

School Improvement Plan



Avon Middle School South provides an accepting atmosphere that promotes student involvement and continuous improvement.

As a premier middle school, we nurture and empower students to reach their potential and become positive contributors in a diverse society.

2016-2017

Avon Middle School South Vision Statement

Avon Middle School South provides an accepting atmosphere that promotes student involvement and continuous improvement.

As a premier middle school, we nurture and empower students to reach their potential and become positive contributors in a diverse society.

Avon Middle School South Core Values

Fairness - We believe students should understand life has spoken and unspoken rules; students should demonstrate fairness throughout daily interaction.

Caring - We believe students should demonstrate empathy and kindness towards all other persons thus becoming caring members of society.

Citizenship - We believe students should develop a strong sense of citizenship for their school, community, and beyond, through learning experiences that show the benefits of being part of something greater than oneself.

Trustworthiness - We believe students should be reliable citizens of their school and community; they should demonstrate dependability and be someone who can be trusted.

Respect - We believe students should treat others as they themselves wish to be treated; they should be respectful and tolerant of each other's differences and considerate of others' feelings.

Responsibility - We believe students should make responsible decisions that result in doing the right thing, not for personal gain, but for the well-being and improvement of the entire school community.

Student Goals

1. Demonstrate individual growth in all academic areas.
2. Demonstrate improvement in all aspects of ISTEP+ testing.
3. Demonstrate improvement in all aspects of NWEA testing.

School, Community, and Educational Programs

Avon Middle School South is one of two middle schools within the Avon Community School Corporation. Our school serves students living south of US Highway 36 within Washington Township in Hendricks County, Indiana. Students attending our school live in the town of Avon or the city of Danville, Indianapolis, or Plainfield. Avon, Danville, and Plainfield are suburban communities located west of Indianapolis, Indiana.

The October 2016 enrollment includes 754 students enrolled in grades seven and eight. The staff includes twenty-nine full time teachers, three part-time teachers, one part-time instructional coach, two guidance counselors, one school nurse, eleven instructional assistants, one part-time and three full-time secretaries, seven cafeteria workers, eleven custodians, one maintenance technician, one dean/athletic coordinator, one assistant principal, and one principal.

The school is organized into four interdisciplinary teams consisting of language arts, math, science and social studies teachers. Each student's schedule includes the following: math, social studies, science, and language arts classes. Students have the opportunity to participate in art, computer technology, engineering and technology, physical education and health, band, choir, orchestra, world language classes, and a reading strategies class.

Avon Middle School South operates on a seven-period bell schedule. Students also participate in a daily 30 minute SRT class (Student Resource Time) which allows students to complete homework and get assistance from teachers.

In addition to the team structure, Professional Learning Communities (PLCs) are an active part of our school culture. Each PLC allows for collaboration among teachers to develop common learning experiences for all students within the grade level. Teachers have also developed common assessments and regularly share teaching strategies and materials.

Curriculum

The Indiana College and Career Readiness Academic Standards have been adopted as the basis for the Avon Community School Corporation Middle School Curriculum. Additional Avon Indicators have been established and teachers are required to include these indicators in their instruction.

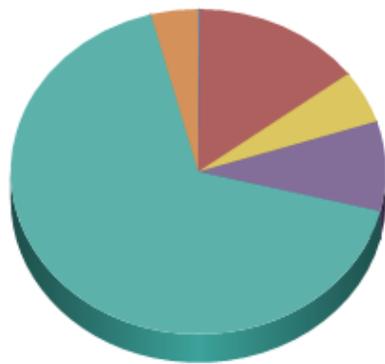
Students, parents, and teachers may access the Indiana Academic Standards on the Indiana Department of Education Website at www.doe.in.gov/standards. The Avon Curriculum can be accessed on the Avon Community School Corporation website at [Avon Community School Corporation Grades 7 and 8 Middle School Curriculum](#).

Enrollment Summary Data

Grade	2011-12	2012-13	2013-14	2014-15	2015-16
Grade 7	356	369	402	373	377
Grade 8	352	352	371	390	384
Total Enrollment	708	721	773	763	761

Our enrollment as we started the 2016 – 2017 school year included 735 students. Our enrollment as of October 1, 2016 is 754 students.

