories in Fall 2012 and decreased by 1% by Spring 2013. 23% fell into these categories in Fall 2013 and decreased by 4% by Spring 2014. Looking at the two highest percentile ranking categories, 55% fell into these categories in Fall 2012 and increased by 10% by Spring 2013. 55% fell into these categories in Fall 2013 and increased by 6% by Spring 2014.

## Reading – 6<sup>th</sup> Grade

Fall – Spring Comparison Chart Percent of students within each percentile range for NWEA Assessment										
	Low %ile <21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Reading Overall 2012- 2013	7	4	9	7	24	22	31	32	29	36
Reading Overall 2013- 2014	7	4	14	10	22	17	29	31	27	38

Looking at the two lowest percentile ranking categories, 16% fell into these categories in Fall 2012 and decreased by 5% by Spring 2013. 16% fell into these categories in Fall 2013 and decreased by 7% by Spring 2014. Looking at the two highest percentile ranking categories, 60% fell into these categories in Fall 2012 and increased by 8% by Spring 2013. 56% fell into these categories in Fall 2013 and increased by 13% by Spring 2014.

## Language Usage – 6<sup>th</sup> Grade

Fall – Spring Comparison Chart Percent of students within each percentile range for NWEA Assessment										
	Low %ile <21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Language Overall 2012-2013	7	4	8	6	17	12	27	33	41	45
Language Overall 2013-2014	8	4	12	8	14	15	28	27	39	46

Looking at the two lowest percentile ranking categories, 15% fell into these categories in Fall 2012 and decreased by 5% by Spring 2013. 20% fell into these categories in Fall 2013 and decreased by 8% by Spring 2014. Looking at the two highest percentile ranking categories, 68% fell into these categories in Fall 2012 and increased by 10% by Spring 2013. 67% fell into these categories in Fall 2013 and increased by 6% by Spring 2014.

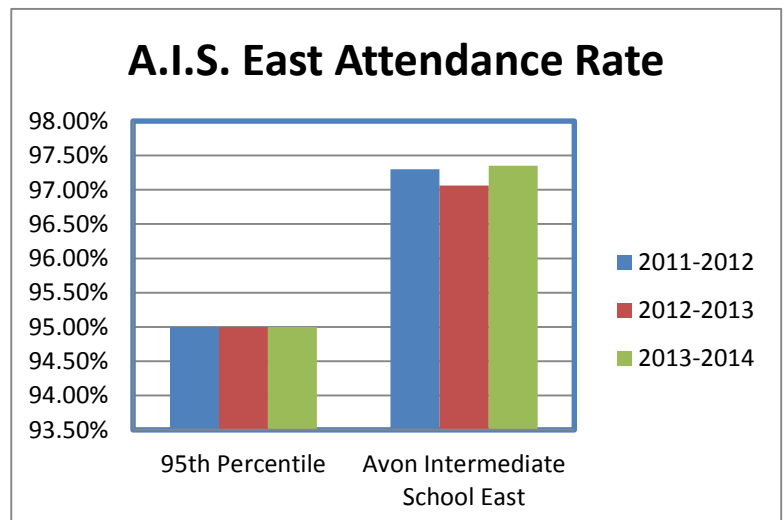
### NWEA Indications

Students in the two lowest percentiles improved the most in mathematics and language arts with top-performing students also made solid gains considering an already higher ability. Math is steady in all areas although students could grow more in the area of statistics and probability. Reading and language are also balanced across skill areas.

## ATTENDANCE

AIS East continues to exceed Avon Community School Corporation's district attendance goal of 95%.

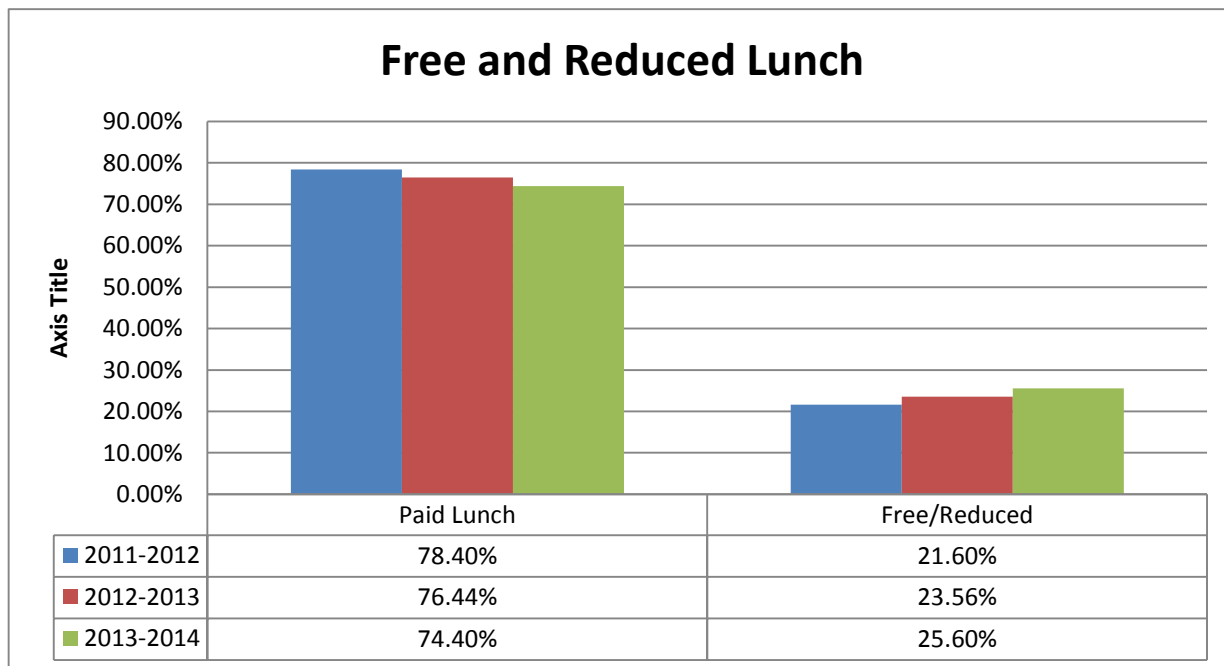
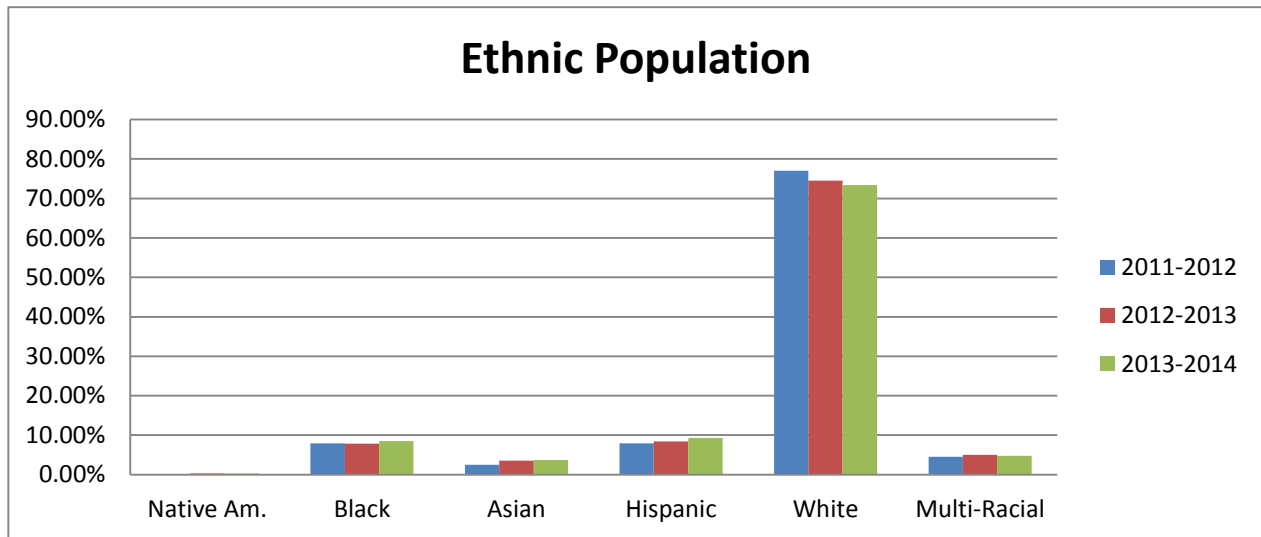
A. I. S. East Attendance		
Year	95th Percentile	Avon Intermediate School East
2011-2012	95.00%	97.30%
2012-2013	95.00%	97.06%
2013-2014	95.00%	97.35%



