



## School Improvement Plan 2019-2020

***AVON MIDDLE SCHOOL NORTH***

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### ***SCHOOL IMPROVEMENT COMMITTEE***

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# School Improvement Plan/Required Components

- **Objectives of Continuous Improvement**

The **attendance goal** at Avon Middle School North is to obtain and maintain a 97% student attendance rate. The rate for the 2018-19 school year was 96.23% .

Avon Middle School North's **academic goal** is for all students to grow academically and ILEARN proficiency rates to increase. *See tables 1 and 2*

**Improvement needed immediately** is to close the gap of achievement between white students and Black or African American students, and between All Students and Special Education students. *See table 3*

- **Description and Location of Curriculum.**

Avon Middle School North offers a broad curriculum that is a combination of academic (math, science, language arts, social studies,) and related arts subjects (health and physical education, family and consumer science, art, computer education, industrial technology, band, choir, and orchestra). The curriculum is aligned with Indiana State Academic Standards. A high ability curriculum is available in the areas of math, science, and language arts. A more rigorous curriculum is offered in world languages (Spanish and Japanese), algebra, geometry and biology in order to earn high school credit.

- **Titles and descriptions of assessment instruments to be used in addition to Indiana Statewide Testing -- ILEARN**

**Teachers' Formative and Summative Assessments:** Avon Middle School North teachers administer common assessments developed to test the knowledge and skills students have acquired.

**Airways Interim Test:** Test that shows degree of mastery of students of Indiana State Standards in Mathematics and English Language Arts

**Northwest Evaluation Association (NWEA):** NWEA is a nationally standardized, norm-referenced series of tests. These computerized, adaptive tests provide educators with growth and achievement data to develop targeted instructional strategies and to plan school improvement. Sixth graders are tested in the early fall and again in late spring in the areas of reading, mathematics, and language usage. This data is available for use by seventh grade teachers.

- **Learning Needs of All Students Addressed**

Programming is offered to general education, special education, high ability students, and English Language Learners as well as students who have 504 plans.

The Indiana Core 40 curriculum provides the essential skills and knowledge all students need to succeed in college, apprenticeship programs, military training, and the workforce. Students who take rigorous academic courses in middle school and high school are more likely to enroll in college and earn a degree. In order to promote the Core 40 Academic Honors, Core 40 with Technical Honors, and Core 40 track for high school, Avon Middle School North offers seventh grade students the opportunity to take Pre-Algebra and Algebra I. Eighth grade students are given the opportunity to take Geometry, Algebra I, and Biology I, as well as Japanese or Spanish, which allows students the opportunity to earn high school credit. The guidance counselors at Avon Middle School North lead eighth grade students on a field trip to the Area 31 Career Center to expose students to a wide range of technical careers. The field trip offers students an exciting, hands-on experience to the many future course options that could count toward any of the diploma types.

- **Parental Participation**

Avon Middle School North's volunteer parent group is referred to as Families at North (FAN). The purpose of FAN is to build and sustain partnerships amongst North families, community partners, and the school for the purpose of continually improving to meet the needs of students. This group is just forming at the start of school year 2019-2020 with the goal of also supporting students and teachers by parents volunteering for a wide variety of tasks such as: working in the school bookstore, supervising music concerts/ play, registering students, assisting with student yearbook and spirit wear sales, helping with student hearing and vision screenings, helping in the classrooms and providing support for various front office or media center tasks. Parents also participate in Career Week as they share information pertaining to their field of work.

Parents have access to the school's learning management system, Schoology, and electronic gradebook, Power Parent, to stay connected to their children's academic progress. Communication from school to parents is managed with an electronic tool which allows for parents to choose the form of communication- email, text, or phone call.

- **Safe and Disciplined Learning Environment**

Teachers implement PBIS (Positive Behavior Instruction Supports) strategies that promote strengthened student relationships with adults and peers. Professional development is regularly conducted with students and staff to learn procedures such as ALICE (Alert, Lockdown, Inform, Counter, Evacuate) to follow during emergencies. Two staff members are trained as School Safety Specialists and a School Resource Officer is on duty five days a week.

- **Technology Initiatives**

At Avon Middle School North, we believe technology is most powerful when it is a seamless integral part of everyday teaching and learning. Each student and teacher is issued a computer laptop. Initiatives are coordinated by the school system's Department of Technology led by a Director and Assistant Director working with administration and teaching staff at each school building. At Middle School North, teachers are assisted by the work of three teachers designated as Oriole Innovators and a Technology Committee comprised of teachers and administrator. In addition, a technician works at Middle School North five days a week assisting students and staff with technology hardware.

During the 2019-2020 school year, the computer teacher and Engineering/Technology teacher are revamping a part of the curricula to promote student choice and creativity.