Enrollment 2015-16 by Ethnicity

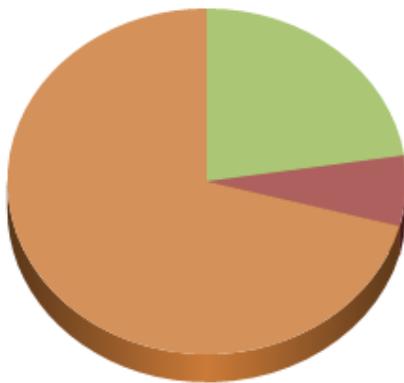


American Indian Asian White Multiracial
Black Hispanic

The student population at AMS South includes the following demographic breakdown:

White 67.0%
Black 14.6%
Asian 5.3%
Hispanic 8.9%
Multiracial 4.1%

Enrollment 2015-16 by Free/Reduced Price Meals

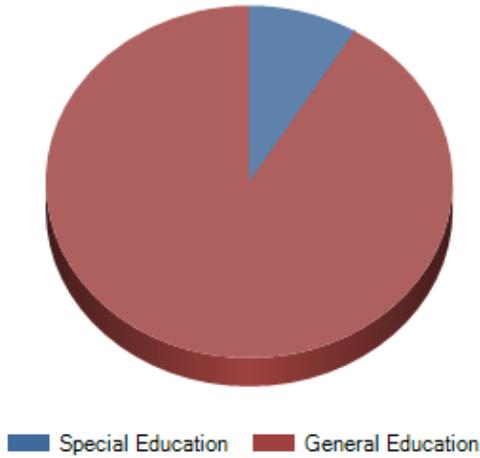


Free meals Reduced price meals Paid meals

The student population at AMS South includes the following demographic breakdown:

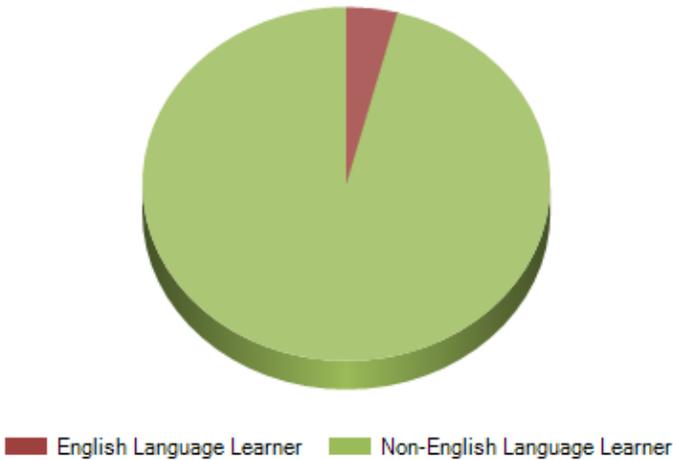
Paid Meals 70.8%
Free Meals 22.6%
Reduced Meals 6.6%

Enrollment 2015-16 by Special Education



The student population at AMS South includes the following demographic breakdown:
 General Education 91.3%
 Special Education 8.7%