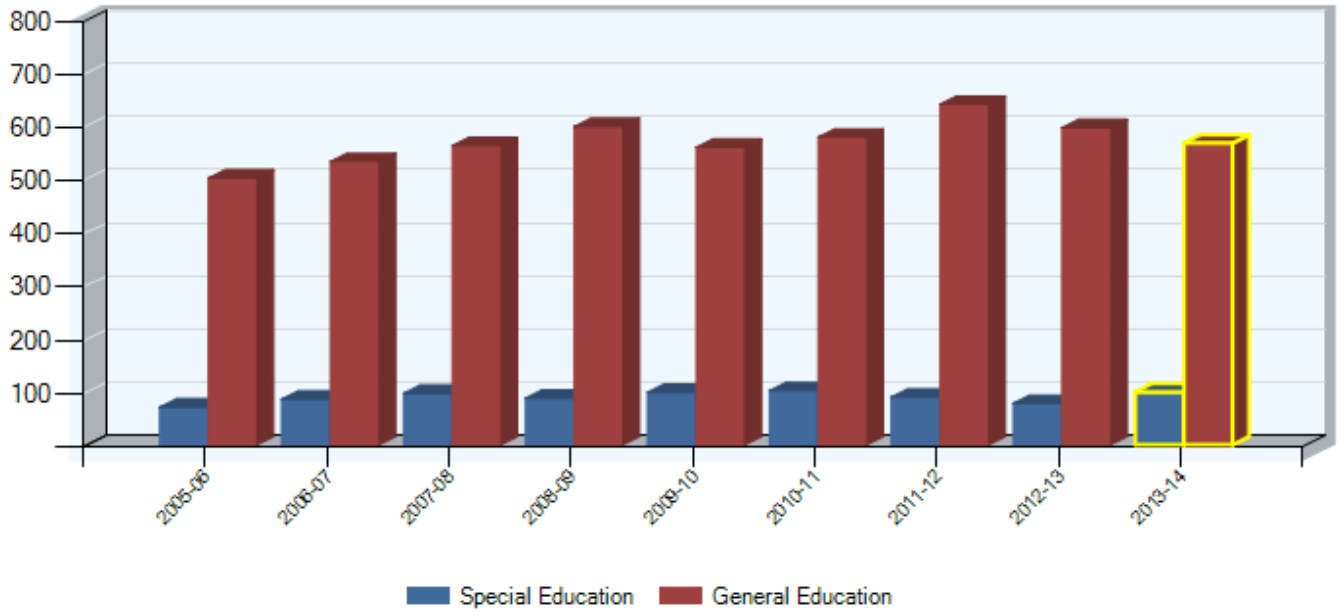
## DIVERSE POPULATION

AIS East includes an increasingly diverse population of students. The following graphs present disaggregated data for BOTH 5<sup>th</sup> and 6<sup>th</sup> grade combined for the following demographic subgroups: ethnic populations, free and reduced lunch, special education, general education, and English Language Learners.

Ethnic Populations						
Year	Native Am.	Black	Asian	Hispanic	White	Multi-Racial
2011-2012	0.00%	7.90%	2.50%	7.90%	77.00%	4.50%
2012-2013	0.30%	7.85%	3.56%	8.44%	74.52%	5.04%
2013-2014	0.30%	8.50%	3.70%	9.30%	73.40%	4.80%

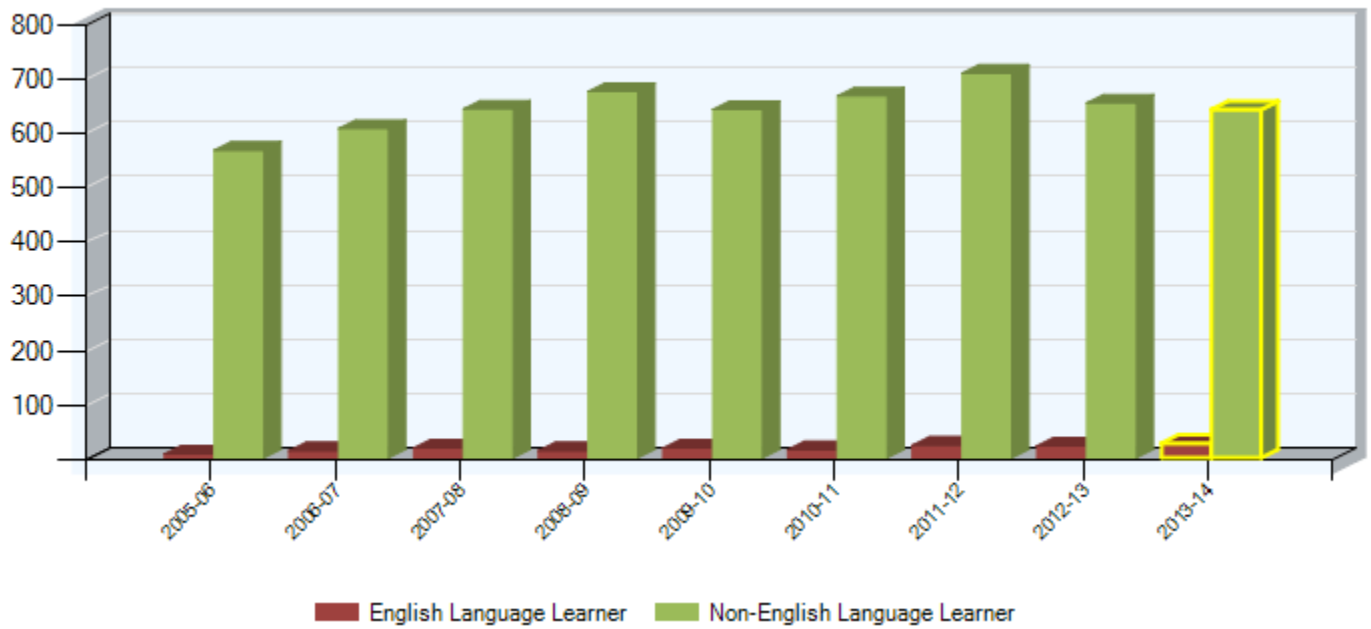


### Enrollment Trend by Special Education



■ Special Education 14.9% (100 students)  
■ General Education 85.1% (569 students)