- **Professional Development Program**

Avon Middle School North practices sustained professional development as an integral element of improving student achievement. AMSN utilizes several sessions exclusively for professional development (one full day before students arrive in August, one full day in November, one full day in January, and ten (10) one-hour sessions throughout the school year).

The TEA (The Essential Avon) program has been established to give all new certified employees the key foundational knowledge supporting our students and school corporation. The program is required for teachers who are new to Avon. The two-year program offers a blended learning experience with both face-to-face experiences and on-line learning occurring throughout the program. The trainings are conducted by central office administrators, building-level administrators, master teachers and instructional coaches. Veteran teachers are also welcome to attend these sessions.

Additionally, faculty members at times attend outside conferences or workshops for their learning that will benefit students.

The professional development focuses on both content of lessons and pedagogy. Emphasis is placed on determining which Indiana content standards are considered primary and which are supporting and explanation and practice is provided for using the Six Standards of Effective Pedagogy. Teachers, instructional coach, counselors, and administrators participate in classroom walkthroughs with the purpose of learning from each other the components of this pedagogy along with that of Positive Behavior Interventions and Support (PBIS).

Taking these strategies to the classrooms helps all students with particular attention given to students in groups identified at Avon Middle School North who score significantly lower in state testing.

The impact of this professional development is monitored by student growth as noted in teachers' formative and summative assessment results, state testing scores, report card grades, and teachers' anecdotal notes. Avon Middle School North's professional development program is aligned to a vision for excellent instruction, understanding diverse cultures, goal attainment, and to teacher development needs based on data.

- **Cultural Competency**

Using the work of Gary Howard, the Cultural Competency Leadership Team, comprised of teachers, counselor, and administration, leads the charge to create a more diverse, inviting, learning environment. Being aware of all the groups making up the student population, this team plans and executes various celebrations to highlight a variety of them. Other work of this team has been the development of Avon Middle School North's diversity statement which uses students' words in their explanation as to what diversity means to them. That statement is: Avon Middle School North believes that all have unique backgrounds which are special to them, and we strive to honor our diverse cultures. Teachers and administrators find ways to weave this statement in the work they do with students. This printed statement is framed and hung in every room at North.

This School Improvement plan identifies Black or African American and Special Education as student groups who perform significantly lower than other student groups on state testing. Staff members develop positive relationships with all students and pay particular attention to students in these groups to help build trust. An area of needed professional development is to learn of practices that promote these students' sense of academic belonging and improved engagement and achievement.

| <b>Table 1</b>                           | <b>ISTEP</b>  |               |               | <b>ILEARN</b> |
|--|---------------|---------------|---------------|---------------|
| <b>Indicator</b>                         | <b>15-16'</b> | <b>16-17'</b> | <b>17-18'</b> | <b>18-19'</b> |
| Student Enrollment                       | 700           | 796           | 816           | 810           |
| Grade 7 Percentage Passing Math          | 60.8          | 52.2          | 48            | 50            |
| Grade 7 Percentage Passing Language Arts | 78.9          | 65.8          | 76            | 59            |
| Grade 8 Percentage Passing Math          | 60.5          | 57            | 58            | 45            |
| Grade 8 Percentage Passing Language Arts | 71.1          | 67.1          | 64            | 59            |

Avon Middle School North's PLC Leaders meet monthly to address student learning. Each year, with input from all staff, they review and revise the School Improvement Plan if needed.

**Table 2**

| <b>Avon Middle School North: Three year time line</b>  |  |   |  |
|--|--|---|--|
|  | <b>2019-2020</b>   | <b>2020-2021</b>  | <b>2021-2022</b>   |
| <p><b>Avon Middle School North's school improvement goal is: All students will grow academically.</b></p>  | <p>Assess students' learning by using ILEARN and Airways Interim scores and teachers' assessments.</p>   | <p>Assess students' learning by using ILEARN and Airways Interim scores and teachers' assessments</p>   | <p>Assess students' learning by using ILEARN and Airways Interim scores and teachers' assessments</p>  |
|  | <p>Reach and maintain 97% student attendance rate. Recognize monthly perfect attendance.</p>   | <p>Reach and maintain 97% student attendance rate. Recognize monthly perfect attendance</p>   | <p>Reach and maintain 97% student attendance rate. Recognize monthly perfect attendance</p>  |
|  | <p>Intensified Team is formed to identify specific students' academic, behavior, and SEL needs and develops plans to address them</p>  | <p>Intensified Team identifies specific students' academic, behavior, and SEL needs and develops plans to address them</p>  | <p>Intensified Team identifies specific students' academic, behavior, and SEL needs and develops plans to address them</p>   |
|  | <p>Small student groups are assigned to all teachers for social emotional learning and development of executive functioning skills</p>   | <p>Small student groups are assigned to all teachers for social emotional learning and development of executive functioning skills</p>  | <p>Small student groups are assigned to all teachers for social emotional learning and development of executive functioning skills</p>   |
|  | <p>School Leadership Team learns the foundations of MTSS</p>   | <p>School Leadership Team helps with implementation of parts of MTSS</p>  | <p>School Leadership Team continues to help with implementation of MTSS</p>  |
|  | <p>Use literacy strategies (7 Transactional Reading Strategies, RAWC, RACE) with students to promote reading and writing skills.</p>   | <p>Assess the use of literacy strategies (7 Transactional Reading Strategies, RAWC, RACE) with students to promote reading and writing skills. Make any necessary changes.</p>                        | <p>Assess the use of literacy strategies (7 Transactional Reading Strategies, RAWC, RACE) with students to promote reading and writing skills. Make any necessary changes.</p> |
|  | <p>Continue to use tier two (subject specific) words to build vocabulary knowledge.</p>  | <p>Continue to use tier two (subject specific) words to build vocabulary knowledge.</p>   | <p>Continue to use tier two (subject specific) words to build vocabulary knowledge.</p>  |
| <p>Use strategies of effective pedagogy, including use of data, cooperative learning, those which help differentiate instruction and provide intervention, those which promote reading</p> | <p>Use strategies of effective pedagogy, including use of data, cooperative learning, those which help differentiate instruction and provide intervention, those which promote reading</p> | <p>Evaluate the strategies used (effective pedagogy including use of data, cooperative learning, those which help differentiate instruction and provide intervention, those which promote reading</p> |  |