Enrollment 2015-16 by English Language Learners



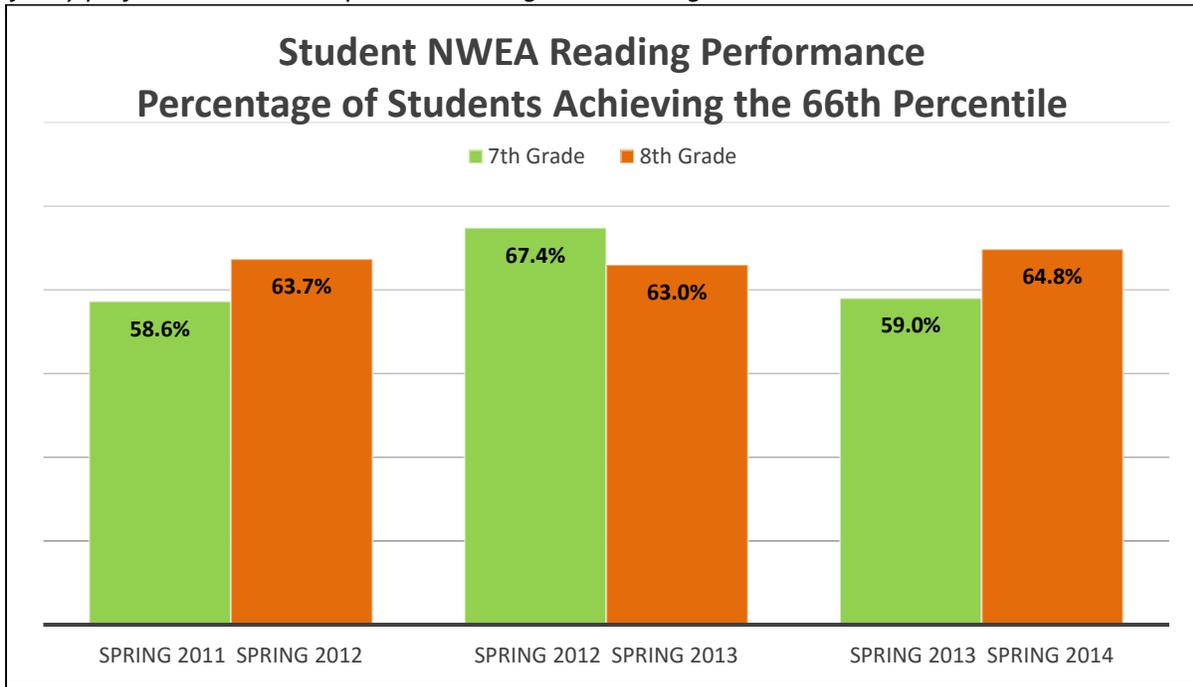
The student population at AMS South includes the following demographic breakdown:
 English 96%
 Non-English 4%

Strong student attendance remains a source of pride for our school.

Attendance By Grade							
Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Grade 7	96.9%	97.3%	97.1%	97.3%	97.2%	97.3%	97.1%
Grade 8	96.8%	97.3%	97.3%	97.2%	97.4%	97.6%	97.7%
All Grades	96.8%	97.3%	97.2%	97.3%	97.3%	97.4%	97.4%

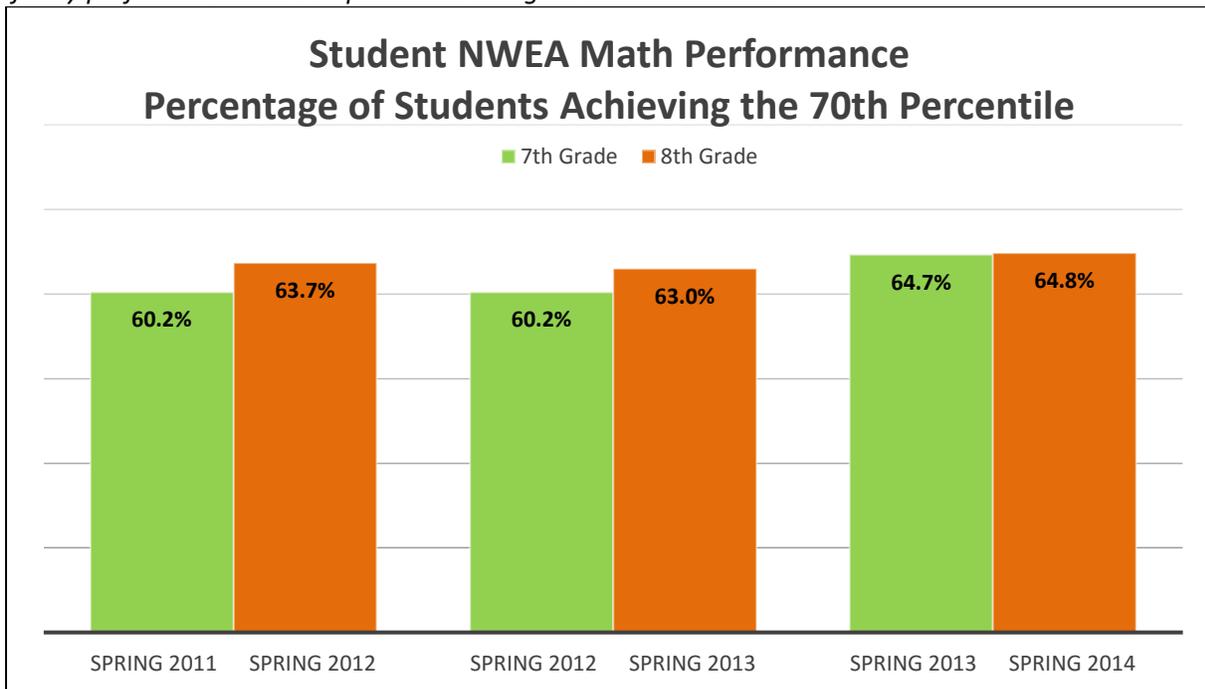
Reading Performance on NWEA

Generally middle school students are likely to be college ready if they performed at the 66th percentile or higher in reading.