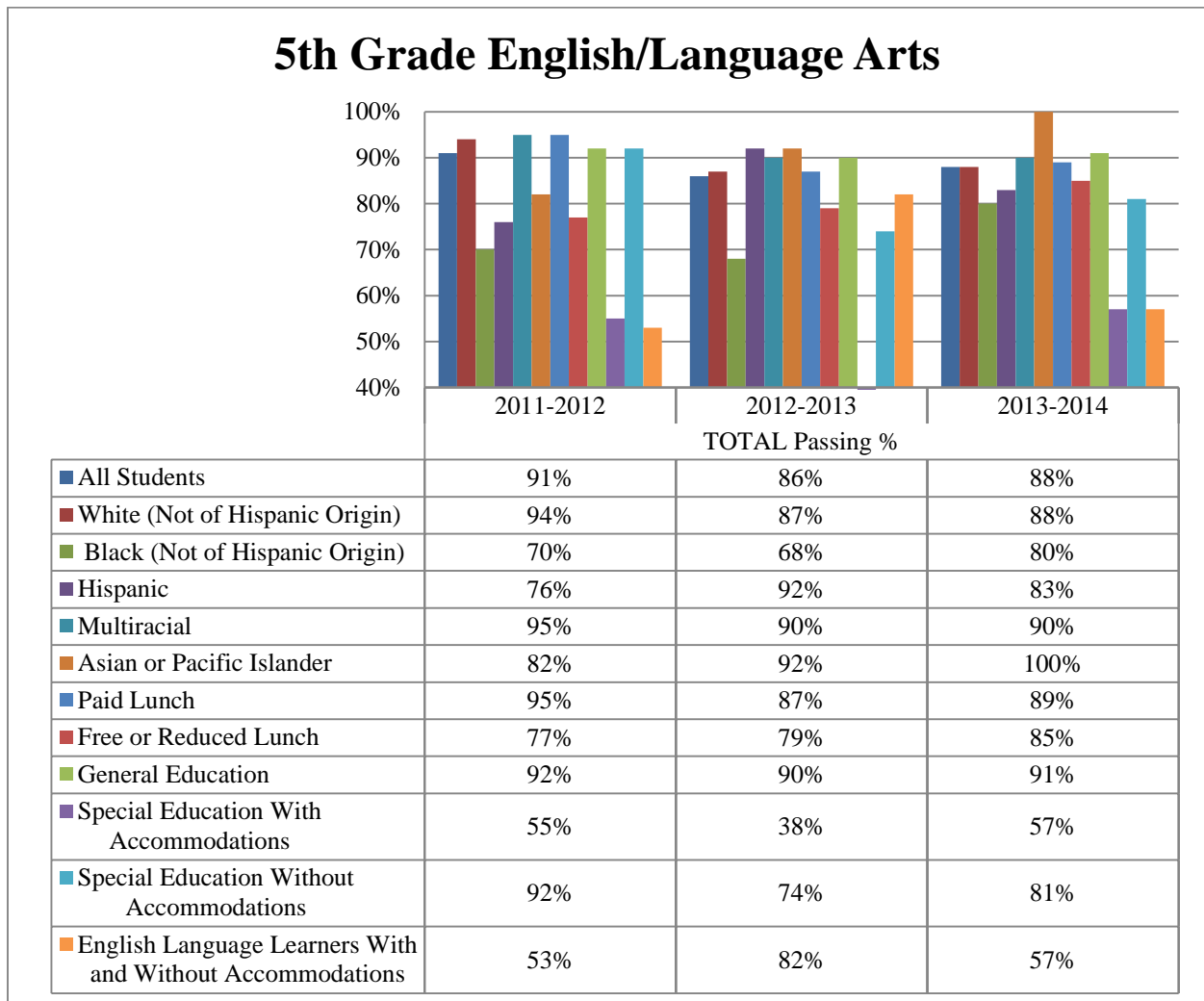
### Enrollment Trend by English Language Learners



■ English Language Learner 4% (27 students)     ■ Non-English Language Learner 96% (642 students)

**ISTEP Disaggregated Data**  
(subgroup must have at least 10 members)

**5<sup>th</sup> Grade English/Language ISTEP + Percent Passing Trends**



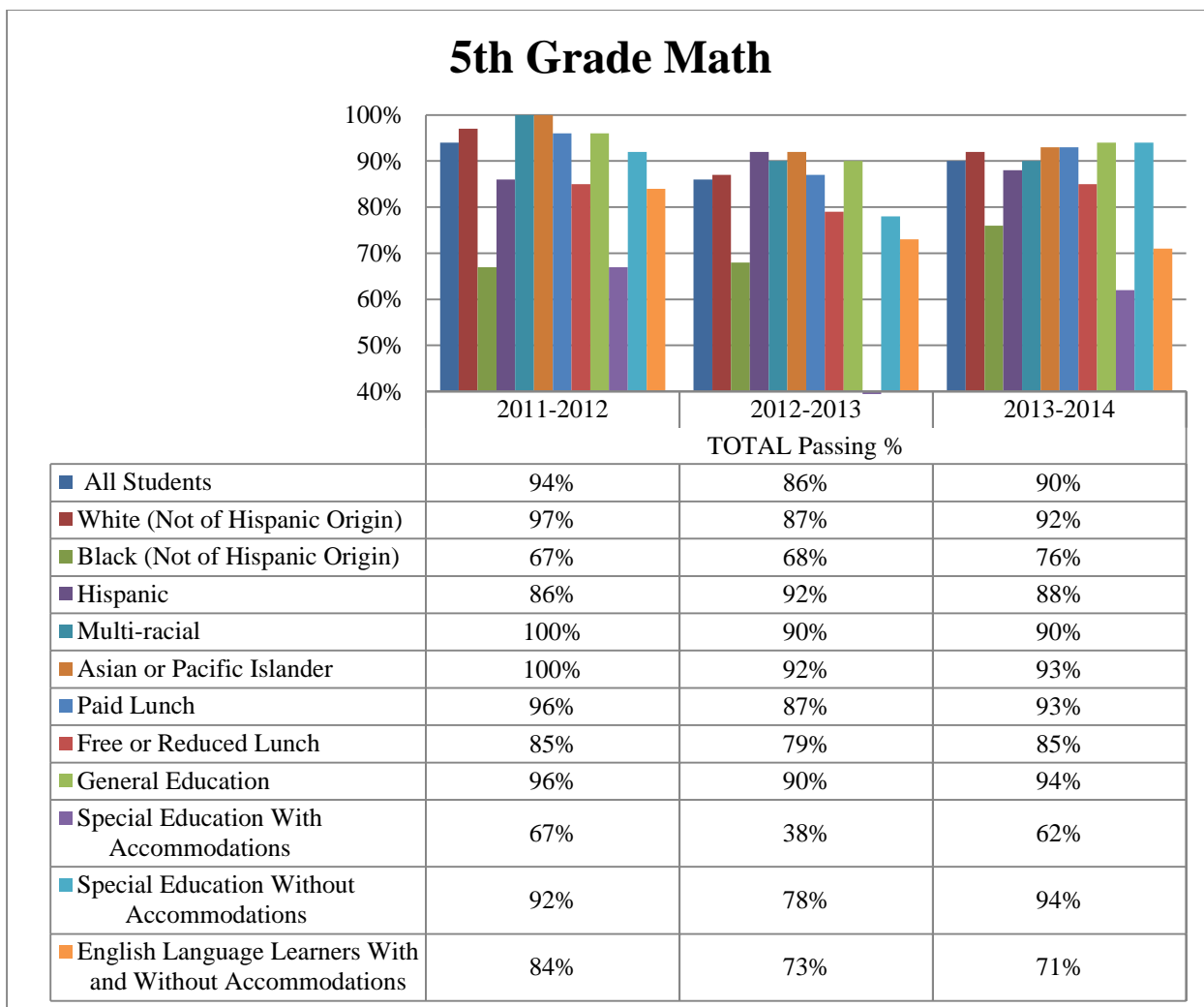
Findings: Based on the last three years (from fall 2011 – spring 2014).