|  |   |  |  |
|--|---|--|--|
|  | <p>comprehension, those which increase student understanding in the areas of science, technology, engineering, and math, and those which allow for teaching math conceptually.</p> <p>Continue to learn more about and implement technology use by students and teachers in the classroom. Promote responsible digital citizenship.</p> <p>Implement PBIS strategies</p> <p>Cultural Competency: Continue to implement the work of Gary Howard via the leadership of the Cultural Competency Team</p> | <p>comprehension, and those which increase student understanding in the areas of science, technology, engineering, and math, and those which allow for teaching math conceptually</p> <p>Continue to learn more about and implement technology use by students and teachers in the classroom. Promote responsible digital citizenship.</p> <p>Implement PBIS strategies</p> <p>Cultural Competency: Continue to implement the work of Gary Howard via the leadership of the Cultural Competency Team</p> | <p>comprehension, those which increase student understanding in the areas of science, technology, engineering, and math, and those which allow for teaching math conceptually) and add or modify as needed.</p> <p>Continue to learn more about and implement technology use by students and teachers in the classroom. Promote responsible digital citizenship.</p> <p>Implement PBIS strategies</p> <p>Cultural Competency: Continue to implement the work of Gary Howard via the leadership of the Cultural Competency Team</p> |
|--|---|--|--|

| <b>Table 3</b>                 | <b>Pass Rate ISTEP+ years 2016-17, 2017-18; Pass Rate ILEARN 2018-19</b> |                |                |                              |                |                |                                |                |                |                              |                |                |
|--------------------------------|--|----------------|----------------|------------------------------|----------------|----------------|--------------------------------|----------------|----------------|------------------------------|----------------|----------------|
| <b>Student Group</b>           | <b>Language Arts 8th Grade</b>   |                |                | <b>Mathematics 8th Grade</b> |                |                | <b>Language Arts 7th Grade</b> |                |                | <b>Mathematics 7th Grade</b> |                |                |
|                                | <b>2016-17</b>   | <b>2017-18</b> | <b>2018-19</b> | <b>2016-17</b>               | <b>2017-18</b> | <b>2018-19</b> | <b>2016-17</b>                 | <b>2017-18</b> | <b>2018-19</b> | <b>2016-17</b>               | <b>2017-18</b> | <b>2018-19</b> |
| <b>All Students</b>            | 66%  | 64%            | 59%            | 56%                          | 51%            | 45%            | 66%                            | 76%            | 59%            | 51%                          | 48%            | 50%            |
| <b>Special Education</b>       | 14%  | 34%            | 16%            | 9%                           | 19%            | 18%            | 34%                            | 28%            | 27%            | 20%                          | 16%            | 21%            |
| <b>Student Group</b>           | <b>2016-17</b>   | <b>2017-18</b> | <b>2018-19</b> | <b>2016-17</b>               | <b>2017-18</b> | <b>2018-19</b> | <b>2016-17</b>                 | <b>2017-18</b> | <b>2018-19</b> | <b>2016-17</b>               | <b>2017-18</b> | <b>2018-19</b> |
| <b>White</b>                   | 70%  | 68%            | 58%            | 61%                          | 59%            | 48%            | 70%                            | 79%            | 66%            | 59%                          | 53%            | 57%            |
| <b>Black/ African American</b> | 53%  | 52%            | 53%            | 34%                          | 28%            | 35%            | 45%                            | 69%            | 36%            | 26%                          | 33%            | 30%            |