Math Performance on NWEA

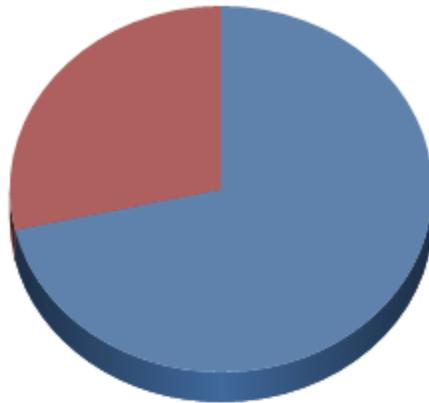
Generally middle school students are likely to be college ready if they performed at the 70th percentile or higher in mathematics.



Student Performance on ISTEP+ Assessments – Eighth Grade

Due to the transition to the more rigorous Indiana College and Career Ready Standards and a new, more rigorous assessment aligned to these standards, trend data is not available for student performance on the ISTEP+ Assessments. The 2014-2015 ISTEP+ assessment results become the new baseline for student performance comparisons, and for determining Student Growth and Accountability.

ISTEP+ 2014-15



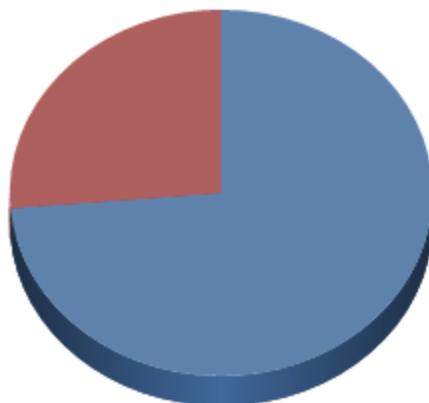
Pass Did Not Pass

Language Arts 8th Grade

Pass 279 students 71.2%

DNP 113 students 28.8%

ISTEP+ 2014-15



Pass Did Not Pass

Math 8th Grade

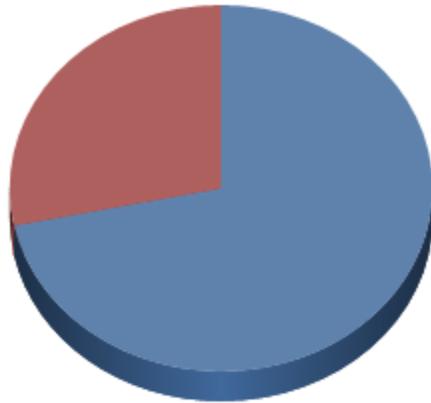
Pass 291 students 73.7%

DNP 104 students 26.3%

Student Performance on ISTEP+ Assessments – Seventh Grade

Due to the transition to the more rigorous Indiana College and Career Ready Standards and a new, more rigorous assessment aligned to these standards, trend data is not available for student performance on the ISTEP+ Assessments. The 2014-2015 ISTEP+ assessment results become the new baseline for student performance comparisons, and for determining Student Growth and Accountability.

ISTEP+ 2014-15



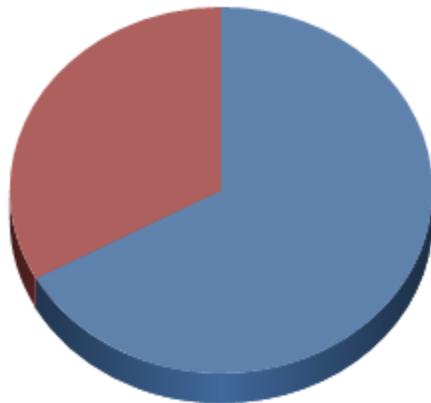
Pass Did Not Pass

Language Arts 7th Grade

Pass 264 students 71.7%

DNP 113 students 28.8%

ISTEP+ 2014-15



Pass Did Not Pass

Math 7th Grade

Pass 246 students 67.0%

DNP 121 students 33.0%

Indiana Accountability Measures

Avon Middle School South has earned the highest school grade possible for the 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015 the school years.