- There is an overall decrease of 3% between the 2014 – 2012 testing period but an increase of 2% from the previous year. All but two subgroups (Hispanic and English Language Learners With and Without Accommodations) increased on the 2014 spring ISTEP+ score from the previous year.
- White (Not of Hispanic Origin) students declined 6% over the past three school years.
- Black (Not of Hispanic Origin) students increased their scores 10%.
- Multiracial students have seen a steady decline over the past two years, down 5% from 2012.
- Asian or Pacific Islander students have increased their passing scores by 10% each year over the past two years.
- There has been a decline in passing scores for students in the Paid Lunch category, though we are trending upward back towards 2012 levels.
- Free and Reduced Lunch students continue to see an increase in their passing scores, up 8% over the past three years.



- Passing scores for Special Education students who receive accommodations dropped steeply last year but are now passing at higher levels than they were two years previously at 57%/
- The passing rate of Special Education students Without Accommodations declined sharply at the end of 2013 but were upward trending in 2014.
- English Language Learners with and Without Accommodations performed very well during the 2012-2013 school year but dropped by the end of 2014 to 57%, an increase of 4% from the 2011-2012 school year.

### 5<sup>th</sup> Grade Math ISTEP + Percent Passing Trends

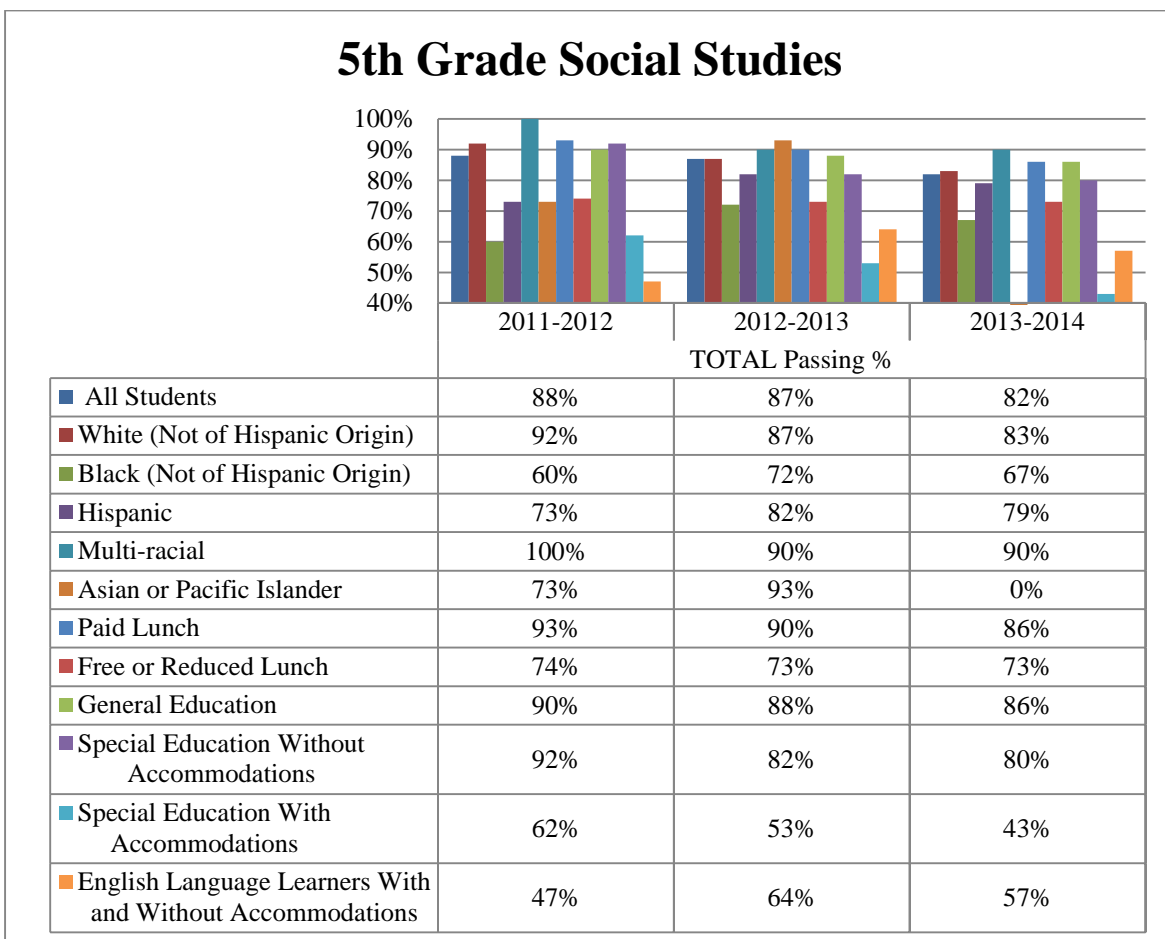


Findings: Based on the last three years (from fall 2011 – spring 2014).

- There is an overall decrease of 4% between the spring of 2012-spring 2014 scores, yet all but two subgroups passed at higher percentages from the previous school year, and one of those two remained unchanged at a respectable 90% passing; thus only one subgroup declined on the 2014 spring ISTEP+ test from the year before.
- White (Not of Hispanic Origin) students declined 10% between 2012-2013 and saw gains during the 2013-2014 school year.
- Black (Not of Hispanic Origin) students have increased their passing rate by 11% over the past three school years.
- Hispanic students have increased 2% over the past three years.

- Multi-racial students have seen a 10% decline, to 90% passing.
- Asian or Pacific Islander students are passing at 93%, a slight decline over the past three testing periods.
- Paid lunch students saw a decrease of 7% between 2013-2012 but are on the upswing, passing at 93% on the spring 2014 ISTEP+ assessment.
- Student passing scores for those who receive Free or Reduced Lunch dropped by the end of 2013 but are now back at 2012 levels, at 85%
- General Education student scores have declined slightly over the past two testing years.
- After a sharp decline during the 2012-2013 school year, Special Education students With Accommodations are moving closer to the 2011-2012 level.
- Special Education students With Accommodations bounced back from a sharp decline the previous year, up to 94%, the highest during the 3 years.
- English Language Learners With and Without Accommodations continue to see declines in passing scores.

### 5th Grade Social Studies ISTEP + Percent Passing Trends

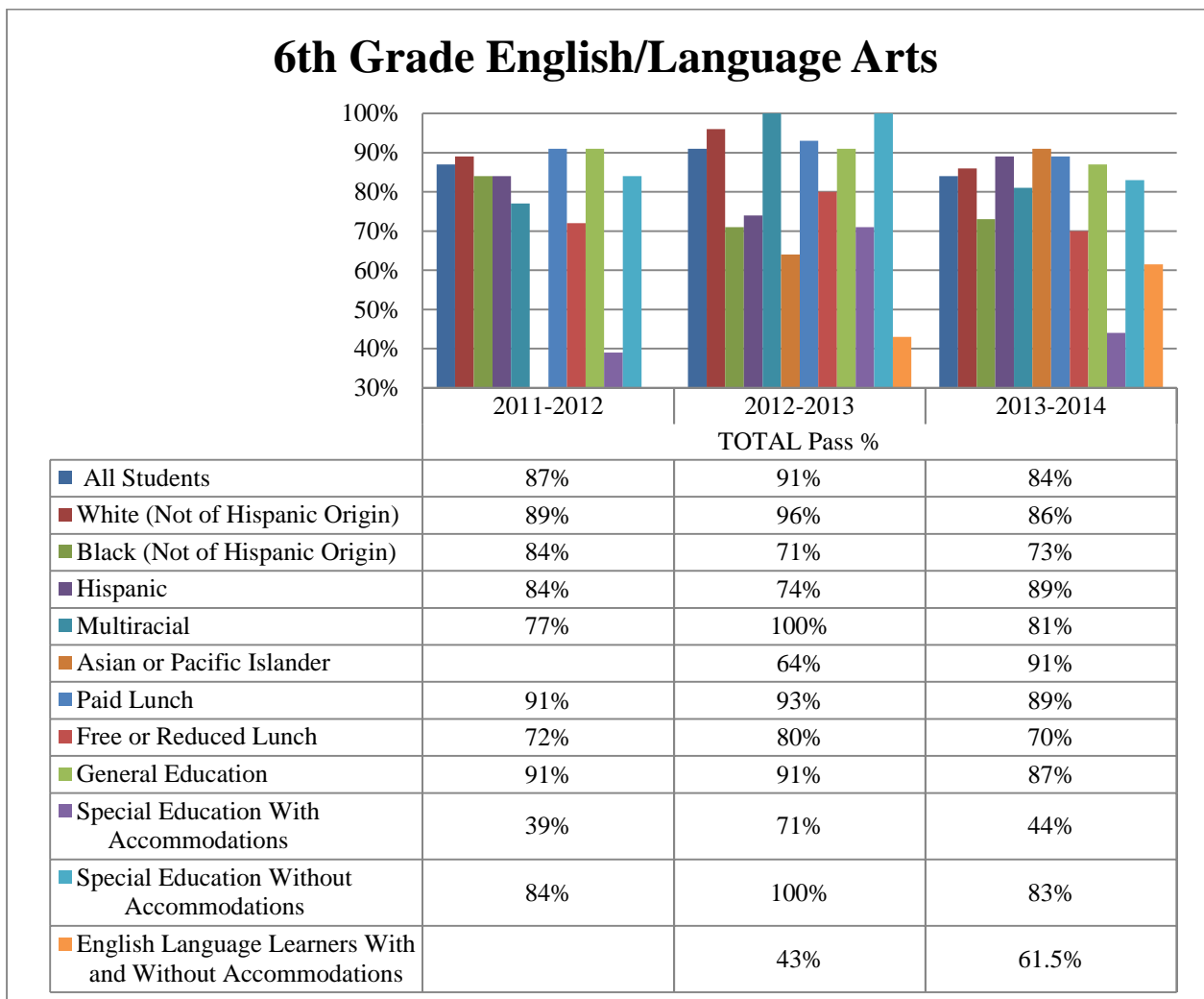


Findings: Based on the last three years (from fall 2011 – spring 2014).

- There is an overall 6% decrease in passing scores.
- There is a 9% decrease in passing scores for White (not of Hispanic origin) scores.
- For Black (not of Hispanic origin) scores there was a 12% increase in passing from the first to the second year, however there was only a 7% increase in passing from three years ago to last year.

- For Hispanic scores there was a 9% increase in passing from the first to the second year, however there was only a 6% increase in passing from three years ago to last year.
- There is a 10% decrease for multi-racial scores.
- There was a 20% increase in passing scores for Asian or Pacific Islander scores from the first year to the second year. Last year we didn't have enough students for the sub category.
- There has been 7% decrease in scores for paid lunch students over the last three years.
- There really has been no change in passing for students on free or reduced lunch.
- For general education students there has been a 4% decrease in passing.
- For special education students without accommodations there has been a 12% decrease in passing scores.
- For special education with accommodations there has been 19% decrease in passing scores.
- For English Language Learners there has been a 10% increase in passing scores.

### 6<sup>th</sup> Grade English/Language Arts ISTEP+ Percent Passing Trends

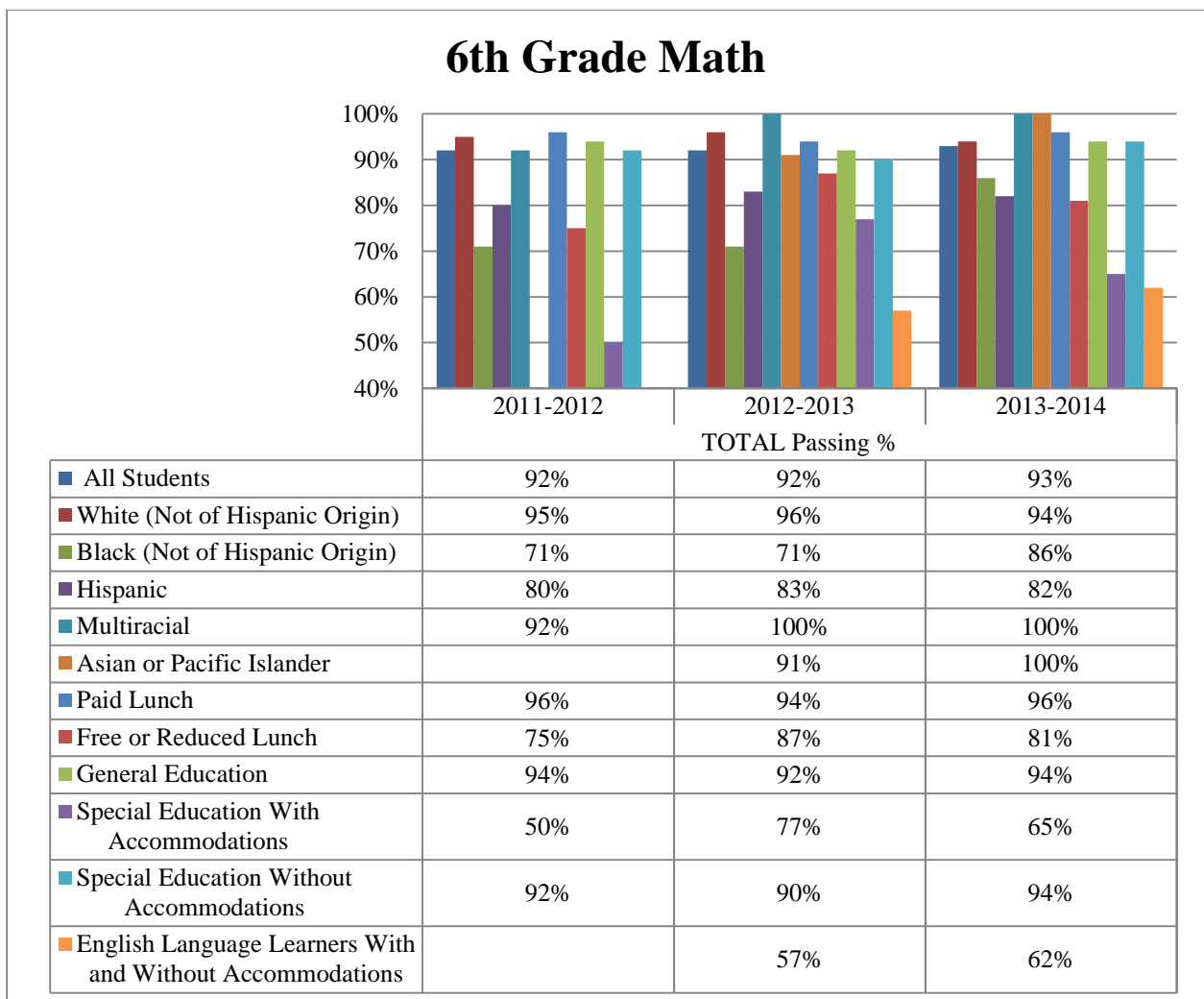


Findings: Based on the last three years (from fall 2011 – spring 2014).