Accountability History						
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Final PL 221 Status	Exemplary Progress	A (Exemplary Progress)	A	A	A	A *

2014-2015 Report Card

A *

Letter Grade

Avon Middle School South

Avon Middle School South received an "A" * as its final letter grade for school accountability.

* Due to the transition to the more rigorous Indiana College and Career Ready Standards and a new, more rigorous assessment aligned to these standards, the Indiana General Assembly passed Senate Enrolled Act 200 to hold schools and corporations harmless for the results of the more rigorous assessment. This Hold Harmless approach for Statewide Accountability allowed schools and corporations to receive the better of either the 2013-14 grade or the 2014-15 grade.

Student Performance

The shift to a new assessment aligned to the new Indiana College and Career Ready Standards established a new baseline for our ISTEP+ assessment making previous years' Student Performance, Student Growth and Accountability grades not comparable to the 2014-15 results.

Three Year School Improvement Plan Objectives

2016 – 2017

1. 75% of all students will pass the math portion of ISTEP+.
2. 75% of all students will pass the language arts portion of ISTEP+.
3. 60% of our students will earn a score at or above the 75th percentile on each of the spring NWEA assessments.
4. The annual attendance rate will be 96.5% or higher.

2017 – 2018

1. 78% of all students will pass the math portion of ISTEP+.
2. 78% of all students will pass the language arts portion of ISTEP+.
3. 62% of our students will earn a score at or above the 75th percentile on each of the spring NWEA assessments.
4. The annual attendance rate will be 96.5% or higher.

2018 – 2019

1. 80% of all students will pass the math portion of ISTEP+.
2. 80% of all students will pass the language arts portion of ISTEP+.
3. 64% of our students will earn a score at or above the 75th percentile on each of the spring NWEA assessments.
4. The annual attendance rate will be 96.5% or higher.

Interventions and Strategies

Students who fail ISTEP+ are provided several levels of support designed to provide them with additional learning opportunities so they will be able to pass ISTEP+ in the spring.

Response to Instruction – Students who demonstrate difficulty in math or language arts are placed in a second math or language arts class called math lab or language arts lab. Depending on a student's academic need, a student can be in a class providing help in language arts and math, language arts only, or math only. This course is taught by an elementary trained teacher who helps students close their learning gaps from earlier years.

Student Resource Time (SRT) – Students have a thirty-minute period each day when they are expected to work on homework and seek help in classes that may cause them difficulty. Students are encouraged and sometimes required to meet with a specific teacher to obtain additional support for working through difficulties in a particular subject.

Common Assessments – Language arts, math, science, and social studies teachers have worked within their professional learning communities to develop common assessments administered to students at the close of each grading period. Teachers analyze the results of each assessment on a question-by-question basis across the entire grade level. We

are looking for trends that can lead teachers to identify units of instruction in need of improvement. Teachers will work collaboratively within each PLC to develop improved units of instruction based on the quarter assessment results.

After School Help – Students who are struggling in any class may participate in after school help sessions two days each week. These sessions are supervised by three middle school teachers and adult volunteers to assist students with their academic needs in all subject areas.

Continuous Improvement Expectations

Avon Middle School South embraces the continuous improvement model. We expect each student to show academic growth and improvement in ISTEP+, NWEA, subject-based common quarterly assessments, and course grades.

- Avon Middle School South expects to make continuous academic progress with students in each demographic sub-category.
- Avon Middle School South expects to achieve at the Exemplary Progress level with all Indiana school improvement categories.

Cultural Competency

The Avon Community School Corporation Board of School Trustees and the district level administrative team has provided outstanding leadership in this area. It is an expectation that each school is culturally responsive to the needs of all students and families. Avon Middle School South, in turn expects each classroom to be a culturally responsive environment.

Our school has a Cultural Competency Leadership Team that was trained by Gary Howard, who is one of the nation's experts in this educational area. Our faculty is currently working with Dr. Annela Teemant, Professor, Indiana University – Purdue University – Indianapolis, to learn how to design and implement lessons and activities intended to meet the academic needs of students from all cultures.

Waiver or Suspension of Statutes and/or Rules

Avon Middle School South does not wish to suspend any statutes and rules regarding the operation of the school.