- There is an overall decline over the past three years.
- White (Not of Hispanic Origin) students declined by 3% over the three years.

- Black (Not of Hispanic Origin) students declined by 11%.
- Hispanic students increased their scores by 5%.
- Multiracial students have increased their scores since the 2011-2012 school year.
- The ten students in the Asian or Pacific Islander subgroup are passing at 91%.
- Paid Lunch student passing rates have declined slightly, falling 2%.
- Free or Reduced Lunch status students have seen 2% decline.
- General education students fell 4% between 2014-2012.
- Special Education students With Accommodations increased sharply between 2012-2013 but are back to previous levels at 83%.
- Special Education students Without Accommodations declined by 1%.
- English Language Learners With and Without Accommodations are passing at 61.5%. This means that eight of the thirteen English Language Learners at East passed the ISTEP + test in 2014.

### 6<sup>th</sup> Grade Math ISTEP + Percent Passing Trend

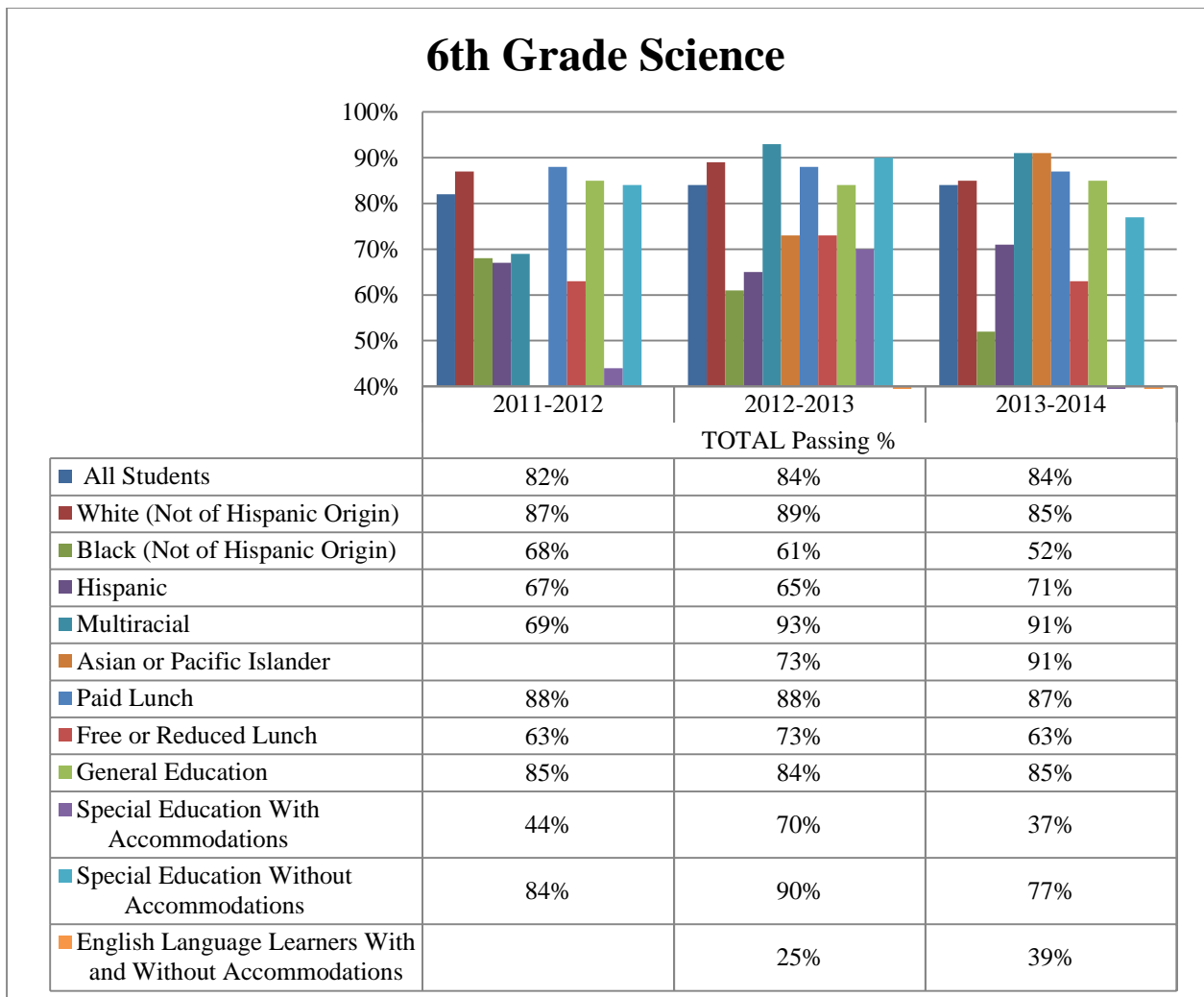


Findings: Based on the last three years (from fall 2011 – spring 2014).

- There is an overall increase of 1% for all 6<sup>th</sup> grade East students.
- White (Not of Hispanic Origin) students declined slightly to 94% passing during this time frame.

- Black (Not of Hispanic Origin) students increased 15%.
- Hispanic students have increased to 86%.
- One-hundred percent of East’s Multiracial students passed the ISTEP+ test for the past two years.
- One-hundred percent of East’s Asian or Pacific Islander students passed the ISTEP+ test in 2014.
- Paid Lunch remain steady at 96%.
- Free or Reduced Lunch students increased their passing rate by 5% over the past three years.
- General Education students remain steady with a 94% passing rate.
- Special Education students who receive accommodations increased 15% over the past three years.
- Special Education students Without Accommodations have increased 2% since the 2012 spring ISTEP+ test.
- Sixty-two percent of English Language Learners With and Without Accommodations pass the ISTEP+ test; this means eight of the thirteen students in this subgroup passed.

### 6th Grade Science ISTEP + Percent Passing Trend



Findings: Based on the last three years (from fall 2011 – spring 2014).

- There is an overall increase of 2% on the 6<sup>th</sup> grade Science test.

- White (Not of Hispanic Origin) students have seen a slight decrease over the past three years, to 85% passing.
- Black (Not of Hispanic Origin) students have declined 16%.
- The Hispanic student passing rate has increased 4%.
- Multiracial students jumped from 69% to 91% in two years.
- Ninety-one percent of Multiracial students passed the 6<sup>th</sup> grade Science test for the 2013-2014 school year.
- Ninety-one percent of Asian or Pacific Islander students passed the 6<sup>th</sup> grade Science test for the 2013-2014 school year.
- Over the past three years, Paid Lunch students have scored at an 87-88% passing rate.
- Free or Reduced Lunch students saw a 10% increase the year before but are back to their 63% passing rate.
- General education students remain at 85% passing.
- Special Education With Accommodations students have declined over the past two years.
- Special Education students Without Accommodations have seen a decline to 77% passing.
- English Language Learners With and Without Accommodations are scoring at 39%.

## **School Improvement Goals**

### **Goal 1:**

Pass rates on ISTEP+ language arts will increase by one percentage point annually over the next three years with an intensive effort to return to a 90% passing level.

The percent of students scoring in the Low to Low Average percentiles on the Language Usage NWEA will decrease by an average of 7% from the fall to spring assessments during each of the next three years. The percent of students scoring in the High-Average to High percentiles on the Language Usage NWEA will increase by an average of 9% from the fall to spring assessments during each of the next three years.

The percent of students scoring in the Low to Low Average percentiles on the Language Reading NWEA will decrease by an average of 4% from the fall to spring assessments during each of the next three years. The percent of students scoring in the High-Average to High percentiles on the Language Usage NWEA will increase by an average of 13% from the fall to spring assessments during each of the next three years.

### **Goal 2:**

Pass rates on ISTEP+ math will increase by one percentage point annually over the next three years and remain above a 90% passing rate.

The percent of students scoring in the Low to Low Average percentiles on the Mathematics NWEA will decrease by an average of 4% from the fall to spring assessments during each of the next three years. The percent of students scoring in the High-Average to High percentiles on the Mathematics NWEA will increase by an average of 10% from the fall to spring assessments during each of the next three years.

### **Goal 3:**

The attendance rate at Avon Intermediate School East will improve by .1% each year over the next three years and remain at or above 98% once that level is attained.

## **PL 221 Goal 1**

Pass rates on ISTEP+ language arts will increase by one percentage point annually over the next three years with an intensive effort to return to a 90% passing level.

The percent of students scoring in the Low to Low Average percentiles on the Language Usage NWEA will decrease by an average of 7% from the fall to spring assessments during each of the next three years. The percent of students scoring in the High-Average to High percentiles on the Language Usage NWEA will increase by an average of 9% from the fall to spring assessments during each of the next three years.

The percent of students scoring in the Low to Low Average percentiles on the Language Reading NWEA will decrease by an average of 4% from the fall to spring assessments during each of the next three years. The percent of students scoring in the High-Average to High percentiles on the Language Usage NWEA will increase by an average of 13% from the fall to spring assessments during each of the next three years.

<b>Strategy</b>	<b>Person(s) Responsible</b>	<b>Implementation Date</b>
Implementation of the use of Thinking Maps in connection with eight thinking processes.	Language Arts, Science, Math, and Art teachers	Spring 2011
Use of the research-based scope and sequence of the skills from the McGraw Hill Wonders Reading Series	Language Arts Teachers	Fall 2013
Use of Souday System I, Souday System II, Reading Plus, and Lexia Learning (web-based, systematic phonics practice) during Student Resource Time for students who demonstrate phonics deficit.	Staff	2010-2011
Provide differentiated instruction based on the levels and needs of the students in both core Language Arts instruction and Student Resource Time daily.	Language Arts Teachers and SRT Staff	2006
Use of common reading assessments representing Core Indiana State Language Arts standards with open-ended responses to literature.	Language Arts Teachers	Fall 2013
Provide the students with using IDOE ISTEP+ Information Center writing resources to teach and practice the navigation of writing prompts.	Language Arts Teachers	Spring 2011
Utilize the <i>6+1 Traits</i> model for writing instruction and assessment.	Language Arts Teachers	2006
Share strategies and approaches through Professional Learning Communities across both grade levels for the purpose of improving achievement in subgroups of the greatest need.	Language Arts Teachers	2012-13

<b>Technology Tools</b>	<b>Implementation Date</b>
Typing Web	2013-2014
Brainpop	2006-2007
Discovery education	2006-2007
ExamView	2010-2011
Reading Plus (removed 2014 due to financial challenges)	2010-2011
Lexia Learning	2010-2011
Use of Smart Technologies	2009-2012
IDOE Learning Connection	2010-2011
McGraw Hill Connect Ed	2013-2014
Study Island	2014-2015
Imagine Learning	2014-2015

### Professional Development

- Oral Reading Fluency Training
- Thinking Maps Training and Follow-Ups
- Differentiated Instruction Follow-up Trainings
- Utilizing and Developing Stations and Centers
- 5 Components of Reading
- Data-driven Decision Making
- Cooperative Learning
- Peer Coaching
- Cultural Competency Training with a Focus on Culturally Responsive Teaching
- Formal/Informal and Formative/Summative Assessments
- Seven Transactional Reading Strategies
- Professional Learning Communities
- Integrating technology (Tween Tribune, culturally relevant pedagogy)

### Assessments

- NWEA
- ISTEP+
- Oral Reading Fluency Assessments using DIBELS probes
- Common weekly assessments for Reading
- End of unit benchmark assessments

### Research/Best Practices

- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.
- Professional Learning Communities
- *Indiana College and Career Readiness Standards*
- Florida Center for Reading Research
- *Language Essentials for Teachers of Reading and Spelling*



## **PL 221 Goal 2**

Pass rates on ISTEP+ math will increase by one percentage point annually over the next three years and remain above a 90% passing rate.

The percent of students scoring in the Low to Low Average percentiles on the Mathematics NWEA will decrease by an average of 4% from the fall to spring assessments during each of the next three years. The percent of students scoring in the High-Average to High percentiles on the Mathematics NWEA will increase by an average of 10% from the fall to spring assessments during each of the next three years.

<b>Strategy</b>	<b>Person Responsible</b>	<b>Implementation Date</b>
Provide the opportunity to use math instruments in math class and where applicable in areas other than math.	Math, Science, Socials Studies, & Art	2007-2008
Assess students' knowledge of basic multiplication facts on a regular basis.	Math Teacher	2007-2008
Provide differentiated activities based on the needs and levels of the students.	Math Teacher	2006-2007
Provide the students with ISTEP formatted questions to provide practice and review of test format.	Math Teacher	2006-2007
Provide students with regular review to spiral previously taught lessons.	Math Teacher	2007-2008
Incorporate writing into math to explain mathematical steps	Math Teacher	2006-2007
Provide manipulatives to supplement instruction and develop conceptual knowledge.	Math Teacher	2006-2007
Integrate math into Student Resource Time rotation on a weekly basis	Math Teacher	2008-2009
Use of differentiated learning games and centers that reinforce core mathematical concepts.	Math Teacher	2010-2011
Conceptual benchmark assessments administered three times per year.	Math Teacher	2011 second semester
Use of common assessments on a quarterly basis.	Math Teacher	2011
Share strategies and approaches through Professional Learning Communities across both grade levels for the purpose of improving achievement in subgroups of the greatest need.	Math Teachers	2012-13

<b>Technology Tools</b>	<b>Implementation Date</b>
Reinforce math skills through use of math software, such as Destination Success and those provided with the enVision math series.	2010-2011
Utilize Ascend Math program as means of differentiation and remediation.	2011-2012
Use of SmartBoard Technologies	2009-2010

### Professional Development

- Peer Coaching
- All math teachers will attend monthly math meetings in order to share ideas and information.
- Informal, formal, formative, and summative assessments
- Differentiated Instruction
- Differentiated Centers
- Cooperative Learning
- Use of technology tools as part of EnVision
- Professional Learning Communities
- Conceptual Understanding of Mathematics

### Assessments

- Common assessments
- ISTEP+
- NWEA assessment given 2 to 3 times annually

### Research/Best Practices

- Indiana Academic Standards
- Professional Learning Communities

## **PL 221 Goal 3**

The attendance rate at Avon Intermediate School East will improve by .1% each year over the next three years.