Access to the School Improvement Plan

This School Improvement Plan is available to all educators, students, parents, and interested community members on the Avon Middle School South website by selecting the School Improvement Plan tab on the left side of the page.

<http://www.avon-schools.org/Domain/10>

Parent Involvement

Avon Middle School South fosters parent participation in all aspects of our school. Many parents volunteer their time during and after school in an effort to improve the educational activities for all students.

Safe and Disciplined Learning Environment

We believe that building a strong character foundation is the basis for maintaining a safe and disciplined learning environment for students and teachers. Therefore, AMS South began embracing the School-Wide Positive Behavior Supports model or SWPBS.

In the spring and summer of 2014, the staff worked together to identify five attributes we believe are the foundation of our school. The staff created '*i am south*' statements around these attributes which are: i **S**tay safe, i **O**wn my learning, i **U**se my time wisely, i **T**ake responsibility for my actions, and i **H**ave respect for myself and others.

#iamAvon**SOUTH**

We have identified common expectations for students in seven specific areas where expectations needed to be outlined and taught to the students. These areas are the classroom, hallway/lockers, restroom, cafeteria, arrival/dismissal time, technology use, and the bus. The common expectations for these areas were organized in to talking points for all staff and taught to the students the first eight days of school. Expectation posters are posted around the building highlighting the common expectations for the students.

In the SWPBS model, identifying and rewarding positive behavior is crucial. Therefore, we give students a red ticket when we notice they understand, follow and live the adopted '*i am south*' attributes. Students may be given tickets by their teachers, bus drivers, lunch ladies, custodians or administrators. Students can cash in their red to purchase something from the red ticket store.

Coordination of Technology Initiatives

Avon Middle School South provides a technology-rich environment. Students have regular access to the most current educational and instructional technology. Math teachers use interactive white boards, and several teachers use student response devices to infuse the use of technology into curricular activities.

Each eighth grade student received an HP Stream laptop computer for school and home use as a part of their textbook rental. Eight grade teachers use Schoology (Learning Management System) to provide student assignments. Teachers also use this system to accept and grade student work.

Teachers and students are learning how to use the computer as a learning device. Seventh and eighth grade students will have this computer available for school and home use beginning with the 2016-2017 school year.

Professional Development Program

At Avon Middle School South, we address students' learning needs through a variety of instructional strategies. There are several strategies that have become the core of our instructional system. Thinking Maps, Cooperative Learning, Seven Transactional Reading Strategies and Gateway to Mastery are the research-based interventions that are used often in our classrooms.

We participated in a research study through WestEd called Reading Apprenticeship / Writing Connections. All eighth grade language arts, science, and social studies teachers along with our instructional coach and both administrators attended a three day intensive workshop this summer. Teachers learned how to use content based strategies to support students as they read in the content area. The intent of this work is to help teachers improve their use of strategies designed to improve the reading skills of all students.

We have developed a partnership with Dr. Annela Teemant, Professor, Indiana University – Purdue University – Indianapolis, to learn about the Standards for Effective Pedagogy developed by the Center for Research on Education, Diversity and Excellence (CREDE) <http://crede.berkeley.edu>, and the Center for Urban and Multicultural Education (CUME) <http://education.iupui.edu/cume/>.

Six AMS South faculty members attended an extensive five day workshop during the summer of 2012. Dr. Teemant met with our entire faculty on August 29, 2012 for a full day awareness workshop. Dr. Teemant also worked with our faculty during four of our five one hour late arrive professional development days during the 2013-2014 school year. Language Arts teachers are currently working with Dr. Teemant to learn how to implement the Six Standards Pedagogy in our seventh and eighth grade classrooms. The Instructional Coach at AMS South is working with our language arts teachers to support teachers during this implementation phase.

We recently partnered with our sister middle school to provide a Project Based Learning awareness training session for our teachers. About one fourth of our teachers completed a two-day training session in the fall of 2016 to learn how to implement Project Based Learning in the middle school setting. We are looking forward to providing this same training to additional teachers later this year and next.

The Instructional Coach at AMS South provides ongoing support and guidance for teachers as they strive to change and improve their instructional practices through Reading Apprenticeship / Writing Connections, Six Standards for Effective Pedagogy, and Project Based Learning.

The Avon Middle School South professional development program complies with the core principles for professional development. The professional development program has been signed by the exclusive representative of the Avon Federation of Teachers as an indication of support only for the professional development program component of the plan.