<b>Strategy</b>	<b>Person Responsible</b>	<b>Implementation Date</b>
The school will follow the general procedures for attendance as outlined in the student handbook.	Administration	2006-2007
Outstanding attendance will be stressed at Meet the Team night.	Classroom Teacher	2007-2008
Parents will be asked to sign on a separate line of the student handbook signature sheet indicating that they understand the school's attendance policy.	Administration Classroom Teacher	2007-2008
The above mentioned signature sheets will be kept on file for the remainder of the school year for future reference in case questions arise.	Classroom Teacher	2007-2008
An attendance brochure will be available at registration.	Administration	2007-2008
Teachers will contact attendance secretary to verify absences as excused and will notify assistant principal if a student's attendance is of concern.	Administration Classroom Teacher	2007-2008
Positive Social Interaction lessons	Counselor	2011-2012

<b>Technology Tools</b>	<b>Person Responsible</b>	<b>Implementation Date</b>
PowerSchool Attendance Monitoring	Office Administration	2009-2010

### **Professional Development**

- Cultural Competency Training
- Professional Learning Communities
- Cooperative Learning

### **Research/Best Practices**

- Gary Howard
- Professional Learning Communities
- Cooperative Learning

# School Report Card

Avon Intermediate School East received an “A” as its final letter grade for school accountability in the 2010-2011 school year.

Avon Intermediate School East received an “A” as its final letter grade for school accountability in the 2011-2012 school year.

Avon Intermediate School East received an “A” as its final letter grade for school accountability in the 2012-2013 school year.

The A letter grade was earned for the following scores:

Enter your school data in the yellow highlighted fields below in order to determine what your estimated grade would be under the PL 221 metrics.

Overall Grade      **A**      =      **3.75** Point(s)      maximum = 4.0 points

Grade Scale	
Points	Grades
3.51 - 4.00	A
3.00 - 3.50	B
2.00 - 2.99	C
1.00 - 1.99	D
0.00 - 0.99	F

## Summary Data - Elementary/Middle School

English/Language Arts      **4.5** Point(s)      minimum = 0.0 points

	Performance*	Bottom 25% with High Growth**	Top 75% with High Growth**	Overall Group with Low Growth**	Bottom 25% Participation***	All Remaining Participation
Numerator	582	42	178	198	165	514
Denominator	651	160	474	634	165	514
Percent	89.4%	26.3%	37.6%	31.2%	100.0%	100.0%
Target	-	42.5%	36.2%	39.8%	95.0%	95.0%
Grade Points	3.5	0.0	1.0	0.0	0.0	0.0

\* A school must have 30 or more students who were enrolled for at least 162 days and have valid test results.

\*\* A school must have 10 or more students in each growth subgroup to be eligible for bonuses and penalties.

\*\*\* A school must have 40 or more students in the Bottom 25% participation subgroup. Otherwise, all students are placed in the "All Remaining" group.

Math      **3.0** Point(s)      minimum = 0.0 points

	Performance*	Bottom 25% with High Growth**	Top 75% with High Growth**	Overall Group with Low Growth**	Bottom 25% Participation***	All Remaining Participation
Numerator	610	40	98	279	162	516
Denominator	650	161	470	631	162	516
Percent	93.8%	24.8%	20.9%	44.2%	100.0%	100.0%
Target	-	44.9%	39.2%	42.4%	95.0%	95.0%
Grade Points	4.0	0.0	0.0	-1.0	0.0	0.0

\* A school must have 30 or more students who were enrolled for at least 162 days and have valid test results.

\*\* A school must have 10 or more students in each growth subgroup to be eligible for bonuses and penalties.

\*\*\* A school must have 40 or more students in the Bottom 25% participation subgroup. Otherwise, all students are placed in the "All Remaining" group.

## **Evaluation of the Impact of Professional Development**

Professional development complies with core principles for professional development. Avon Intermediate School East will review ISTEP, NWEA, and common assessments for core subjects to analyze the effectiveness of professional development.

AIS East has a firm commitment to increasing student achievement through differentiated instruction. Differentiated instruction serves as the overarching theme to all of our professional development endeavors. Learning to function as a Professional Learning Community is a key part of our progress toward fully living our mission statement. Four teachers have attended the Professional Learning Communities (PLC) Summer Institute. A four part series on the implementation of PLC's was presented during the 2011-2012 school year. Currently all subjects meet bimonthly to discuss common assessments and current classroom rigor. Some subjects meet more frequently in order to have common planning time.

A full-time instructional coach was placed at each building in our district beginning in the 2009-2010 school year through use of stimulus funds. This was reduced by approximately 50% the following year.

For the 2010-2011 school year, teachers were provided with the opportunity to identify a personal target area for which they would participate in professional development. The target areas were those identified from the informal assessments in 2009-2010 along with district initiatives that enhance East's staff to refine skills related to differentiated instruction. Five, five-week coaching cycles took place to provide teachers with one full day of professional development based upon their chosen facet of strategies to enhance differentiated instruction. During their coaching cycles, teachers practiced honing their skills while receiving feedback from peers.

For the 2012-2013 school year, AIS East continued working towards a peer-coaching model. Teachers met regularly with the instructional coach to better understand the peer coaching model.

Five 1-hour student delays throughout school year will allowed time for professional development.

During the 2013-2014 school year, AIS East staff members were issued the book Understanding By Design. Staff members will read this throughout the school year and begin to implement this idea during PLCs. Another form of professional development will be through technology training sessions. A survey of basic computer knowledge was given at the beginning of the year. An instructional coach will hold training sessions based on needs of groups of staff members. The goal of these training sessions will be to help teachers implement technology into the classroom. Mathematics teachers will have a main focus of working to differentiate instruction and building a deeper understanding with mathematical concepts.

During the 2014-2015 school year, AIS East staff members will participate in peer observations. The peer observation model is intended to help teachers further implement the PLC process by helping teachers gather ideas within their subject matter. In addition, there will be a professional development day that will be used develop the PLC processes to a more advanced level of efficiency.

The following areas are the ongoing focus of AIS East's professional development plan:

- Differentiated Instruction
- The Five Components of Reading
- Cooperative Learning
- Transactional Reading Instruction
- Thinking Maps
- Formative and Summative Assessments
- Implementation, Use, and Development of Differentiated Learning Centers

- Functioning as a Professional Learning Community
- Response to Instruction
- Curriculum-Based Measures and Screening Tools
- Culturally Responsive Teaching
- Understanding by Design
- Six Standards of Effective Instructional Pedagogy

## **Avon Intermediate School East Committee Members**

### **Committee Members**

T.J. Wolf, Kyle Slaven, Robert Brooks, Cathy Feldhake, Jennifer Hall, Catherine Trinkle, Kimberly Elamon, Brian Scott, and the Professional Learning Community of Avon Intermediate East.

### **Parent Representatives**

Kim Smith and Mandy Sparzo